

CURRICULUM GUIDE FOR MUSIC

Clinton Public Schools



Clinton Public Schools Music Curriculum

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Clinton Public Schools Music Curriculum

Curriculum Renewal Team Members

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Approved by the Clinton Board of Education, August 19, 2013

Program

Foundations

MISSION STATEMENT

*The mission of the Clinton Public Schools
is to prepare independent and collaborative learners
empowered to embrace the future.*



DRIVING FORCES & UNIFYING PRINCIPLES

As a Professional Learning Community, we will:

1. Develop literacy in core disciplines to ensure quality learning experiences and achievement.
2. Embed the application of knowledge and skills in all learning experiences and new situations.
3. Develop and implement high-performing collaborative teams focused on improving teaching and learning.
4. Provide a safe environment and modern, flexible facilities that support the district's educational mission.

K-12 District Foundation Skills and Competencies

Preparing independent and collaborative learners empowered to embrace the future

The purpose for establishing a set of common learning competencies is the belief that all teaching and learning should be meaningful, relevant, and connected. Therefore, there should be a common thread to link all disciplines. The following K-12 Foundation Skills and Competencies are essential for all students to become independent and collaborative learners, and must be incorporated in all disciplines. The foundation competencies are not intended to limit any discipline; rather, they are intended to provide teachers, students, and the community with a set of common expectations that will enhance curriculum development and continuity of purpose, assist teachers in planning instruction and assessment, and improve student performance.

1. Reads a variety of literary, informational, and persuasive texts with understanding, and is able to analyze, interpret, evaluate text, and reads for enjoyment.
2. Uses appropriate forms of expressions and conventions of Standard English to communicate and develop thoughts, share ideas, influence and persuade, and create and entertain.
3. Applies understanding of a writing process (drafting, revising, editing, and rewriting) to improve writing.
4. Listens and views verbal and nonverbal presentations in order to analyze, clarify, follow directions, and ask and answer questions.
5. Applies computational skills, number sense and mathematical techniques to solve problems and judge reasonableness of results.
6. Delivers oral and visual presentations using standard conventions, forms of expression, coherent sequence of thoughts, suitable vocabulary, and tools appropriate for the purpose and audience.
7. Collects, organizes, and presents data using charts, tables, and graphs to interpret findings, defend or refute predictions, and draw conclusions.
8. Investigates and evaluates information and arguments from various sources and points of view applying prior knowledge, and inductive and deductive reasoning to establish a personal stance and defend a rationale.
9. Accesses a wide range of resources (print, non-print, and technological) to expand knowledge, conduct research, communicate information, create original works, and investigate complex problems.
10. Designs and applies techniques for investigating real-world issues and problems including; posing questions, hypothesizing, observing, collecting and analyzing data, and communicating findings.
11. Works collaboratively in a group to accomplish a goal by exchanging ideas, synthesizing information, investigating solutions to a problem, sharing workload and completing assigned tasks.

Characteristics of an Exemplary Curriculum

The following characteristics are provided to help guide work of the curriculum renewal teams for all disciplines. These characteristics are widely accepted and supported in curriculum development literature.

1. Meaningful:

A meaningful curriculum establishes a clear set of expectations for what students need to know and demonstrate in order to be successful in today's complex world.

2. Coherent:

A coherent curriculum provides opportunities at each level to learn and practice knowledge and skills, building on and expanding previous experiences and knowledge.

3. Articulated:

An articulated curriculum ensures that learning at different grade levels is appropriately sequenced, maintaining connections and relationships between grade levels.

4. Aligned:

An aligned curriculum connects the written curriculum, what is really taught, and assessment.

5. High standards for all:

Curriculum recognizes and reflects the need for all students to perform well in order to gain knowledge and skills necessary to be successful.

6. Reasonable in Scope:

The curriculum provides a framework that represents a set of expectations that can be accomplished and provides teachers and administrators with guidelines for making decisions about instruction.

Seif, E. (1998). Curriculum Renewal a Case Study. Alexandria, VA: ASCD.

DuFour, R. & Eaker, R. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.

The Music Education Philosophy

Music education enables students to make informed, aesthetic choices and is crucial to fulfilling one's human development. Music prepares students to recognize and value quality, while nurturing their sensitivities and feelings. Creating, performing and responding to music generates informed audiences and participants of the future. Music fosters creativity and independence, develops self-discipline and focus, and enhances self-esteem and knowledge. Music teaches critical thinking, problem solving, risk taking, teamwork and communication, all of which are the tools that lead to success in life. Music links the heritage of our past to the cultures of the present and future. Our diverse society is continually enriched by music.

We further believe that:

- Music has intrinsic and aesthetic value to all.
- Music is significant to the life-long development of every person.
- Music defines and communicates cultures.
- Music expresses ideas and emotions.
- Music touches the mind, body, and spirit.
- Music is a compelling, meaningful, and powerful force in our lives.
- Music will play an important role in a person's life when they achieve skills in creating, performing, and listening to music.
- The life of every student and adult is enriched by the skills, knowledge and habits acquired in the study of music.
- Current research clearly demonstrates that studying music enhances brain function and increases student achievement.
- Music education is essential for all students.
- Music is a vital part of the core curriculum.
- Performances in choral and instrumental ensembles are important components to music education.
- The study of music is vital to the appreciation and understanding of our culture and the cultures of the world.
- Musicianship is a unique and major source of self-esteem.
- Music education spans from early childhood through adulthood.
- Music enhances other curricular areas and provides a source of creative problem solving.
- All students experience success in music.

As a result of this K-12 Music Curriculum, students will:

1. Sing alone and with others, a varied repertoire of music.
2. Perform on instruments, alone and with others, a varied repertoire of music.
3. Improvise melodies, variations, and accompaniments.
4. Compose and arrange music.
5. Read and notate music.
6. Listen to, describe, and analyze music.
7. Evaluate music and music performances.
8. Understand the relationship between music, the other arts, other disciplines and daily life.
9. Appreciate music in relation to history and culture.

Curriculum

Structure

Music Curriculum Renewal Team District Framework

I. Performance

- Students will sing alone and with others, a varied repertoire of music.
- Students will perform on instruments, alone and with others, a varied repertoire of music.

II. Creativity

- Students will improvise melodies, and accompaniments
- Students will compose and arrange music

III. Literacy

- Students will read and notate music

IV. Response

- Students will listen to, describe and analyze music.
- Students will evaluate music and music performances.

V. Connections

- Students will understand the relationship between music, the other arts, other disciplines and daily life.
- Students will appreciate music in relation to history and culture.

Music CRT

Basic Organization

Music CRT – Basic Organization

	K	1	2	3	4	5	6	7	8	9	10	11	12
General Music									→	→			
General Music Electives													
Instrumentals	K	1	2	3	4	5	6	7	8	9	10	11	12
• Concert Band													
• Jazz Band													
Vocal	K	1	2	3	4	5	6	7	8	9	10	11	12
• Chorus													

General Music

Grades K-8

Music Curriculum – Music Education Competencies

	I. Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will <u>sing</u>, alone and with others, a varied repertoire of songs.</i>														
1	Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.	M	M	M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
2	Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.	M	M	M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
3	Sing expressively, with appropriate dynamics, phrasing and interpretation.			M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
4	Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory.								C	C	C				
5	Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory.											C	C	C	C
6	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.	M	M	M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
7	Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.		M	M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
8	Sing ostinatos, descants, partner songs and rounds.				M	MC	MC	MC	MC	MC	MC	C	C	C	C
9	Sing music written in two and three parts.					C	C	C	C	C	C				
10	Sing ensemble music for up to four parts, with and without accompaniment.											C	C	C	C

M = General Music

C = Chorus

B - Band

Music Curriculum – Music Education Competencies

	I. Performance (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
11	Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.				M	MC	MC	MC	MC	MC	MC	C	C	C	C
12	Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.											C	C	C	C
13	Demonstrate well-developed ensemble skills.			M	M	MC	MC	MC	MC	MC	MC	C	C	C	C

M = General Music
 C = Chorus
 B = Band

Music Curriculum – Music Education Competencies

	I. Performance (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will play, alone and with others, a varied repertoire of instrumental music.</i>														
14	Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.	M	M	M	M	M	MB	MB	MB	MB	MB	B	B	B	B
15	Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.			M	M	M	M	M	M	M	M				
16	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, bow or stick control.		M	M	M	M	MB	MB	MB	MB	MB				
17	Perform expressively a varied repertoire of music representing diverse genres and styles.	M	M	M	M	M	M	MB	MB	MB	M				
18	Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.						B (.5)	B (1)		B (2)	B (3)				
19	Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6.														
20	Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.								B	B	B				
21	Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.				M	M	MB	MB	MB	MB	MB	B	B	B	B
22	Echo short rhythms and melodic patterns.	M	M	M	M	M	M	M	M	M	M				

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	I. Performance (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
23	Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.											B	B	B	B
24	Perform in small ensembles with one student on a part.				M	M	MB	MB	M	M	M				
25	Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.				M	M	M	MB	MB	MB	MB				
26	Perform independent instrumental parts while other students sing or play contrasting parts.				M	M	M	MB	MB	M	M				
27	Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.				M	M	M	M	M	M	M				
	Students will play, alone and with others, a varied repertoire of instrumental music.														
28	Perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.														

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	II. Creativity	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will improvise melodies, variations and accompaniments.</i>														
1	Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)			M	M	M	M	M	M	M	M				
2	Improvise movements	M	M	M	M	M	M	M							
3	Improvise new words to songs.		M	M	M	M			M	M	M				
4	Improvise simple harmonic accompaniments.														
5	Improvise stylistically appropriate harmonizing parts.														
6	Improvise simple rhythmic and melodic ostinato accompaniments.				M	M	M	M	M	M	M				
7	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.						M	M	M	M	M				
8	Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.				M	M	M	M	M	M	M				
9	Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.				M	M	M	M	M	M	M				
10	Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.	M	M	M	M	M	M	M	M	M	M				

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	II. Creativity (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
11	Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.				M	M	M	M	M	M	M				
12	Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.				M	M	M	M	M	M	MB	C	C	C	C
13	Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.								M	M	MB				

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	II. Creativity (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will compose and arrange music.</i>														
14	Create and arrange music to accompany readings or dramatizations.				M	M	M	M	M	M	M				
15	Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.					M	M	M	M	M	MB				
16	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.						M	M	M	M	M				
17	Create and arrange short songs and instrumental pieces within specified guidelines.					M	M	M	M	M	MB				
18	Arrange simple pieces for voices or instruments other than those for which the pieces were written.						M	M	M	M	M				
19	Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.						M	M	M	M	M				
20	Use a variety of sound sources when composing.				M	M	M	M	M	M	M				
21	Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.				M	M	M	M	M	M	M				
22	Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.						M	M	M	M	M				

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	III. Literacy	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will read and notate music.</i>														
1	Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.		M	M	M	MC	MC B	MC B	MC B	MC	MC	C	C	C	C
2	Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.		M	M	M	M	MC	MC	MC	MC B	MC B	C	C	C	C
3	Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.			M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
4	Read at sight simple melodies in the treble clef.						B	B	CB	CB	CB				
5	Read at sight simple melodies in EITHER the treble and bass clefs.						B	B	B			C	C	C	C
6	Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.		M	M	M	MC	MC	MC	MC B	MC B	MC B	C	C	C	C
7	Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.		M	M	M	MC	MC	MC	MC B	MC B	MC B	C	C	C	C
8	Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).		M	M	M	M	M	M	M	M	M				
9	Use standard notation to record their musical ideas and the musical ideas of others.				M	M	M	M	M	M	M				
10	Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.					C	C	C	C	C	C	C	C	C	C

M = General Music

C = Chorus

B - Band

Music Curriculum – Music Education Competencies

	III. Literacy (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
11	Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.								C	C	C	CB	CB	CB	CB
12	Sight-read accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.														

M = General Music
 C = Chorus
 B = Band

Music Curriculum – Music Education Competencies

	IV. Response	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will listen to, describe and analyze music.</i>														
1	Identify simple music forms when presented.		M	M	M	MC	MC	MC	MC	MC	MC	C	C	C	C
2	Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.		M	M	M	MC	MC	MC	MC	MC	MC	CB	CB	CB	CB
3	Describe specific music events in a given aural example, using appropriate terminology.		M	M	M	M	M	M	M	M	M	B	B	B	B
4	Identify specific music events in a given aural example, using appropriate terminology.								C	C	C	CB	CB	CB	CB
5	Analyze the uses of elements of music in aural examples representing diverse genres and cultures.		M	M	M	M	M	M	M	M	M	CB	CB	CB	CB
6	Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.											CB	CB	CB	CB
7	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.			M	M	MC	MC	MC	MC	MC	MC	CB	CB	CB	CB
8	Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.		M	M	M	M	M	M							
9	Demonstrate knowledge of the basic principles of meter, rhythm and tonality.					C	C	C	C	C	C	C	C	C	C

M = General Music

C = Chorus

B - Band

Music Curriculum – Music Education Competencies

	IV. Response (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
10	Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.							M	M	M	M				
11	Demonstrate knowledge of the technical vocabulary of music.					C	C	C	C	C	C	CB	CB	CB	CB
12	Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.	M	M	M	M	M	M	M	M	M	M	B	B	B	B
13	Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.	M	M	M	M	M	M	M	M	M	M	B	B	B	B
14	Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.					M	M	M	M	M	M	B	B	B	B

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	IV. Response (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will evaluate music and music performances.</i>														
15	Evaluate performances.					C	C	C	C	C	C	B	B	B	B
16	Devise criteria for evaluating performances and compositions.		M	M	M	M	M	M	M	M	M	CB	CB	CB	CB
17	Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.				M	M	M	M	M	M	M	CB	CB	CB	CB
18	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.				M	M	M	M	M	M	M	B	B	B	B
19	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.				M	M	M	M	MC	MC	MC	CB	CB	CB	CB
20	Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.					M	M	M	M	M	M	B	B	B	B
21	Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.		M	M	M	M	M	M	M	M	M	B	B	B	B

M = General Music
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 B = Band

Music Curriculum – Music Education Competencies

	V. Connections	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will make connections between music, other disciplines and daily life.</i>														
1	Identify similarities and differences in the meanings of common terms used in the various arts.				M	M	M	M	M	M	M				
2	Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.		M	M	M	M	M	M	M	M	M	B	B	B	B
3	Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.	M	M	M	M	M	M	M							
4	Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.					M	M	M	M	M	M				
5	Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples.											C	C	C	C
6	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.						M	M	M	M	M	C	C	C	C
7	Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.											B	B	B	B
8	Careers in music as well as those that apply music skills and understandings.				M	M	M	M	M	M	M	BC	BC	BC	BC

M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies

	V. Connections (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	<i>Students will understand music in relation to history and culture.</i>														
9	Identify by genre or style aural examples of music from various historical periods and cultures.						M	M	M	M	M	B	B	B	B
10	Describe in simple terms how elements of music are used in music examples from various cultures of the world.						M	M	M	M	M	B	B	B	B
11	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.					M	M	M	M	M	M	B	B	B	B
12	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.						M	M	M	M	M				
13	Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.		M	M	M	M	M	M	M	M	M	B	B	B	B
14	Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.					M	M	M	M	M	M	B	B	B	B
15	Identify and describe roles of musicians in various music settings.				M	M	M	M	M	M	M	B	B	B	B
16	Demonstrate audience behavior appropriate for the context and style of music performed.	M	M	M	M	M	M	M	M	M	M	B	B	B	B




M = General Music
 C = Chorus
 B - Band

Music Curriculum – Music Education Competencies


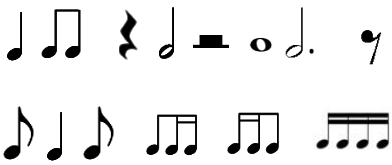
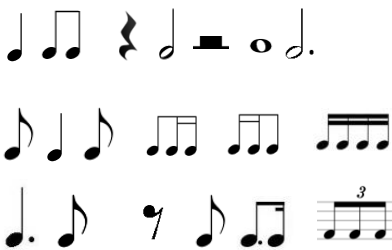
	V. Connections (continued)	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
17	Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.				M	M	M	M	M	M	M				
18	Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.					M	M	M	M	M	M				
19	Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.						M	M	M	M	M				

M = General Music
 C = Chorus
 B = Band

	Grade K	Grade 1	Grade 2
Instruments	<p>Sticks, drums, tambourines, claves, triangles, sleigh bells, maracas</p> <ul style="list-style-type: none"> • to practice beat and rhythm • to enhance a song or story • to begin developing technique of playing instruments 	<p>Unpitched percussion (see K)</p> <p>Orff bars: xylophone, glockenspiel, metallophones</p> <ul style="list-style-type: none"> • beat and rhythm; enhance songs/stories; develop technique; high-low; simple melodies 	<p>Unpitched and pitched percussion</p> <p>Maintaining beat; develop technique</p> <p>Performing rhythms and simple melodies. Improvise</p>
Vocal Selections/ Song Repertoire	<p><u>Chants:</u> Engine No. 9; Mumbo Jumbo; Bee Bee Bumblebee; Three Wee Monkeys; Cows in the Meadow; Five Little Mice; Pussy-cat; Pussy-cat; Bow Wow Says the Dog; Apple, Peach, Pear, Plum</p> <p><u>Simple Songs:</u> Rain, Rain; Seesaw; Here Comes a Bluebird; Teddy Bear; Little Salty Water; Cuckoo, In the Clock; Coo-Coo; Snail, Snail; Ring Around Rosie; America; America the Beautiful; Star-Spangled Banner; Five Little Pumpkins; Tip-toe through the Pumpkin Patch; Smallest Witch; Jingle Bells; Rudolph; Hanukkah Choice; Ground Hog Song; A-You're Adorable</p>	<p><u>Chants:</u> Same as K</p> <p><u>Songs:</u> (see K) and Doggie Doggie; Come Back Home; My Little Chicks; Bow Wow Wow; Pease Porridge Hot; Naughty Kitty Cat</p> <p><u>Patriotic:</u> (see K) and There Are Many Flags in Many Lands; Three Cheers-Red, White and Blue; Yankee Doodle; This Land is Your Land (chorus/refrain)</p>	<p>Squirrel, Squirrel; Lucy Locket; Hot Cross Buns; Cobbler, Cobbler; Knock the Cymbals, Bought Me a Cat; Frost Weather; lot of sing-along folksongs; spirituals</p> <p><u>Patriotic:</u> (see K&1) America, America (round); You're a Grand Old Flag; Stars & Stripes Forever; This Land is Your Land – all verses and chorus; We Shall Overcome</p>
Music Elements	<p>Tempo: fast slow moderato</p> <p>Dynamics: loud and soft, <i>f & p</i></p> <p>Form: same/different AB; AA</p>	<p>Tempo: allegro, moderato, adagio, largo</p> <p>Dynamics: <i>f mf p mp</i></p> <p>Form: AB, ABA, AABA</p>	<p>Tempo: allegro, presto, moderato, andante, adagio, largo, accelerando, ritardando</p> <p>Dynamics: <i>ff mf mp pp p crescendo, diminuendo</i></p> <p>Form: AB, ABB, AABA, ABA, ABACA, barline, double bar, repeat, measures</p>

	Grade K	Grade 1	Grade 2
Music Literacy	 <p>quarter notes; eighth notes; identify beat and rhythm</p>	 <p>Learn music staff quarter notes; eighth notes; read and write s-m in 4-beat patterns reach and write s-m-l</p>	 <p>(quarter, eighth and half notes; quarter & half rests) s-m; s-m-l; m-r-d; d-m-s read and write s-m-l d-r-m-s-l</p>
Music Genre, History & Culture	<p>Marches vs lullabies; holiday songs ie. Hanukkah Ballet: Nutcracker Ballet; Swan Lake Opera: Hansel & Gretel</p>	<p>African drumming, Native American songs – Grinding Corn; Owllet; Earth is our Mother; Indian Warrior, My Paddles Ballet: Nutcracker; Swan Lake Opera: Hansel & Gretel</p>	<p>Ballet: Sleeping Beauty Opera: The Magic Flute Expand repertoire of American Folksongs Native American Songs; Spirituals</p>
Performance Opportunities	<p>Sign language shows</p>	<p>In school assemblies that become sing-alongs</p>	<p>Awesome Arts; Martin Luther King March</p>
Other - Listening	<p>Carnival of the Animals – identifying tempo Intro to the orchestra</p>	<p>Orchestra – more in-depth Carnival of the Animals – with listening maps</p>	<p>Orchestra – identify and define families and individual instruments – sight & sound Vivaldi's Four Seasons Peter & the Wolf</p>

	Grade 3	Grade 4-5	Grade 6-8	
Instruments	Unpitched and pitched percussion Maintaining beat; perform rhythms; develop technique	Unpitched and pitched percussion, keyboards, maintain beat/tempo, develop technique, perform rhythms and simple melodies, improvise on xylophones	Guitar-acoustic, classroom instruments, drumming-drumstick & pads, bells- handbells, boomwhackers (tubes) All enhance musical literature Exploratory 8th grade general music only – piano keyboard	
Vocal Selections/ Song Repertoire	<u>Folk Games and Songs</u> : Cobbler, Cobbler; Knock the Cymbals, Bought Me a Cat; Frosty Weather; various spirituals, American folksongs in "Get America Singing Again" volumes; rounds and canons, "50 States in Rhyme", 5 service songs (Army, Navy, Air-Force, Marines, Coast Guard)	<u>Patriotic</u> : America, America the Beautiful, You're a Grand Old Flag, Stars & Stripes, This Land is Your Land (patriotic partner songs) 5 Service Songs. "Get America Singing Again" Vol. 1 an d2, rounds and canons <u>Spirituals</u> : This Train, Gonna Ride the Chariot, Gospel Train, Kumbaya, Wade in the Water, Down by the Riverside, Follow the Drinkin Gourd, <u>Folk</u> : Liza Jane, 4 White Horses, To Stop the Train, Come and Follow Me, Boogie Round, <u>African</u> : Fanga Alafia, Kye Kye Kule, Obwa Nsi Mi Nsa, Siyahamba (Kenya, Ghana, Zimbabwe)	Vocal literature – varied selections of vocal literature, rounds, partner songs Soprano, Alto, Tenor, 3-Part Mixed, Descants	
Music Elements	Tempo: allegro, presto, moderato, andante, adagio, largo, accelerando, ritardando Dynamics: <i>ff mf p mp pp, crescendo, diminuendo</i> Form: AB, ABB, AABA, ABA, ABACA, bar-line, double bar, repeat signs, measures, first and second endings	Tempo: allegro, presto, moderato, andante, adagio, largo, accelerando, ritardando Dynamics: <i>pp, p, mp, mf, f, ff, crescendo, decrescendo</i> Form: AB, ABB, AABA, ABACA (rondo) Theme and variation, call/response. Vocabulary: bar line, double bar, repeats, measures, DC/DS al fine, first and second endings	Rhythmic accuracy Phrasing Breath support Solfege Posture	Balance Tone production Vowel formation Tempo Diction Dynamics Form

	Grade 3	Grade 4-5	Grade 6-8
Music Literacy	 <p>(quarter, eighth and half notes; quarter & half rests) read do. re, mi, sol, la melodies read and write s-m-l</p>	 <p>Read: do, re, mi, fa, sol, la, ti do, melodies</p>	 <p>Music notation, music vocabulary, solfege knowledge, sign reading, rhythm melody, do, re, mi, fa, sol, la, ti do, melodies, do-do' + sol, la</p>
Music Genre, History & Culture	<p>Ballet: Sleeping Beauty Opera: Magic Flute Jazz Spirituals/Black History Month</p>	<p>Jazz, spirituals/work songs, African/World music, folk, sea shanties, musical theater, classical</p>	<p>Folk, popular music, jazz, patriotic, rounds, show tunes, spirituals, cultural, Gospel, partner songs, Descants</p>
Performance Opportunities	<p>Martin Luther King Jr. March, Grade 3 Chorus, Various School-wide Celebrations</p>	<p>Veterans Day Assembly</p>	<p>School Assemblies</p>

	Grade 3	Grade 4-5	Grade 6-8
Other - Listening	Orchestra families and specific individuals, identify instruments visually and orally. Beethoven: Fur Elise Bach: Connect to Vivaldi Mozart:	Morton Gould – American Salute, America variations, Fanfare for the Common Man, Stars & Stripes Forever, Jazz selections varied, Danse Macabre, Fossils (Carnival of Animals), classical selections – Bach, Mozart, Beethoven (Ode to Joy) (Twinkle Variations)	Medieval through Modern Music of Other Cultures
Composition		5th Grade – Noteflight and Inside Music Program. (12 bar blues, jingle writing and call/response game songs)	MusicTime software, Composing music in the key of C + G. Boogie Woogie, Jazz, Blues, Compositions in 2/4, 3/4 and 4/4 time signature, following teacher guidelines.

Pre-K

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 22 Echo short rhythms and melodic patterns.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 2 Improvise movements
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

III. Literacy

Students will read and notate music.

N/A

IV. Response

Students will listen to, describe and analyze music.

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Pre-K (continued)

IV. Response (continued)

- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Kindergarten

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 22 Echo short rhythms and melodic patterns.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 2 Improvise movements
- 3 Improvise new words to songs.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Kindergarten (continued)

III. Literacy (continued)

- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 16 Devise criteria for evaluating performances and compositions.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 1

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 13 Demonstrate well-developed ensemble skills.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 22 Echo short rhythms and melodic patterns.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 2 Improvise movements
- 3 Improvise new words to songs.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

Grade 1 (continued)

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 16 Devise criteria for evaluating performances and compositions.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

Grade 1 (continued)

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 2

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 2 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 2 Improvise movements
- 3 Improvise new words to songs.
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 20 Use a variety of sound sources when composing.
- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Grade 2 (continued)

III. Literacy (continued)

- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

Grade 2 (continued)

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.

Grade 3

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 3 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 2 Improvise movements
- 3 Improvise new words to songs.
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 20 Use a variety of sound sources when composing.
- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Grade 3 (continued)

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 3 (continued)

IV. Response (continued)

- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

Grade 3 (continued)

V. Connections (continued)

- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Grade 4

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 4 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 2 Improvise movements
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 7 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 16 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 18 Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- 19 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- 20 Use a variety of sound sources when composing.
- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- 22 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

Grade 4 (continued)

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 4 (continued)

IV. Response (continued)

- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.
- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.

Grade 4 (continued)

V. Connections (continued)

Students will make connections between music, other disciplines and daily life.

- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 12 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 19 Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Grade 5

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.
- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 5 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 2 Improvise movements
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 7 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 16 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 18 Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- 19 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- 20 Use a variety of sound sources when composing.
- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- 22 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

Grade 5 (continued)

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 8 Explore and develop knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

Grade 5 (continued)

IV. Response (continued)

- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 3 Identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Grade 5 (continued)

V. Connections (continued)

- 9 Identify by genre or style aural examples of music from various historical periods and cultures.
- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 12 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 19 Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Grade 6

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

Students will play, alone and with others, a varied repertoire of instrumental music.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 6 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 3 Improvise new words to songs.
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 7 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 13 Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 16 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 18 Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- 19 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

Grade 6 (continued)

II. Creativity (continued)

- 20 Use a variety of sound sources when composing.
- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- 22 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Grade 6 (continued)

IV. Response (continued)

- 10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.
- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

Grade 6 (continued)

V. Connections (continued)

- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.
- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 12 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 19 Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Grade 7

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

Students will play, alone and with others, a varied repertoire of instrumental music.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 7 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 3 Improvise new words to songs.
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 7 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 13 Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 16 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 18 Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- 19 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- 20 Use a variety of sound sources when composing.

Grade 7 (continued)

II. Creativity (continued)

- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- 22 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

Grade 7 (continued)

IV. Response (continued)

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.

Grade 7 (continued)

V. Connections (continued)

- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 12 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 19 Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Grade 8

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

Students will play, alone and with others, a varied repertoire of instrumental music.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 15 Perform easy rhythmic, melodic and choral patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 22 Echo short rhythms and melodic patterns.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.
- 27 Play simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Grade 8 (continued)

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 1 Improvise "answers" in the same style to given rhythmic and melodic phrases. (call and response)
- 3 Improvise new words to songs.
- 6 Improvise simple rhythmic and melodic ostinato accompaniments.
- 7 Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- 8 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
- 9 Improvise rhythmic and melodic variation on given pentatonic melodies and melodies in major and minor keys.
- 10 Explore and improvise, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 11 Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.
- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 13 Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 14 Create and arrange music to accompany readings or dramatizations.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 16 Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.
- 18 Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- 19 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
- 20 Use a variety of sound sources when composing.

Grade 8 (continued)

II. Creativity (continued)

- 21 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.
- 22 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional use of the sound sources.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 8 Use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher (dictation).
- 9 Use standard notation to record their musical ideas and the musical ideas of others.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 10 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

Grade 8 (continued)

IV. Response (continued)

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 1 Identify similarities and differences in the meanings of common terms used in the various arts.
- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 4 Describe and explain ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Grade 8 (continued)

V. Connections (continued)

- 9 Identify by genre or style aural examples of music from various historical periods and cultures.
- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 12 Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.
- 17 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.
- 18 Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 19 Identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances.

Chorus Program

Grades 3-12

	Grade 3	Grade 4-5	Grade 6-8	Grades 9-12
Vocal Parts	Two equal parts	SA – Soprano, alto SSA – Soprano I, Soprano II, alto	Soprano, alto, tenor (SAT) 3-part mixed	SATB Soprano, alto, tenor, bass
Vocal Selections	Varied repertoire	Varied concert repertoire	Varied concert repertoire Jazz, spirituals, pop, Broadway, festival/classical, holiday selections	Baroque – through contemporary – Classical choral standards, Jazz-Pop, spirituals, original composition, holiday selections
Music Elements	Diction, phrasing, posture, dynamics, tone, breath support, vowel formation, tempo	Diction, phrasing, balance, posture, dynamics, vowel formation, tone, breath support, tempo	Diction, phrasing, balance, tone production, dynamics, posture, tempo, breath support, vowel formation	Notation Dynamics and expressions
Music Literacy	Rhythm, melody	Rhythm, melody, form, 1st and 2nd ending, repeat signs, codas, DC al fine/DS al fine, measure numbers	Music notation, music vocabulary, sight-singing (solfege), simple melody and rhythm. Program notes – background history of concert selections	Sight singing: solfege basic rhythms and terminology
Music Genre, History & Culture	Classical, jazz, popular, patriotic, world language/culture, folk songs, spirituals	Jazz, spirituals, patriotic, classical, popular, Broadway, World music, and language/culture, folk songs	Concert/Festival, popular music, show tunes (Broadway), folk music, jazz, spirituals, gospel, patriotic, world language/cultural Program notes – background to selections	Program notes Background knowledge of music
Performance Opportunities	Winter Concert, Spring Concert, special occasions/opportunities	Winter Concert, Spring Concert (chorus students), Veterans Day (all students), Elementary Honors Choir (select students)	Winter Concert, Spring Concert, School Assemblies, Clinton Adjudication Festival Performance and/or Great Adjudication Festival Performance	Choral concerts, CMEA Festivals – adjudication Shoreline Alliance – recommended only

Grade 3

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Grade 3 (continued)

III. Literacy (continued)

- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 15 Evaluate performances.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 4

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Grade 4 (continued)

III. Literacy (continued)

- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 15 Evaluate performances.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 5

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.

Grade 5 (continued)

III. Literacy (continued)

- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 15 Evaluate performances.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 6

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 4 Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.

Grade 6 (continued)

III. Literacy (continued)

- 4 Read at sight simple melodies in the treble clef.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 15 Evaluate performances.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 7

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 4 Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Grade 7 (continued)

III. Literacy (continued)

- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 4 Read at sight simple melodies in the treble clef.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 15 Evaluate performances.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 8

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 4 Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 9 Sing music written in two and three parts.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.

Grade 8 (continued)

III. Literacy (continued)

- 4 Read at sight simple melodies in the treble clef.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 9

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 5 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 10 Sing ensemble music for up to four parts, with and without accompaniment.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 12 Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Grade 9 (continued)

III. Literacy (continued)

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 16 Devise criteria for evaluating performances and compositions.

Grade 9 (continued)

IV. Response (continued)

- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 5 Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Grade 10

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory.
- 5
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 10 Sing ensemble music for up to four parts, with and without accompaniment.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 12 Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Grade 10 (continued)

III. Literacy (continued)

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Grade 10 (continued)

IV. Response (continued)

- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 5 Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Grade 11

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 5 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 10 Sing ensemble music for up to four parts, with and without accompaniment.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 12 Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Grade 11 (continued)

III. Literacy

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 16 Devise criteria for evaluating performances and compositions.

Grade 11 (continued)

IV. Response (continued)

- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 5 Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Grade 12

I. Performance

Students will sing, alone and with others, a varied repertoire of songs.

- 1 Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo.
- 2 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- 3 Sing expressively, with appropriate dynamics, phrasing and interpretation.
- 5 Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory.
- 6 Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- 7 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 8 Sing ostinatos, descants, partner songs and rounds.
- 10 Sing ensemble music for up to four parts, with and without accompaniment.
- 11 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
- 12 Sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory.
- 13 Demonstrate well-developed ensemble skills.

II. Creativity

Students will improvise melodies, variations and accompaniments.

- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Grade 12 (continued)

III. Literacy (continued)

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 3 Use a system of syllables, numbers or letters to read simple pitch notation in the treble clef in major keys.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- 10 Demonstrate the ability to read in an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 1 Identify simple music forms when presented.
- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 9 Demonstrate knowledge of the basic principles of meter, rhythm and tonality.
- 11 Demonstrate knowledge of the technical vocabulary of music.
- 16 Devise criteria for evaluating performances and compositions.

Grade 12 (continued)

IV. Response (continued)

- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 5 Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts, and cite examples.
- 6 Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- 8 Careers in music as well as those that apply music skills and understandings.

Band Program

Grades 4-12

Band Curriculum Matrix

	Grade 4-5	Grade 6-8	Grade 9-12
Instruments	Flute, Alto Saxophone, Percussion (basic), Clarinet, Trumpet, Trombone	Flute, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Percussion, Piano, Clarinet, Bass Clarinet, Trumpet, Trombone, Tuba, Xylophone/Bells	Flute, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Percussion, Piccolo, Euphonium, Clarinet, Bass Clarinet, Trumpet, Trombone, Tuba, French Horn, Piano, Xylophone/Bells
Music Elements	Basic: Articulation, phrasing, balance	Intermediate: Articulation, phrasing, balance, dynamics	Advanced: Articulation, phrasing, balance, dynamics, intonation
Music Literacy	Music notation (basic note & rhythm reading and understanding) Music vocabulary	Music notation (note & rhythm reading and understanding) Music vocabulary Key signature knowledge	Music notation (advanced performing, reading and understanding) Music vocabulary Key signature knowledge Music theory Form
Music Genre, History & Culture	Basic repertoire of musical styles and genres	Varied repertoire of musical styles and genres Marches, popular music, show tunes, contemporary, etc, Swing, Big Band History-Veterans Day & Memorial Day	Varied repertoire of musical styles and genres Marches, popular music, show tunes, contemporary, etc, Swing, Big Band History-Veterans Day & Memorial Day
Performance Opportunities	Winter Concert Spring Concert	Veterans Day assembly, winter concert, Pasta Night, spring concert, Memorial Day Parade, promotion, Great East Music Festival, Southern Region Middle School Music Festival	Veterans Day Assembly, Fall concert, Winter concert, Spring concert, Memorial Day parade, Shoreline Music Festival, CMEA Southern Regional Music Festival, CMEA All State Music Festival

Grade 4

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
Perform on at least one instrument accurately and independently, alone and in small and
- 16 large ensembles, with good posture, good playing position and good breath, bow or stick control.
Perform with expression and technical accuracy on at least one string, wind, percussion or
- 18 classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 24 Perform in small ensembles with one student on a part.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 4 Read at sight simple melodies in the treble clef.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.

IV. Response

Students will listen to, describe and analyze music.

N/A

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 5

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 18 Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 24 Perform in small ensembles with one student on a part.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 4 Read at sight simple melodies in the treble clef.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.

Grade 5 (continued)

IV. Response

Students will listen to, describe and analyze music.

N/A

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 6

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 20 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- 26 Perform independent instrumental parts while other students sing or play contrasting parts.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 1 Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.
- 4 Read at sight simple melodies in the treble clef.
- 5 Read at sight simple melodies in EITHER the treble and bass clefs.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Grade 6 (continued)

IV. Response

Students will listen to, describe and analyze music.

N/A

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 7

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 16 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, bow or stick control.
- 17 Perform expressively a varied repertoire of music representing diverse genres and styles.
- 18 Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- 20 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 4 Read at sight simple melodies in the treble clef.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

Grade 7 (continued)

IV. Response

Students will listen to, describe and analyze music.

N/A

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 8

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 16 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, bow or stick control.
- 18 Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.
- 20 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 25 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

II. Creativity

Students will improvise melodies, variations and accompaniments.

Students will compose and arrange music.

- 12 Improvise short melodies unaccompanied over given rhythmic accompaniments, each in a consistent style, meter and tonality.
- 13 Improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.
- 15 Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- 17 Create and arrange short songs and instrumental pieces within specified guidelines.

III. Literacy

Students will read and notate music.

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 4 Read at sight simple melodies in the treble clef.

Grade 8 (continued)

III. Literacy (continued)

- 2 Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 4 Read at sight simple melodies in the treble clef.
- 6 Identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.
- 7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.

IV. Response

Students will listen to, describe and analyze music.

N/A

V. Connections

Students will make connections between music, other disciplines and daily life.

N/A

Grade 9

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 23 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 11 Demonstrate knowledge of the technical vocabulary of music.

Grade 9 (continued)

IV. Response (continued)

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 15 Evaluate performances.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 7 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.
- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.

Grade 9 (continued)

V. Connections (continued)

Students will make connections between music, other disciplines and daily life.

- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 10

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 23 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 11 Demonstrate knowledge of the technical vocabulary of music.

Grade 10 (continued)

IV. Response (continued)

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 15 Evaluate performances.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 7 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.

Grade 10 (continued)

V. Connections (continued)

- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 11

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 23 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Grade 11 (continued)

IV. Response (continued)

- 11 Demonstrate knowledge of the technical vocabulary of music.
Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 12 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 13 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 14 Evaluate performances.
- 15 Devise criteria for evaluating performances and compositions.
- 16 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 17 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.
- 18 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 19 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 20 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.
- 21

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 7 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.

Grade 11 (continued)

V. Connections (continued)

- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Grade 12

I. Performance

Students will play, alone and with others, a varied repertoire of songs.

- 14 Perform in rhythm, with appropriate dynamics and timbre, and maintain a steady beat.
- 21 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 23 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

II. Creativity

*Students will improvise melodies, variations and accompaniments.
Students will compose and arrange music.*

N/A

III. Literacy

Students will read and notate music.

- 11 Sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

IV. Response

Students will listen to, describe and analyze music.

- 2 Demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music or various styles representing diverse cultures.
- 3 Describe specific music events in a given aural example, using appropriate terminology.
- 4 Identify specific music events in a given aural example, using appropriate terminology.
- 5 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- 6 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music elements and expressive devices.
- 7 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- 11 Demonstrate knowledge of the technical vocabulary of music.

Grade 12 (continued)

IV. Response (continued)

- 12 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.
- 13 Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
- 14 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- 15 Evaluate performances.
- 16 Devise criteria for evaluating performances and compositions.
- 17 Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- 18 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.
- 19 Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.
- 20 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestion for improvement.
- 21 Evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models.

V. Connections

Students will make connections between music, other disciplines and daily life.

- 2 Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.
- 7 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 8 Careers in music as well as those that apply music skills and understandings.
- 9 Identify by genre or style aural examples of music from various historical periods and cultures.

Grade 12 (continued)

V. Connections (continued)

- 10 Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- 11 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- 13 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- 14 Classify by genre and style (historical period, composer and title) a varied body of exemplary musical works, and explain the characteristics that cause each work to be considered exemplary.
- 15 Identify and describe roles of musicians in various music settings.
- 16 Demonstrate audience behavior appropriate for the context and style of music performed.

Instructional Support

Assessment

Appendix