

Music Curriculum

Benchmarks Originally Adopted 5/18/98

Skills/Knowledge Sequence Revised 1999-2000

Revision, Alignment with National Standards, & Updates 05/06 & 06/07 School Years

Adopted- April 2007

Edward Varner, Supervisor of Music

Music Department
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Music Department

The Program:

Following a well developed, comprehensive, and sequential curriculum based on National Standards, the music program in the Great Falls Public Schools teaches music appreciation and performance to all students in grades K-8 and boasts a 40% participation rate among high school students in elective classes. Each high school has offerings of ten choirs, four concert bands, three orchestras, jazz band, and music theory/history. Each middle school offers leveled study in band, orchestra, choir, and general music. Every elementary student participates in general music study once per week (K-5) and has the option of instrumental music (band and orchestra) in grades 5 and 6. Many students participate in the district's summer music program where students receive additional private and group lessons (summer prior to grade 5 through grade 12). Approximately 10,000 students are served by 29 full time and 1 half time fully certified music teachers and a full time music administrator.

A History of Excellence & Leadership for the Future:

The GFPS music program has a long history of excellence on both a regional and national level. The district was one of two school districts in the United States recognized by an "Exemplary Program" award in 1986 by Music Educators National Conference (MENC), the National Association for Music Education. In May of 2000, Great Falls was named one of the "Top 100 Communities in America for Music Education" by a consortium including the National School Boards Association, MENC, and music manufacturers. The high school bands, orchestras, and choirs garner consistently high ratings at music festivals and have received numerous invitations to perform at state, regional, and national music education conferences.

Each year, thousands of GFPS students attend special outreach programs in cooperation with the Great Falls Symphony Association and other local music organizations. Many of the more advanced students are members of the symphony's Youth/Training Orchestra, the Great Falls Young People's Choir, or other non-school music organizations within the city of Great Falls.

The Great Falls Schools annually hosts the Montana High School Association District 6 Music Festival as well as at least one invitational high school band, orchestra, or choir festival. Every fourth year, GFPS hosts the MHSA All-State Festival in conjunction with the Montana Music Educators Association.

If you have questions about the district music program call or e-mail:

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Supervisor of Music

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ed_varner@gfps.k12.mt.us

Appreciation and Acknowledgements

Thank you to all of the K-12 educators, parents, and community members who committed valuable time and expertise in the development of this curriculum

Great Falls Public Schools

Music Department Review and Adoption Committee

Community/Parent Representatives

Gordon Johnson
Tom Kotynski
Bill Larson
Mary Brinkley
Linda Slavik
Edward Varner
Bob Fick
Jessie Knowles

Parent/Music Director of the Great Falls Symphony Association
GFSA Education/Outreach Committee Chair
GFSA Education/Outreach Committee
GFSA Education/Outreach Committee
GFSA Education/Outreach Committee
GFSA Education/Outreach Committee
GFSA Education/Outreach Committee
GFSA Education/Outreach Committee

Great Falls Public Schools Administrators and Teachers

Administrative Representatives:

Edward Varner
Chris Wortman-Engren
Tom Kotynski

GFPS Supervisor of Music/Administrator
GFPS Director of Curriculum & Applied Research
GFPS Director of Work Force Development

Elementary General Music Specialist Committee

Kara Bell
Jake Blaine
Jennifer Cantley
Shawna Storm
Elaine Tews
Chrissie Tharp

Sunnyside, Whittier, & Chief Joseph
Loy, Lincoln, & Mountain View
Lincoln & Lewis and Clark
Riverview, Sacajawea, & Valley View
Meadow Lark, West, & Valley View
Roosevelt, Longfellow, & Morningside

Elementary Instrumental Music Specialist Committee

Hal Hugg
Alan Johnson
Vicki Knight
Linda Lydiard
Holly Molyneaux
Sharman Tokerud
Lauree Wenger

Longfellow, Sunnyside, Morningside, Roosevelt, & Chief Joseph
Mountain View, Lincoln, Whittier, Lewis and Clark, & Loy
Valley View, Riverview, Meadow Lark, Sacajawea, & West
Mountain View, Lincoln, Whittier, Lewis and Clark, & Loy
Valley View, Riverview, Meadow Lark, Sacajawea, & West
Longfellow, Sunnyside, Morningside, Roosevelt, & Chief Joseph
Valley View, Riverview, Meadow Lark, Sacajawea, & West

Middle School/ High School Vocal/General Music Committee

Blair Allen
Renaë Bolton
Mary Dietz
Ellen Forslund
Margaret Nitschke
Jenny Painter
Barbara Swaby

Great Falls High School
East Middle School
North Middle School
CM Russell High School
Great Falls High School
North Middle School
CM Russell High School

Middle School/High School Orchestra Committee

Dennis Dell
Stacey Hansen
Ruth Johnson
Lisa Shull

CM Russell High School
North Middle School
Great Falls High School
East Middle School

Middle School/High School Band Committee

Russ Kellogg
Dusty Molyneaux
Larry Rowton
Fred Wenger

CM Russell High School
Great Falls High School
North Middle School
East Middle School

GFPS District Vision

The Great Falls Public Schools anticipates and meets student needs by continuously developing programs which are student-centered. Educational programs and experiences are of the highest quality possible and are assessed carefully and regularly. The District is committed to forward thinking and proactive planning which encourages schools to meet the challenges of societal changes.

The Board and all district staff collaborate with students, parents, and community citizens to support high levels of involvement and expectations in Great Falls Schools.

The District encourages participation, collaboration, and cooperation with all who genuinely have an interest in developing children's educational growth.

GFPS District Mission

The Great Falls Public Schools works to meet the diverse educational needs of all children attending its schools, and enables students to become competent, productive contributors to a democratic society in an ever-changing world.

January 23, 1995

GFPS Beliefs

- All children must have access to a quality education.
- Children are most successful in schools which have clearly defined performance goals, a high level of parental involvement, and accountability to their community.
- Parent and community partnerships are essential to effective education, and must be aggressively solicited and nurtured in all schools and at every grade level.
- Significant differences exist in the way individuals learn, but all children can be successful learners.
- Effective education strives to meet the individual needs of children in many ways.
- Educational professionals, respected for their skills and committed to children's education, are vital to the success of schools.
- Education must help children develop the skills to adapt to a changing world and to become lifelong learners.
- Education decisively impacts the economic well-being of children, their families, and our society.
- A well educated public is the foundation of a democracy.
- School board members must be leaders advocating for children, envisioning more effective schools, empowering parents and school professionals, and overseeing shared and continuous improvement.

January 23, 1995

Preface

The Great Falls Public Schools music curriculum is the basis for a comprehensive, balanced, and sequential program which addresses skills in ten content areas:

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 within specified guidelines (Optional Curricular Enrichment)
5. Read and notate music
6. Listen to, analyze, and describe music
7. Evaluate music and music performances
8. Understand relationships between music, other arts, and disciplines outside the arts
9. Understand music in relationship to history and culture
10. Understand study and participation skills necessary for musical groups

This curriculum document is divided into two parts. The first section contains the Music Curriculum Standards and Benchmarks which state what students should know and be able to do at exit levels in grade 5, grade 8, proficient high school and advanced high school. The second section contains a sequential list of introductory skills and/or information. These are skills and/or information that will lead to successful achievement of the adopted Benchmarks. Since music is a sequentially developed art, skills introduced in lower grades are integral to success at all levels and are, therefore, reviewed and/or taught at subsequent levels.

GFPS Music Curriculum Philosophy

It is the right of every child to experience music as a moving and vital force. Music is a way of knowing, experiencing, and expressing ideas and feelings, and lends itself to integration with other disciplines.

Music is provided in the curriculum as a means for developing creativity and expressive awareness. Music serves to heighten rich cultural traditions while it encourages self-realization and improves self-esteem.

A vehicle for learning is frequent musical experience through personal involvement. The music program provides opportunities to perform, understand, create, and respond to music.

Our purpose is to foster attitudes, understandings, skills, and enjoyment in order that each individual's musical and personal potential may be developed. The student will explore that potential through producing and consuming music in some personal, lifelong way.

Section One

GFPS Music Curriculum Standards and Benchmarks

**Exit level expectations for
Grade 5, Grade 8, Proficient High School, and Advanced High School**

GFPS Music Curriculum Standards and Benchmarks

Content Standard 1

Sing, alone and with others, a varied repertoire of music

Benchmarks

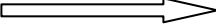
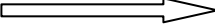
End of 5th grade

End of 8th grade

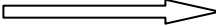
9-12 Proficient

9-12 Advanced

General Music Students Will:

<ul style="list-style-type: none"> ➤ Sing on pitch, within a comfortable range, with a clear, natural tone ➤ Use good diction, correct posture and breathing habits ➤ Sing rhythmic tonal patterns and melodies by ear or while reading notation ➤ Sing with appropriate expressive qualities: Dynamics, tempo, tone color, and mood ➤ Demonstrate understanding of musical phrases ➤ Sing and experience different forms and styles of music 	<ul style="list-style-type: none"> ➤ Sing from notation: melodies, ostinatos, and descants ➤ Be introduced to a variety of songs from the United States and other countries with international texts, hymns, and spirituals. <p>(Physiological issues may prevent middle school students from achieving accurate pitch and clear tone)</p>	<p align="center"></p> <p align="center">Continued reinforcement of skills</p>	<p align="center"></p> <p align="center">Continued reinforcement of skills</p>
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Choral Students Will:

<p align="center"></p>	<ul style="list-style-type: none"> ➤ Demonstrate basic vocal fundamentals of posture and correct breathing and breath support. ➤ Demonstrate basic vocal fundamentals of developing an open, acceptable tone ➤ Demonstrate an awareness of challenges associated with the changing voice of both men and women ➤ Sing in unison and two part songs independently and accurately using an acceptable vocal tone using correct posture, proper breath support, articulation, and enunciation to achieve balance and blend ➤ Be introduced to three-part music ➤ Identify the difference between melody and harmony ➤ Rehearse choral literature without constant piano support ➤ Incorporate elements of proper diction, vowel unification, and consistency, with clearly articulated consonants ➤ Demonstrate understanding of the relationship of one's voice to the full ensemble in terms of balance, blend, and timbre ➤ Sight read simple melodic and rhythmic lines 	<ul style="list-style-type: none"> ➤ Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles ➤ Sing with expression and with technical accuracy a varied repertoire of medium vocal literature, including some selections performed from memory ➤ Sing music written in at least three-parts, with and without accompaniment ➤ Demonstrate well developed ensemble skills 	<ul style="list-style-type: none"> ➤ Sing with expression and with technical accuracy a varied repertoire of medium difficult vocal literature ➤ Sing music written in at least four parts, with and without accompaniment ➤ Sing in small ensembles with one student on a part
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Instrumental Students Will:

<ul style="list-style-type: none"> ➤ Sing easy rhythmic and melodic patterns 	<ul style="list-style-type: none"> ➤ Sing Med.-easy rhythmic and melodic patterns ➤ Hum a unison pitch for tuning purposes 	<ul style="list-style-type: none"> ➤ Sing medium rhythmic and melodic patterns 	<ul style="list-style-type: none"> ➤ Sing medium-difficult rhythmic patterns ➤ Sing a chord for tuning purposes
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Content Standard 2

Perform on instruments, alone and in groups, a varied repertoire of music

Benchmarks

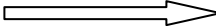
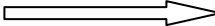
End of grade 5

End of grade 8

9-12 Proficient

9-12 Advanced

General Music Students Will:

<ul style="list-style-type: none"> ➤ Recognize, demonstrate, and/or respond to the steady beat ➤ Perform on pitch, with correct rhythm and steady tempo ➤ Exhibit expressive elements such as: dynamics, tone, color, tempo, and style ➤ Echo short rhythm and/or melodic patterns ➤ Explain time signatures and demonstrate the correct conducting patterns such as 2/4, 3/4, and 4/4 ➤ Accompany songs with classroom instruments ➤ Demonstrate basic knowledge of tone production on different types of instruments 	<ul style="list-style-type: none"> ➤ Perform repeated patterns ➤ Echo and repeat simple rhythmic and syncopated patterns ➤ Be introduced to rhythmic improvisation ➤ Identify and accurately perform the following notes and rest values: whole, dotted half, half, quarter, and eighth ➤ Identify and perform in time signatures of 2, 3, 4, and 6 ➤ Play melodies and accompaniments on: percussion instruments, hand bells, keyboards, and guitar 	 <p>Continued reinforcement of skills</p>	 <p>Continued reinforcement of skills</p>
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Instrumental Music Students Will:

<ul style="list-style-type: none"> ➤ Perform with characteristic tone on at least one instrument accurately and independently alone and in ensembles with correct playing procedures ➤ Perform with technical accuracy on at least one string, wind, or percussion instrument a repertoire of easy music ➤ Perform in groups, blending instrument timbres, matching dynamic levels, and responding to a conductor ➤ Perform a varied repertoire of music representing diverse styles ➤ Match pitch to like instruments 	<ul style="list-style-type: none"> ➤ Perform with technical accuracy and expression on at least one string, wind, or percussion instrument a repertoire of medium-easy music ➤ Perform an appropriate part in an ensemble, demonstrating well developed ensemble skills ➤ Perform music of diverse genres and styles, with expression appropriate for the work being performed ➤ Match pitch to instruments of different range/timbre 	<ul style="list-style-type: none"> ➤ Perform with technical accuracy and expression on at least one string, wind, or percussion instrument a repertoire of medium music 	<ul style="list-style-type: none"> ➤ Perform with characteristic tone on at least one instrument accurately and independently; alone and in ensembles one on a part ➤ Perform with technical accuracy and expression on at least one string, wind, or percussion instrument a repertoire of medium-difficult music
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Content Standard 3

Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)

Benchmarks

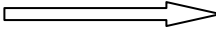
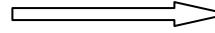
End of grade 5

End of grade 8

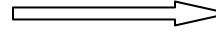
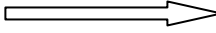
9-12 Proficient

9-12 Advanced

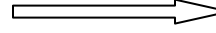
General Music Students Will:

<ul style="list-style-type: none"> ➤ Improvise “answers” to given rhythmic and melodic phrases ➤ Improvise simple rhythmic and melodic ostinato accompaniments ➤ Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies ➤ 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 	<ul style="list-style-type: none"> ➤ Improvise simple harmonic accompaniments ➤ Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys ➤ Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality 	 Continued reinforcement of skills	 Continued reinforcement of skills
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Choral Students Will:

		<ul style="list-style-type: none"> ➤ Improvise stylistically appropriate harmonizing parts ➤ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys ➤ Improvise original melodies over given chord progressions, each in consistent style, meter, and tonality 	<ul style="list-style-type: none"> ➤ Sight read medium-easy music accurately and expressively. ➤ Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used ➤ Interpret nonstandard notation symbols used by modern composers
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Instrumental Students will:

	<ul style="list-style-type: none"> ➤ Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality 	<ul style="list-style-type: none"> ➤ Improvise stylistically appropriate harmonizing parts ➤ Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys ➤ Improvise original melodies over given chord progressions, each in consistent style, meter, and tonality 	<ul style="list-style-type: none"> ➤ Sight read medium-easy music accurately and expressively ➤ Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used ➤ Interpret non-standard notation symbols used by modern composers
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Content Standard 4

Compose and arrange music within specified guidelines (Optional Curricular Enrichment)

Benchmarks

End of grade 5

End of grade 8

9-12 Proficient

9-12 Advanced

All Music Students Will Occasionally:

<ul style="list-style-type: none"> ➤ Create and arrange music to accompany readings or dramatizations ➤ Create and arrange short songs and instrumental pieces within specified guidelines ➤ Use a variety of sound sources when composing 	<ul style="list-style-type: none"> ➤ Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance ➤ Arrange simple pieces for voices or instruments other than those for which the pieces were written ➤ Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging 	<ul style="list-style-type: none"> ➤ Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect ➤ 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 ➤ Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source ➤ Use standard symbols to notate meter, rhythm, pitch, and dynamics 	<ul style="list-style-type: none"> ➤ Compose music, demonstrating imagination and technical skill in applying the principles of composition
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Content Standard 5

Read and notate music

Benchmarks

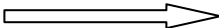
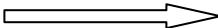
End of grade 5

End of grade 8

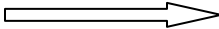
9-12 Proficient

9-12 Advanced

General Music Students Will:

<ul style="list-style-type: none"> ➤ Distinguish and interpret basic music symbols, terms, and signs ➤ Notate rhythmic and melodic patterns ➤ Read and notate a major scale ➤ Read and notate steps, skips, leaps, and repeated tones 	<ul style="list-style-type: none"> ➤ Interpret tempo and dynamic markings to provide variation and expression ➤ Identify repeated rhythmic patterns to include syncopated patterns 	 Continued reinforcement of skills	 Continued reinforcement of skills
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Choral Students Will:

	<ul style="list-style-type: none"> ➤ Recognize and interpret standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, style, and expression ➤ Sight read simple melodic lines ➤ Demonstrate understanding of, explain, and perform commonly used time signatures 	<ul style="list-style-type: none"> ➤ Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, style, and expression ➤ Sight read easy music accurately and expressively 	<ul style="list-style-type: none"> ➤ Sight read medium-easy music accurately and expressively ➤ Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used ➤ Interpret non-standard notation symbols used by contemporary composers
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Instrumental Students will:

<ul style="list-style-type: none"> ➤ Read whole, dotted half, half, quarter, and eighth notes and rests using 2/4, 3/4, and 4/4 time signatures ➤ Identify notes by letter names throughout diatonic octave ➤ Identify symbols and terms referring to dynamics, tempo, articulation, and interpret them correctly when playing easy music ➤ Use standard symbols to notate rhythm and pitch in simple patterns 	<ul style="list-style-type: none"> ➤ Read and notate eighth notes, sixteenth notes, and eighth note triplets in 4/4, 3/8, 6/8, and alla breve time signatures ➤ Identify note names by letter used in medium-easy literature ➤ Identify enharmonics ➤ Read and notate articulation, pitch, key, expression found in medium-easy literature ➤ Use standard symbols to notate rhythm and pitch in medium-easy patterns ➤ Sight read accurately and expressively easy music 	<ul style="list-style-type: none"> ➤ Read and notate eighth notes, sixteenth notes, and eighth note triplets in 5/4, 12/8, 9/8 time signatures ➤ Identify note names by letter used in intermediate literature ➤ Read and notate syncopated patterns ➤ Read and notate articulation, pitch, key, expression found in medium literature ➤ Use standard symbols to notate rhythm and pitch in intermediate patterns ➤ Sight read accurately and expressively medium-easy music 	<ul style="list-style-type: none"> ➤ Read and notate eighth notes, sixteenth notes, and eighth note triplets in 7/8, 5/8, duples, other borrowed meters, and modern notation systems ➤ Identify note names by letter throughout the practical range of the instrument ➤ Read and notate articulation, pitch, key, expression found in medium-difficult literature ➤ Use standard symbols to notate rhythm and pitch in medium-difficult patterns ➤ Sight read accurately and expressively intermediate level music
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Content Standard 6

Listen to, analyze, and describe music

Benchmarks

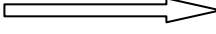
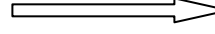
End of grade 5

End of grade 8

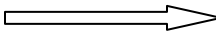
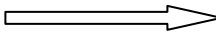
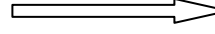
9-12 Proficient

9-12 Advanced

General Music Students Will:

<ul style="list-style-type: none"> ➤ Identify changes in expressive qualities of music such as: tempo, dynamics, and mood ➤ Follow melodic contour ➤ Identify repetition and contrast within a piece of music ➤ Respond to repetition and contrast in basic musical forms ➤ Be introduced to music containing layers of sound (textures) such as rounds, canons, descants, counter melodies, partner songs, and ostinatos ➤ Demonstrate basic knowledge of musical styles and how this affects the manner in which music is performed ➤ Be introduced to examples of instrumental solos and perform groups, including those from other periods, countries, and cultures ➤ Identify musical instruments and their families 	<ul style="list-style-type: none"> ➤ Recognize aurally and visually the direction pitches move in a melody ➤ Be introduced to three-part form ➤ Identify differing textures in listening selections ➤ Distinguish dynamic levels ➤ Be introduced to various musical styles and historical periods 	 Continued reinforcement of skills	 Continued reinforcement of skills
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Choral Students Will:

		<ul style="list-style-type: none"> ➤ Describe the basic tonal structure of music being studied ➤ Describe personal feelings evoked by specific music selections 	 Continued reinforcement of skills
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Instrumental Students will:

<ul style="list-style-type: none"> ➤ Identify forms found in easy music 	<ul style="list-style-type: none"> ➤ Identify forms found in medium-easy music ➤ Identify whole and half steps 	<ul style="list-style-type: none"> ➤ Identify forms found in medium music ➤ Be introduced to aural examples representing diverse genres and cultures ➤ Be introduced to compositional devices/techniques used to provide unity and variety/tension and release in a musical work 	<ul style="list-style-type: none"> ➤ Identify forms found in medium-difficult music ➤ Compare ways in which works make similar uses of compositional devices/techniques ➤ Compare ways in which musical materials and examples are used in other works of the same genre or style
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Content Standard 7

Evaluate music and music performances

Benchmarks

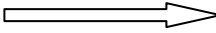
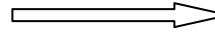
End of grade 5

End of grade 8

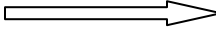
9-12 Proficient

9-12 Advanced

General Music Students Will:

<ul style="list-style-type: none"> ➤ Be introduced to criteria for evaluating the quality of individual or group performance ➤ Explain personal preferences for a particular performance using general terminology 	<ul style="list-style-type: none"> ➤ Identify instrumental families and individual instruments to include instruments from around the world ➤ Compare musical styles to include: musical theater, folk, rock and roll, jazz, and classical music 	 Continued reinforcement of skills	 Continued reinforcement of skills
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Choral Students Will:

	<ul style="list-style-type: none"> ➤ Develop criteria for evaluating individual and ensemble performance skills and apply the criteria to their personal listening and performing using appropriate terminology ➤ Evaluate the quality and effectiveness of their own and other's musical performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement 	<ul style="list-style-type: none"> ➤ Continue development of specific criteria for making informed, critical evaluations of the quality and effectiveness of performance ➤ Evaluate a performance by comparing it to similar or exemplary models 	<ul style="list-style-type: none"> ➤ Use specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and apply the criteria in their personal participation in music
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Instrumental Students will:

<ul style="list-style-type: none"> ➤ Identify poor intonation between like instruments. 	<ul style="list-style-type: none"> ➤ Identify poor ensemble intonation. ➤ Develop criteria for evaluating individual and ensemble performance skills and apply the criteria to their personal listening and performing using appropriate terminology ➤ Evaluate the quality and effectiveness of their own and other's musical performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement 	<ul style="list-style-type: none"> ➤ Use specific criteria for making informed critical evaluations of the quality and effectiveness of performances ➤ Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models 	<ul style="list-style-type: none"> ➤ Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotion
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Content Standard 8

Understand relationships between music, the other arts, and disciplines outside the arts

Benchmarks

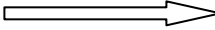
End of grade 5

End of grade 8

9-12 Proficient

9-12 Advanced

All Music Students Will:

<ul style="list-style-type: none"> ➤ Be introduced to ways in which ideas are expressed in the various arts ➤ Be introduced to ways in which other school subjects share common ground with music and its study ➤ Identify music careers in the community 	<ul style="list-style-type: none"> ➤ Compare, contrast, and integrate elements of music with those of other arts ➤ Compare, contrast, and integrate other school subjects with music ➤ Identify musical careers in the community and beyond 	<ul style="list-style-type: none"> ➤ Compare characteristics of two or more arts within a particular historical period or style 	 Continued reinforcement of skills
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Content Standard 9.

Understand music in relation to history and culture

Benchmarks

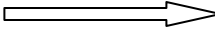
End of grade 5

End of grade 8

9-12 Proficient

9-12 Advanced

All Music Students Will:

<ul style="list-style-type: none"> ➤ Be introduced to a varied repertoire of music representing diverse cultures ➤ Be introduced to instrument families and individual instruments ➤ Describe ways in which music is used in daily life in American culture as well as that of others 	<ul style="list-style-type: none"> ➤ Listen to, describe, and/or perform music representing diverse genres, cultures, and historical periods ➤ Identify and describe instrument families and individual instruments 	<ul style="list-style-type: none"> ➤ Perform music representing diverse genres, cultures, and historical periods 	 Continued reinforcement of skills
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Content Standard 10.

Understand study and participation skills necessary for musical groups

Benchmarks

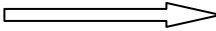
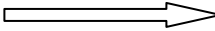
End of grade 5

End of grade 8

9-12 Proficient

9-12 Advanced

All Music Students Will:

<ul style="list-style-type: none"> ➤ Participate actively and positively in class activities ➤ Describe and demonstrate correct classroom/rehearsal etiquette ➤ Attend school music functions 	<ul style="list-style-type: none"> ➤ Describe and demonstrate proper and respectful treatment of equipment, instruments, and instructional material 	 Continued reinforcement of skills	 Continued reinforcement of skills
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Section Two

- **Skills/information introduced at each grade level for all ten content standards**
- **Grade level Scope and Sequence of skills/ information for each content standard**

K-8

General Music

Kindergarten - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	K-1.1 K-1.2 K-1.3 K-1.4 K-1.5 K-1.6 K-1.7	Explore vocal sounds Sing high/low Echo singing/matching pitch Sing a song in its entirety Call and response Sing songs from diverse cultures Respond to conductor
2.	Perform on instruments, alone and in groups, a varied repertoire of music	K-2.1 K-2.2 K-2.3 K-2.4	Create a range of sounds using objects and instruments Create a rhythmic accompaniment for songs Add sound effects Introduce appropriate dynamics
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	K-3.1	Improvise “answers” to given rhythmic and melodic phrases
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	K-4.1 K-4.2	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines
5.	Read and notate music	K-5.1	Distinguish and interpret basic music symbols, terms, and signs
6.	Listen to, analyze, and describe music	K-4.1 K-4.2 K-4.3 K-4.4 K-4.5 K-4.6 K-4.7	Keep a steady beat Identify long/short Identify high/low Recognize accompaniment/no accompaniment Explore tone Introduce musical form (same, different, introduction, ending) Introduce qualities (loud, soft, fast, slow, movement)
7.	Evaluate music and music performances		(No new skills/knowledge introduced at this level)
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	K-8.1	Create movement or sounds to dramatize songs
9.	Understand music in relation to history and culture	K-7.1	Sing and move to music from diverse cultures
10.	Understand study and participation skills necessary for musical groups	K-8.1 K-8.2	Introduce classroom procedures Introduce performance expectations

Grade One - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	1-1.1 1-1.2 1-1.3 1-1.4 1-1.5	Explore speaking and singing voices Echo melodic and rhythmic patterns Sing with appropriate posture, tone production, and diction Sing independently and in small groups Be introduced to singing varied expressive qualities
2.	Perform on instruments, alone and in groups, a varied repertoire of music	1-2.1	Perform simple instrumental accompaniments
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	1-3.1 1.3.2	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	1-4.1 1-4.2	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines
5.	Read and notate music	1-5.1	Read visual representations of musical mapping
6.	Listen to, analyze, and describe music.	1-6.1 1-6.2 1-6.3	Discriminate between basic instrumental and vocal sound sources Describe musical sounds in age appropriate terms Respond to changes within music
7.	Evaluate music and music performances	1-7.1 1-7.2	Explain personal preferences for music in age appropriate language Describe personal performances in general age appropriate terms
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No new skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture	1-7.1	Introduce American folk and patriotic songs
10.	Understand study and participation skills necessary for musical groups	1-8.1	Demonstrate appropriate audience and performance behavior

Grade Two - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	2-1.1 2-1.2 2-1.3	Demonstrate expressive singing (dynamics, tempo, style, mood) Sing familiar melodies in tune Introduce singing in harmony
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(No new skills/knowledge introduced at this level)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	2-3.1 2.3.2	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	2-5.1 2-5.2	Introduce musical terms Follow printed music
6.	Listen to, analyze, and describe music	2-6.1 2-6.2 2-6.3 2-6.4	Distinguish between gradual and sudden changes in expressive qualities Identify harmony/no harmony Recognize differences in meter (steady beat/no beat, recurring rhythms, even/uneven, strong/weak) Introduce band and orchestral instrument sounds
7.	Evaluate music and music performances	2-7.1	Develop age appropriate criteria for evaluating performances
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	2-8.1	Introduce relationships between music and other academic subjects
9.	Understand music in relation to history and culture	2-9.1	Introduce music of various cultures and historical periods
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level)

Grade Three - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	3-1.1 3-1.2	Sing ostinatos, rounds, canons, partner songs Sing on pitch
2.	Perform on instruments, alone and in groups, a varied repertoire of music	3-2.1 3-2.2	Introduce melodic and harmonic patterns Design, construct, and produce tone on an instrument from one of the four families of instruments
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	3-3.1 3.3.2	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	3-5.1 3-5.2	Identify note and rest values (whole, half, quarter, eighth) Identify music symbols referring to dynamics, tempo, style
6.	Listen to, analyze, and describe music	3-6.1 3-6.2	Distinguish instrument families and ensembles Distinguish between vocal tone colors
7.	Evaluate music and music performances		(No new skills/knowledge introduced at this level)
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No new skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture		(No new skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups	3-10.1	Demonstrate appropriate audience and performance behavior to the context and style of music performed

Grade Four - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	4-1.1	Sing in groups blending vocal timbre and matching dynamic levels in response to the conductor
2.	Perform on instruments, alone and in groups, a varied repertoire of music	4-2.1 4-2.2 4-2.3 4-2.4	Perform on classroom instruments, music in 2/4, 3/4, and 4/4 time with appropriate tempo and responding to a conductor Introduce conducting patterns for 2/4, 3/4, and 4/4 time Demonstrate appropriate dynamics Demonstrate appropriate tone color on the recorder
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	4-3.1 4-3.2 4-3.3 4-3.4	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies 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
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	4-4.1 4-4.2 4-4.3	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing
5.	Read and notate music	4-5.1 4-5.2 4-5.3	Identify and write whole, half, dotted half, quarter, and eighth notes and rests Read and notate a major scale Read and notate steps, skips, leaps, and repeated tones
6.	Listen to, analyze, and describe music	4-6.1	Distinguish music of various genres and cultures
7.	Evaluate music and music performances	4-7.1	Introduce the use of various age appropriate musical technology
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No new skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture	4-9.1	Identify ways in which music experiences affect daily personal life
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level)

Grade Five - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music		(No new skills/knowledge introduced at this level)
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(No new skills/knowledge introduced at this level)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	5-3.1 5-3.2 5-3.3 5-3.4	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies 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
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	5-4.1 5-4.2 5-4.3	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing
5.	Read and notate music		(No new skills/knowledge introduced at this level)
6.	Listen to, analyze, and describe music	5-6.1 5-6.2	Identify music of at least three genres and cultures Be introduced to examples of instrumental solos and performing groups including those from other periods, countries, and cultures
7.	Evaluate music and music performances	5-7.1	Be introduced to criteria for evaluating the quality of individual or group performance
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	5-8.1 5-8.2	Be introduced to ways in which ideas are expressed in various arts Identify music careers in the community
9.	Understand music in relation to history and culture		(No new skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups	5-10.1	Describe and demonstrate correct concert etiquette

Grade Six - General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	6-1.1 6-1.2 6-1.3	Sing unison songs independently and accurately with clear, natural tone using correct diction and proper breathing habits to achieve balance and blend Sing melodies from notation (follow their part in notated music) Recognize and interpret tempos and dynamics to provide variation and expression
2.	Perform on instruments, alone and in groups, a varied repertoire of music	6-2.1 6-2.2 6-2.3	Play from notation simple melodies, ostinatos, descants, and accompaniments on melody or percussion instruments Perform simple and syncopated rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 time Perform simple improvisations on classroom instruments
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	6-3.1 6-3.2 6-3.3 6-3.4	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies 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
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	6-4.1 6-4.2 6-4.3	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing
5.	Read and notate music	6-5.1 6-5.2 6-5.3	Identify musical symbols, terms, and signs found in grade 6 materials Identify whole, dotted half, half, quarter, and eighth notes and rests Identify and interpret time signatures for 2/4, 3/4, 4/4, and 6/8
6.	Listen to, analyze, and describe music	6-6.1 6-6.2	Identify two part (AB) and three part (ABA) form Identify instrument families and additional individual instruments from around the world (aural)
7.	Evaluate music and music performances	6-7.1 6-7.2	Be introduced to specific criteria for evaluating the student’s own performance and audience etiquette Identify families and individual instruments from around the world
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	6-8.1 6-8.2	Compare, contrast, and integrate elements of music with those of other arts Compare, contrast, and integrate other school subjects with music
9.	Understand music in relation to history and culture	6-9.1	Demonstrate respect of personal preferences and cultural differences in music
10.	Understand study and participation skills necessary for musical groups	6-10.1	Describe and demonstrate proper and respectful treatment of equipment, instruments, and instructional materials

Grade Seven – Middle School General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	7-1.1 7-1.2 7-1.3 7-1.4 7-1.5	Incorporate additional vocal production and breathing techniques to improve tone Sing melodies, ostinatos, and descants from notation Interpret tempos and dynamics to provide variation and expression in response to a conductor Be introduced to a variety of songs from the United States and other countries which include spirituals, hymns, and foreign text Be introduced to music from Native American traditions
2.	Perform on instruments, alone and in groups, a varied repertoire of music	7-2.1 7-2.2 7-2.3	Demonstrate basic instrumental techniques individually and as part of a group (via piano, hand bells, guitar, or other classroom instrument) Be introduced to world drumming Echo and repeat simple syncopated rhythmic patterns
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	7-3.1 7-3.2 7-3.3 7-3.4	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies 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
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	7-4.1 7-4.2 7-4.3	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing
5.	Read and notate music	7-5.1	Identify musical symbols, terms, and signs found in grade 7 materials
6.	Listen to, analyze, and describe music	7-6.1	Be introduced to various musical styles from different periods and cultures
7.	Evaluate music and music performances		(No new skills/knowledge introduced at this level)
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No new skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture	7-9.1	Identify musical life skills
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

Grade Eight – Middle School General Music

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	8-1.1	Incorporate additional vocal production and breathing techniques to improve tone and intonation
2.	Perform on instruments, alone and in groups, a varied repertoire of music	8-2.1 8-2.2	Demonstrate basic guitar techniques to include proper care/respect of instrument, strumming patterns, chord symbols, tuning, and accompanying individually and as a part of a group Demonstrate basic world drumming techniques
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	8-3.1 8-3.2 8-3.3 8-3.4	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic and melodic ostinato accompaniments Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies 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
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	8-4.1 8-4.2 8-4.3	Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines Use a variety of sound sources when composing
5.	Read and notate music	8-5.1	Identify musical symbols, terms, and signs found in grade 8 materials
6.	Listen to, analyze, and describe music		(No new skills/knowledge introduced at this level)
7.	Evaluate music and music performances	8-7.1	Compare stylistic differences between various genres of music to including, but not limited to, musical theater, folk, rock and roll, jazz, and classical
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	8-8.1	Identify musical careers in the community
9.	Understand music in relation to history and culture	8-9.1	Identify and describe instrument families and individual instruments (visual)
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

8-12 Choir

Grade Eight – Middle School Choir

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	CH8-1.1 CH8-1.2 CH8-1.3 CH8-1.4 CH8-1.5 CH8-1.6 CH8-1.7 CH8-1.8 CH8-1.9	Demonstrate vocal fundamentals dealing with posture and correct breathing and breath support Demonstrate vocal fundamentals dealing with open tone development Sing in unison, two part, and three part songs independently and accurately using proper vocal tone Identify the difference between melody and harmony Rehearse choral literature without constant piano support Demonstrate use of elements of proper diction including vowel unification and consistency with clear and articulated consonants Demonstrate proper use of voice in the full ensemble in terms of balance, blend, and timbre Sight read simple melodic and rhythmic lines including dotted or syncopated figures Demonstrate an understanding of the use of Solfege for pitch learning and accuracy
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(No new skills/knowledge introduced at this level)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	CH8-3.1	Vocal students will be introduced to vocal improvisation
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	CH8-5.1 CH8-5.2	Recognize and interpret standard notation symbols for pitch, rhythm, dynamics, tempo, style, and expression Sight sing simple melodic and rhythmic lines
6.	Listen to, analyze, and describe music	CH8-6.1	Identify poor intonation and balance
7.	Evaluate music and music performances	CH8-7.1 CH8-7.2	Develop criteria for evaluating individual and ensemble performance skills and apply criteria to personal listening and performance using appropriate terminology Evaluate the quality and effectiveness of personal and other performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	CH8-8.1	Be introduced to opportunities in music as an avocation or a career in community and beyond
9.	Understand music in relation to history and culture		(No new skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

High School Choir – Proficient Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSCHP-1.1 HSCHP-1.2 HSCHP-1.3 HSCHP-1.4 HSCHP-1.5	Sing pitches and phrases accurately and with good breath control alone and in ensembles Demonstrate dynamics and expression with technical accuracy while singing medium grade music Sing music written in 2-4 parts, with and without accompaniment, and by memory, when advised Demonstrate well developed ensemble skills Perform choral literature which represents diverse genres, historical styles, cultures, and foreign texts
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(Does not apply to Choral Music Classes)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSCHP-3.1 HSCHP-3.2 HSCHP-3.3	Improvise stylistically appropriate harmonizing parts Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies over given chord progressions, each in consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSCHP-4.1 HSCHP-4.2 HSCHP-4.3 HSCHP-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect 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 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSCHP-5.1 HSCHP-5.2 HSCHP-5.3	Recognize and conduct patterns for commonly used time signatures Recognize, understand, and explain musical terms and symbols dealing with tempo, dynamics, and style used in the proficient level of choral literature Sight read medium-easy grade melodic lines with appropriate dynamic levels
6.	Listen to, analyze, and describe music	HSCHP-6.1 HSCHP-6.2 HSCHP-6.3 HSCHP-6.4	Recognize through performance that the same piece of music may be interpreted differently by conductors and or performers Recognize major and minor tonality in a piece of literature Demonstrate extensive knowledge of the technical vocabulary of music Identify and explain compositional devices and techniques used to provide unity, variety, and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques
7.	Evaluate music and music performances	HSCHP-7.1 HSCHP-7.2 HSCHP-7.3	Frequently evaluate one's current performance level and capabilities and take measures to solve certain performance problems such as: intonation, balance, blend, breath support, diction, etc. in order to constantly raise one's competence performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement Frequently evaluate the choir's performances and demonstrate a willingness to take measures to solve certain performance problems Evaluate a performance by comparing it to similar or exemplary models
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSCHP-8.1 HSCHP-8.2	Compare characteristics of two or more arts within a particular historical period or style Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
9.	Understand music in relation to history and culture	HSCHP-9.1 HSCHP-9.2	Compare musical characteristics of two or more styles or historical periods Classify music according to genre, culture, and historical period
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level)

High School Choir – Advanced Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSCHA-1.1 HSCHA-1.2 HSCHA-1.3 HSCHA-1.4	Sing music written in at least 4 parts with and without accompaniment Demonstrate vocal independence Sing with expression and technical accuracy a varied repertoire of medium-difficult vocal literature Perform choral literature using international language texts
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(Does not apply to Choral Music Classes)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSCHA-3.1 HSCHA-3.2	Improvise stylistically appropriate harmonizing parts in variety of styles Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSCHA-4.1 HSCHA-4.2 HSCHA-4.3 HSCHA-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect 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 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSCHA-5.1 HSCHA-5.2 HSCHA-5.3	Sight read rhythmic patterns of medium grade difficulty by singing single pitch and melodic exercises using notes, rests, and rhythmic devices Recognize, understand, and explain musical terms and symbols dealing with tempo, dynamics, and style used in the advanced level of choral literature Sight sing unison, three, and four part vocal lines of medium grade literature
6.	Listen to, analyze, and describe music	HSCHA-6.1 HSCHA-6.2 HSCHA-6.3	Recognize and identify intervals within the parameters of an octave Recognize the basic musical form of the literature the choir performs and its value in musical understanding and memorization Explore ideas and determinations with respect to musical and textual interpretation through discussion and performance experiences
7.	Evaluate music and music performances	HSCHA-7.1	Use specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in personal participation in music
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSCHA-8.1	Compare characteristics among the arts in different historical periods and different cultures
9.	Understand music in relation to history and culture	HSCHP-9.1 HSCHP-9.2	Identify and explain musical characteristics of two or more styles or historical periods Identify and describe music according to genre, culture, and historical period
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

5-12 Band

Grade Five - Band

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	5B-1.1	Sing easy rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	5B-2.1 5B-2.2 5B-2.3 5B-2.4 5B-2.5 5B-2.6	Demonstrate correct playing position, posture, and embouchure Produce appropriate basic characteristic tone at mezzo-forte level throughout the range of a fifth Perform with technical accuracy a repertoire of easy music Perform in groups with appropriate dynamics and balance Respond to a conductor Perform a varied repertoire of music representing diverse styles
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	5B-5.1 5B-5.2 5B-5.3 5B-5.4	Identify note names of all notes played in performing clef Interpret and perform rhythm patterns which include whole, dotted half, half, quarter, and eighth notes and rests at a moderate tempo in 2/4, 3/4, and 4/4 time using a syllable and clapping system (using a provided pulse) Identify and interpret symbols and terms referring to dynamics, tempo, and articulation while performing easy music Use standard symbols to notate rhythm and pitch in simple patterns
6.	Listen to, analyze, and describe music	5B-6.1 5B-6.2 5B-6.3	Identify poor intonation between like instruments playing unison Match pitch to like instruments Identify and perform a musical phrase
7.	Evaluate music and music performances	5B-7.1	Be introduced to criteria for evaluating individual and ensemble performances
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	5B-8.1 5B-6.2	Be introduced to ways in which ideas are expressed in the various arts Be introduced to ways in which other school subjects share common ground with music and its study
9.	Understand music in relation to history and culture		(No new skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups	5B-10.1 5B-10.2 5B-10.3 5B-10.4 5B-10.5	Participate actively and positively in class activities Describe and demonstrate correct concert etiquette Attend and participate in school programs Describe and demonstrate proper and respectful treatment of equipment, instruments, and instructional material Describe and demonstrate proper rehearsal etiquette

Grade Six – Band

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	6B-1.1	Sing medium-easy grade rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	6B-2.1 6B-2.2 6B-2.3 6B-2.4 6B-2.5 6B-2.6 6B-2.7	Demonstrate correct playing position, posture, and embouchure Produce appropriate basic characteristic tone at mezzo-forte and forte level throughout the range of an octave Perform with technical accuracy a repertoire of easy and medium-easy grade music Perform a major scale in Bb, F, and Eb Understand the elements of the chromatic scale within the range of concert Bb- concert G Demonstrate appropriate dynamic levels and be introduced to crescendo, and decrescendo Be introduced to legato and staccato articulations
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	6B-5.1 6B-5.2 6B-5.3 6B-5.4	Demonstrate the ability to interpret ledger lines Interpret and perform rhythm patterns which include whole, dotted half, half, quarter, dotted quarter, and eighth notes and rests at a moderate tempo in 2/4, 3/4, and 4/4 time using a syllable system (using a steady pulse) Identify and interpret symbols and terms referring to dynamics, tempo, and articulation while performing medium-easy music Use and demonstrate duple subdivisions of the beat
6.	Listen to, analyze, and describe music	6B-6.1 6B-6.2 6B-6.3	Identify frequency and intensity of “beats” associated with poor intonation between like instruments playing unison Match unison pitch to instruments from other sections and/or families Be introduced to the “Pyramid of Sound” concept
7.	Evaluate music and music performances	6B-7.1 6B-7.2	Be introduced to criteria for evaluating the quality and effectiveness of ensemble performances Be introduced to criteria for evaluating the quality and effectiveness of student’s own performance
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	6B-8.1	Compare, contrast, and integrate other school subjects with music
9.	Understand music in relation to history and culture	6B-9.1	Identify and describe instrument families and individual instruments
10.	Understand study and participation skills necessary for musical groups	6B-10.1 6B-10.2 6B-10.3 6B-10.4 6B-10.5	Participate actively and positively in class activities Describe and demonstrate correct concert etiquette Attend and participate in school programs Describe and demonstrate proper and respectful treatment of equipment, instruments, and instructional material Describe and demonstrate proper rehearsal etiquette

Grade Seven – Middle School Band

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	7B-1.1	Sing medium-easy grade rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	7B-2.1 7B-2.2 7B-2.3 7B-2.4 7B-2.5 7B-2.6 7B-2.7 7B-2.8 7B-2.9	Demonstrate correct playing position, posture, and embouchure Produce appropriate basic characteristic tone at piano through forte level throughout the range of an octave and a half Perform with technical accuracy a repertoire of medium-easy grade music Perform a one octave major scale in Bb, F, Eb, and Ab (concert pitch) Perform a one octave and one-half chromatic scale starting on concert Bb Perform a one octave natural minor scale in g and c (concert pitch) Demonstrate sostenuto, staccato, marcato, and accent technique Perform four measure phrases with proper breathing Perform rhythmic nuances and tempo changes in response to the conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	7B-3.1 7B-3.2	Improvise “answers” to given rhythmic and melodic phrases Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	7B-5.1 7B-5.2 7B-5.3 7B-5.4 7B-5.5	Be introduced to triple meter and 6/8 time Interpret and perform rhythm patterns which include whole, dotted half, half, quarter, dotted quarter, and eighth notes and rests at a moderate tempo in 2/4, 3/4, and 4/4 time using a syllable system (using a steady pulse) Be introduced to a numerical rhythm system through both aural and written work Identify and interpret symbols and terms referring to dynamics, tempo, and articulation while performing medium-easy music Identify and demonstrate triple subdivisions of the beat (triplets)
6.	Listen to, analyze, and describe music	7B-6.1 7B-6.2	Identify “beats” associated with poor intonation between different instruments of the same range Demonstrate ensemble sound as it relates to the “Pyramid of Sound” concept
7.	Evaluate music and music performances	7B-7.1 7B-7.2	Identify ensemble performance problems and make constructive suggestions for improvement Be introduced to criteria for evaluating the quality and effectiveness of both live and recorded performances
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	7B-8.1	Identify music careers in the community and beyond
9.	Understand music in relation to history and culture	7B-9.1	Be introduced to various periods of music history through music literature
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

Grade Eight – Middle School Band

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	8B-1.1	Vocalize a unison pitch for ear training purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	8B-2.1 8B-2.2 8B-2.3 8B-2.4 8B-2.5 8B-2.6 8B-2.7 8B-2.8 8B-2.9	Demonstrate correct playing position, posture, and embouchure Produce appropriate basic characteristic tone at piano through forte level throughout the range of two octaves Perform with technical accuracy a repertoire of medium-easy grade music Perform a one octave major scale in C, F, Bb, Eb, and Ab (concert pitch) Perform a two octave chromatic scale in Bb or F (concert pitch) Perform a one octave natural minor scale in a, d, g, c, and f (concert pitch) Identify vibrato Identify alternate fingerings/positions Perform with well-developed ensemble skills in response to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	8B-3.1	Instrumental students will be introduced to simple instrumental improvisation
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	8B-5.1 8B-5.2 8B-5.3 8B-5.4 8B-5.5 8B-5.6	Read rhythms including sixteenth and triplet figures in 6/8 and 2/2 time Interpret and perform rhythm patterns which include whole, dotted half, half, quarter, dotted quarter, and eighth notes and rests at a moderate tempo in 2/4, 3/4, and 4/4 time using a syllable system (using a steady pulse) Use a numerical system to read and notate rhythms found in grade medium-easy music Read note names, symbols, and terms referring to pitch, dynamics, tempo, articulation, and expression; and interpret them correctly while performing medium-easy music Identify enharmonic Sight read easy music
6.	Listen to, analyze, and describe music	8B-6.1 8B-6.2 8B-6.3	Demonstrate good listening habits by adjusting tuning as needed Demonstrate understanding of Pyramid of Sound concept in full ensemble and sectional playing during changing dynamics (p-F) Identify specific forms found in medium-easy grade music (March, Overture, ABA, AB, and Chorale)
7.	Evaluate music and music performances	8B-7.1	Develop criteria for evaluating the quality and effectiveness of both live and recorded performances and apply the criteria to personal performances and listening
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	8B-8.1	Identify cross-curricular connections with other school subjects and music
9.	Understand music in relation to history and culture	8B-9.1	Listen to, describe, and/or perform music representing diverse genres, cultures, and historical periods
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

High School Band – Proficient Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSBP-1.1 HSBP-1.2	Sing rhythmic patterns of medium difficulty Vocalize a unison pitch for tuning purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSBP-2.1 HSBP-2.2 HSBP-2.3 HSBP-2.4 HSBP-2.5 HSBP-2.6 HSBP-2.7 HSBP-2.8 HSBP-2.9	Perform single octave major and natural minor scales and/or scale exercises in the keys of C, F, Bb, Eb, Ab, Db, & Gb major and a, d, g, c, f, b flat, & e flat minor (concert pitch) Perform single octave major and natural minor arpeggios and/or arpeggiated exercises in the keys of C, F, Bb, Eb, Ab, Db, Gb, major and a, d, b flat, e flat, g, c, f minor (concert pitch) Perform a chromatic scale, with chromatic fingerings, over a two octave range Demonstrate facility on the following articulations: marcato, staccato, legato, tenuto, slur Demonstrate application of multiple articulations within a single phrase Perform unison and perfect intervals in tune with dissimilar instruments Demonstrate appropriate interpretation of style and expressive markings found in level appropriate (medium) music Perform with proper harmonic and melodic ensemble balance Demonstrate ability to alter tempo, dynamics, articulation, phrase length, and style in response to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSBP-3.1 HSBP-3.2 HSBP-3.3	Improvise stylistically appropriate harmonizing parts Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys Improvise original melodies over given chord progressions, each in consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSBP-4.1 HSBP-4.2 HSBP-4.3 HSBP-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect 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 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSBP-5.1 HSBP-5.2 HSBP-5.3 HSBP-5.4 HSBP-5.5	Read and notate eighth, sixteenth, and eighth note triplets (notes and rests) in 5/4, 12/8, and 9/8 time Recite note names by letter used in level appropriate (medium) literature at a prescribed tempo Read and notate syncopated patterns in simple meter Read and notate articulation, pitch, key, and expression found in medium literature Notate with proper manuscript technique (i.e., key and time signature placement, beat groupings, and beat alignment)
6.	Listen to, analyze, and describe music	HSBP-6.1 HSBP-6.2 HSBP-6.3	Identify forms found in medium literature (continue 8 th grade items, add Rondo) Be introduced to aural examples representing diverse genres and cultures Be introduced to compositional devices/techniques in musical works
7.	Evaluate music and music performances	HSBP-7.1 HSBP-7.2 HSBP-7.3	Use specific criteria (form, rhythm, interpretation, technique) for making informed, critical evaluations of the quality and effectiveness of musical performances; both student's own and others Evaluate a performance by comparing it to similar or exemplary models Apply "areas of concern" listed on MHSA adjudication forms as a guide in making informed, critical evaluations of group performances, including self evaluation
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSBP-8.1	Compare characteristics of two or more arts within a particular historical period or style
9.	Understand music in relation to history and culture	HSBP-9.1 HSBP-9.2	List the names and approximate dates of style periods of Western music With the use of a time line, align style periods in HSBP-9.1 with concurrent political and social events
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

High School Band – Advanced Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSBA-1.1 HSBA-1.2	Sing medium-difficult rhythmic patterns Sing a chord for tuning purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSBA-2.1 HSBA-2.2 HSBA-2.3 HSBA-2.4 HSBA-2.5 HSBA-2.6 HSBA-2.7 HSBA-2.8 HSBA-2.9	Demonstrate characteristic tone in all dynamic ranges, throughout the practical range of the instrument Demonstrate vibrato on appropriate instruments Perform single octave major and natural minor scales and/or scale exercises in all 12 major and minor keys Perform single octave major and natural minor arpeggios and/or arpeggiated exercises in all 12 major and minor keys Perform a chromatic scale, with chromatic fingerings where applicable, over the practical range of the instrument Continued practice of previously covered material Demonstrate understanding of intonation characteristics of instrument throughout the practical range Demonstrate pitch adjustment for major and minor chords (i.e., adjustments of the third in a major triad, adjustments of extended octaves) Continued practice of previously covered material
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)	HSBA-3.1 HSBA-3.2	Improvise stylistically appropriate harmonizing parts in variety of styles Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSBA-4.1 HSBA-4.2 HSBA-4.3 HSBA-4.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect 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 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound source Use standard symbols to notate meter, rhythm, pitch, and dynamics
5.	Read and notate music	HSBA-5.1 HSBA-5.2 HSBA-5.3 HSBA-5.4 HSBA-5.5 HSBA-5.6 HSBA-5.7 HSBA-5.8 HSBA-5.9	Read and notate eighth, sixteenth, eighth note triplets, duples or other borrowed meter figures (notes and rests) Read and notate eighth and sixteenth notes and rests in 3/8, 5/8, and 7/8 time Read and notate modern notation systems such as graphic or aleatoric notation Identify note names by letter throughout the practical range of the instrument Identify and interpret double flats and double sharps Be introduced to treble, bass, and C clefs Read and notate articulation, pitch, key, and expressive markings found in level appropriate (medium-difficult) music Interpret embellishments appropriate to the style period of the music being studied Sight read accurately and expressively grade medium music
6.	Listen to, analyze, and describe music	HSBA-6.1 HSBA-6.2 HSBA-6.3	Identify forms found in medium-difficult literature (March, Overture, ABA, AB, Chorale, and Rondo) Compare ways in which works make similar uses of compositional devices/techniques Compare ways in which musical materials and examples are used in other works of the same genre or style
7.	Evaluate music and music performances	HSBA-7.1	Evaluate a given musical work or performance in terms of aesthetic qualities and explain the musical means used to evoke feelings and emotions
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture		(No skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

5-12 Orchestra

Grade Five - Orchestra

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	50-1.1	Sing easy rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	50-2.1 50-2.2 50-2.3 50-2.4 50-2.5 50-2.6 50-2.7 50-2.8	Demonstrate correct basic left and right hand playing position. Introduce position, instrument support, and posture Produce basic characteristic tone Demonstrate basic bowing technique Be introduced to finger pattern #2 Perform a one octave scale in D major Perform rhythm patterns with a steady pulse in unison Perform with technical accuracy a varied repertoire of easy music Respond to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	50-5.1 50-5.2 50-5.3 50-5.4	Identify note names on the A, and D strings plus G string for bass Interpret rhythm patterns which include whole, dotted half, half, quarter, and eighth notes and rests in 3/4 and 4/4 using an accepted syllable system Be introduced to symbols and terms referring to bowing Use standard symbols to notate rhythm and pitch in simple patterns
6.	Listen to, analyze, and describe music	50-6.1 50-6.2 50-6.3	Identify incorrect and correct intonation between like instruments Match pitch to like instruments Imitate easy rhythmic and melodic patterns
7.	Evaluate music and music performances	50-7.1	Be introduced to criteria for evaluating individual and ensemble performances
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	50-8.1 50-8.2	Be introduced to ways in which various arts communicate Be introduced to ways in which other school subjects share common ground with music and its study
9.	Understand music in relation to history and culture		(No new skills/knowledge introduced at this level)
10.	Understand study and participation skills necessary for musical groups	50-10.1 50-10.2 50-10.3 50-10.4 50-10.5 50-10.6	Participate actively and positively in class activities Describe and demonstrate correct concert etiquette Attend and participate in school programs Be introduced to correct home practice procedures Show evidence of home practice Describe and demonstrate proper instrument care

Grade Six – Orchestra

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	6O-1.1	Sing medium-easy rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	6O-2.1 6O-2.2 6O-2.3 6O-2.4 6O-2.5 6O-2.6 6O-2.6 6O-2.7 6O-2.8 6O-2.9	Demonstrate level appropriate correct left and right hand playing position, instrument support, and posture Produce appropriate characteristic tone Demonstrate level appropriate bowing styles -Detache Be introduced to the concept of bow distribution Perform finger pattern #2 Be introduced to finger pattern #1 Perform a one octave scale in D, G, and C major Perform rhythm patterns with a steady pulse in two independent parts Perform with technical accuracy a varied repertoire of easy string orchestral music Respond to conducting patterns of 2/4, 3/4, and 4/4
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	6O-5.1 6O-5.2 6O-5.3 6O-5.4 6O-5.5 6O-5.6 6O-5.7	Identify note names on the A, D, and G string plus E string for bass Be introduced to note names on the C string (for viola and cello) and the E string (for violin) Interpret rhythm patterns which include whole, dotted half, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 Be introduced to a numerical rhythm system Identify symbols and terms found in easy music Identify a D major key signature Be introduced to G major key signature
6.	Listen to, analyze, and describe music	6O-6.1 6O-6.2 6O-6.3 6O-6.4 6O-6.5	Identify correct and incorrect intonation in relation to a tuning pitch Match pitch to ensemble Imitate medium-easy rhythmic and melodic patterns Identify whole steps and half steps Be introduced to the use of fine tuners
7.	Evaluate music and music performances	6O-7.1	Apply criteria for evaluating individual and ensemble performances
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	6O-8.1	Compare, contrast, and integrate other school subjects with music
9.	Understand music in relation to history and culture	6O-9.1	Be introduced to composers and musical examples from various historical periods
10.	Understand study and participation skills necessary for musical groups	6O-10.1 6O-10.2 6O-10.3 6O-10.4 6O-10.5 6O-10.6	Participate actively and positively in class activities Describe and demonstrate proper rehearsal etiquette Show evidence of home practice Describe and demonstrate correct concert etiquette Attend and participate in school programs Describe and demonstrate proper and respectful treatment of equipment, instruments, and instructional materials

Grade Seven – Middle School Orchestra

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	7O-1.1	Sing medium-easy grade rhythmic and melodic patterns
2.	Perform on instruments, alone and in groups, a varied repertoire of music	7O-2.1 7O-2.2 7O-2.3 7O-2.4 7O-2.5 7O-2.6 7O-2.7 7O-2.8 7O-2.9	Demonstrate level appropriate correct left and right hand playing position, instrument support, and posture Produce appropriate characteristic tone at mezzo forte and forte level Demonstrate level appropriate bowing styles –Staccato, legato Demonstrate basic bow division Perform finger patterns #1 and #2 Perform a one octave scale in D, G, and C major and <i>d</i> minor Perform rhythm patterns with a steady pulse in four independent parts Perform with technical accuracy a varied repertoire of medium-easy string orchestra music Be introduced to shifting
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	7O-5.1 7O-5.2 7O-5.3 7O-5.4 7O-5.5 7O-5.6 7O-5.7	Identify note names on all strings in all known keys as related to first position Interpret rhythm patterns which include whole, dotted half, half, quarter, eighth and dotted quarter notes and rests in 2/4, 3/4, 4/4 and C time Be introduced to duple subdivision Identify symbols and terms found in medium-easy music Identify D and G major key signatures Be introduced to C major key signature Sight read easy music
6.	Listen to, analyze, and describe music	7O-6.1 7O-6.2 7O-6.3 7O-6.4	Discriminate between sharp and flat and adjust own pitch Adjust open strings to correct pitch using fine tuners Identify perfect intervals Be introduced to balance and blend
7.	Evaluate music and music performances	7O-7.1 7O-7.2	Apply criteria for evaluating live and recorded individual and ensemble performances Identify ensemble performance problems and make constructive suggestions for improvement
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	7O-8.1	Compare, contrast, and integrate other school subjects with music
9.	Understand music in relation to history and culture	7O-9.1	Be introduced to relationships between music and historical and cultural events
10.	Understand study and participation skills necessary for musical groups		(No skills/knowledge introduced at this level) ➤ Continued practice and participation of previously covered material

Grade Eight – Middle School Orchestra

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	8O-1.1	Hum a unison pitch for tuning purposes
2.	Perform on instruments, alone and in groups, a varied repertoire of music	8O-2.1	Demonstrate level appropriate correct left and right hand playing position, instrument support, and posture
		8O-2.2	Produce appropriate characteristic tone at piano, mezzo forte, and forte level demonstrating proper arm weight, bow speed, and contact points
		8O-2.3	Demonstrate level appropriate bowing styles –Marcato, hooked, tremelo
		8O-2.4	Perform finger patterns #1 and #2
		8O-2.5	Be introduced to finger pattern #3
		8O-2.6	Perform a two octave scale in D, G, C major, a one octave scale in F and A major, <i>d</i> minor, and D chromatic
		8O-2.7	Perform with technical accuracy a varied repertoire of medium string orchestra music Be introduced to vibrato
		8O-2.8	Perform music of diverse genres and styles, with expression appropriate for the work being studied
		8O-2.9	
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	8O-5.1	Identify note names on all strings in all known keys as related to first position
		8O-5.2	Interpret rhythm patterns which include whole, dotted half, half, dotted quarter, quarter, dotted eighth, and eighth notes and rests in 2/4, 3/4, 4/4, C, 2/2, and 6/8 time
		8O-5.3	Be introduced to triple subdivision
		8O-5.4	Demonstrate knowledge of numerical rhythm system
		8O-5.5	Interpret syncopation which include half, quarter, and eighth note and rest figures
		8O-5.6	Identify symbols and terms found in medium music
		8O-5.7	Identify A, D, G, C, and F major key signatures
		8O-5.8	Name flats and sharps in order
		8O-5.9	Sight read medium-easy music
6.	Listen to, analyze, and describe music	8O-6.1	Be introduced to peg tuning
		8O-6.2	Identify major and minor triads
		8O-6.3	Identify melody and harmony
		8O-6.4	Demonstrate appropriate balance and blend
7.	Evaluate music and music performances	8O-7.1	Attend and evaluate a live symphony orchestra performance
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	8O-8.1	Compare, contrast, and integrate other school subjects with music
9.	Understand music in relation to history and culture	8O-9.1	Be introduced to examples of performance role models
10.	Understand study and participation skills necessary for musical groups	5O-8.1	Be introduced to a concert setting involving a guest conductor

High School Orchestra – Proficient Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSOP-1.1 HSOP-1.2	Sing and identify: minor 3 rd , major 3 rd , perfect 4 th , & perfect 5 th Be introduced to chord spellings
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSOP-2.1 HSOP-2.2 HSOP-2.3 HSOP-2.4 HSOP-2.5 HSOP-2.6 HSOP-2.7 HSOP-2.8 HSOP-2.9 HSOP-2.10 HSOP-2.11 HSOP-2.12	Demonstrate level appropriate correct left and right hand playing position, instrument support, and posture Produce appropriate characteristic tone within a full dynamic range demonstrating proper arm weight, bow speed, and contact points Demonstrate level appropriate bowing styles Perform finger patterns #1, #2 and #3 Be introduced to finger pattern #4 Perform a two octave scale in D, G, C major and <i>d</i> and <i>a</i> minor. Perform a one octave scale in F, A, Bb, E, Eb, Ab major, and D chromatic Be introduced to natural, melodic, and harmonic minor in the key of a, e, d, and g Perform with technical accuracy a varied repertoire of medium string orchestra music Demonstrate level appropriate shifting technique Demonstrate basic vibrato Demonstrate appropriate interpretation of style and expressive markings found in level appropriate (medium) music Demonstrate ability to alter tempo, dynamics, articulation, phrase length, and style in response to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	HSOP-5.1 HSOP-5.2 HSOP-5.3 HSOP-5.4 HSOP-5.5 HSOP-5.6 HSOP-5.7	Identify all note names found in medium music Interpret rhythm patterns which include sixteenth notes and rests Apply numerical rhythm system to medium easy music Identify symbols and terms found in medium music Identify major key signatures and their relative minor as related to the circle of fifths Sight read medium-easy music accurately and expressively Notate proper manuscript technique (i.e. key and time signature placement, beat groupings, beat alignment)
6.	Listen to, analyze, and describe music	HSOP-6.1 HSOP-6.2	Tune independently Be introduced to compositional devices used to provide unity, variety, tension, and release in a musical work
7.	Evaluate music and music performances	HSBP-7.1 HSBP-7.2	Attend and evaluate a live performance. Be introduced to “Areas of Concern” listed on MHSA adjudication forms as a guide in making informed, critical evaluations of group performances, including self-evaluations
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSOP-8.1	Compare characteristics of different arts forms within an historical period
9.	Understand music in relation to history and culture	HSOP-9.1	Be introduced to names and approximate dates of style periods of Western music
10.	Understand study and participation skills necessary for musical groups	HSOP-10.1	Be introduced to non-conducted small ensemble playing

High School Orchestra – Advanced Level

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music	HSOA-1.1	Be introduced to: minor 2 nd , major 2 nd , augmented 4 th , minor 6 th , and major 6 th
2.	Perform on instruments, alone and in groups, a varied repertoire of music	HSOA-2.1 HSOA-2.2 HSOA-2.3 HSOA-2.4 HSOA-2.5 HSOA-2.6 HSOA-2.7 HSOA-2.8 HSOA-2.9 HSOA-2.10 HSOA-2.11 HSOA-2.12	Demonstrate refined correct left and right hand playing position, instrument support, and posture Tone quality with nuance Demonstrate facility in a variety of bowing styles –Richochet, col legno, martele Perform finger patterns #1, #2, #3 and #4 Perform a two octave scale in D, G, C, A, E, Bb, Eb, Ab, and D major Perform a two octave scale in a, e, d, g, b, f#, c, and c# minor Perform a two octave chromatic scale Perform with technical accuracy a varied repertoire of medium-difficult string orchestra music Select appropriate position, fingering, and bowings independently Incorporate vibrato in playing Demonstrate appropriate interpretation of style and expressive markings found in level appropriate music Demonstrate ability to alter tempo, dynamics, articulation, phrase length, and style in response to a conductor
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
5.	Read and notate music	HSOA-5.1 HSOA-5.2 HSOA-5.3 HSOA-5.4	Identify all note names throughout the practical range of the instrument Identify all note names in second clef (viola, cello, bass) Interpret embellishments appropriate to the style period of music being studied Sight read medium music accurately and expressively
6.	Listen to, analyze, and describe music	HSOA-6.1	Assess a performance using district festival judging criteria
7.	Evaluate music and music performances	HSOA-7.1	Evaluate a given musical work or performance in terms of aesthetic qualities and explain musical means used to evoke feelings and emotion
8.	Understand the relationship between music, the other arts, and disciplines outside the arts		(No new skills/knowledge introduced at this level)
9.	Understand music in relation to history and culture	HSOA-9.1	Compare and contrast music from differing historical periods
10.	Understand study and participation skills necessary for musical groups	HSOA-10.1	Demonstrate the ability to respond appropriately to a guest conductor

Honors Music History/Theory

High School Honors Music History/Theory

#	Content Standard	#	Achievement Benchmark
1.	Sing, alone and with others, a varied repertoire of music		(No skills/knowledge introduced at this level)
2.	Perform on instruments, alone and in groups, a varied repertoire of music		(No new skills/knowledge introduced at this level)
3.	Improvise melodies, variations, and accompaniments (Optional Curricular Enrichment)		(No new skills/knowledge introduced at this level)
4.	Compose and arrange music within specified guidelines (Optional Curricular Enrichment)	HSMHT-4.1 HSMHT-4.2 HSMHT-4.3	Proficient: Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect Advanced: Compose music demonstrating imagination and technical skill in applying the principles of composition Arrange pieces for voices or instruments in ways that preserve or enhance the expressive effect of the music Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge and traditional usage of the sound source
5.	Read and notate music	HSMHT-5.1 HSMHT-5.2 HSMHT-5.3	Demonstrate the ability to read and instrumental or vocal score of up to four staves by describing how the elements of music are read Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression Use notation to record their musical ideas and the musical ideas of others
6.	Listen to, analyze, and describe music	HSMHT-6.1 HSMHT-6.2 HSMHT-6.3	Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices Demonstrate extensive knowledge of the technical vocabulary of music Identify and explain compositional devices and techniques used to provide unity, variety, tension, and release in a musical work and give examples other works that make use of these devices and techniques
7.	Evaluate music and music performances	HSMHT-7.1 HSMHT-7.2	Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in personal participation in music class Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models
8.	Understand the relationship between music, the other arts, and disciplines outside the arts	HSMHT-8.1 HSMHT-8.2 HSMHT-8.3	Explain how elements, artistic processes (such as craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
9.	Understand music in relation to history and culture	HSMHT-9.1 HSMHT-9.2 HSMHT-9.3	Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind the classification Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements
10.	Understand study and participation skills necessary for musical groups		(No new skills/knowledge introduced at this level)