

# Music Standards of Learning for Virginia Public Schools



**Board of Education  
Commonwealth of Virginia  
~~June 2013~~ March 2020**

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# Music Standards of Learning for Virginia Public Schools

Adopted in ~~June 2013~~ March 2020 by the  
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## Foreword

The Fine Arts Standards of Learning in this publication represent a ~~major significant~~ development in public education in Virginia. Adopted in ~~June 2013~~ March 2020 [tentative adoption date] by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts as part of a comprehensive education in the public schools. ~~—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools.~~ Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, communicate effectively, ~~make informed judgments,~~ work collaboratively, ~~cooperatively within groups,~~ appreciate different cultures, understand historical and cultural perspectives, and exercise creative thinking by employing originality, flexibility, and imagination. ~~imagination, and be creative.~~

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

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

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

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

# Introduction

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

~~Throughout music education, course content is organized into five specific content strands or topics: Music Theory/Literacy; Performance; Music History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout music instruction, regardless of the particular learning experience. Through the mastery of music concepts and acquisition of music skills, the goals for music education are realized. [Moved to 'Strands' section]A comprehensive music program provides students with the ability to achieve the goals established in these standards, and to understand their own personal responses and the responses of others to the many forms of musical experience. Students develop individual voice and expression Through individualized instruction and multiple group educational opportunities, ~~students develop individual expression,~~ and gain the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.~~

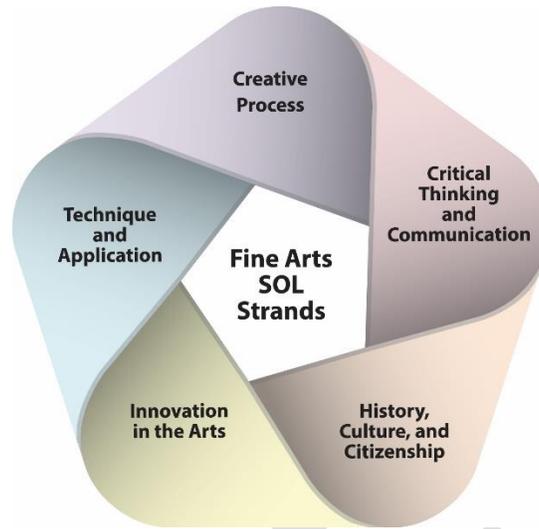
These standards are not intended ~~neither~~ to establish or encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model digital citizenship in the legal and ethical use of resources and source material, and in the appropriate use of copyrighted and royalty-protected materials.

## Goals

- ~~Develop the ability to read and notate music.~~
- ~~Develop understanding of music through experiences in singing, playing instruments, listening, and moving.~~
- ~~Create compositions that transform their thoughts and emotions into concrete forms of human musical expression.~~
- ~~Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.~~
- ~~Demonstrate knowledge of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies.~~
- ~~Demonstrate understanding of the relationship of music to history and culture.~~
- ~~Make connections between music and other fields of knowledge.~~
- ~~Articulate personal aesthetic preferences and apply aesthetic criteria for making artistic choices.~~
- ~~Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.~~
- ~~Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.~~

The ~~content of the~~ Music Standards of Learning is ~~intended to~~ support the following goals for students:

- Develop understanding of music through experiences in creating, singing, playing instruments, listening, and moving.
- Think and act creatively to ~~create~~ compositions that transform their thoughts ideas and emotions into concrete distinct forms of human musical expression.
- Understand and apply a creative process for developing ideas for creating and performing music.
- Develop the ability to read and notate music.
- Develop and apply the technical skills necessary to engage deeply with music.
- ~~Exercise~~ Develop critical thinking skills by investigating and through the analyzing ~~all facets of the music discipline.~~ interpretation, and evaluation of the work of self and others.
- ~~Demonstrate knowledge of and responsibility for the safe and ethical use of materials, equipment, methods, and technologies.~~
- Articulate personal aesthetic preferences and apply aesthetic criteria for making artistic choices responses to musical works, and recognize diverse responses and opinions of others.
- ~~Develop awareness of~~ Demonstrate ethical standards in the use of intellectual property and adhere to copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Identify and apply collaboration and communication skills for creating, developing, rehearsing, and performing music.
- Demonstrate understanding of the relationship of music cultural and to historical and culture influences of music.
- ~~Nurture a~~ Develop a lifelong appreciation for community engagement with music as an integral component of an educated, cultured society a performer, listener, audience member, supporter, advocate, and consumer.
- Identify and adhere to ethical and legal standards for the use of intellectual property, and for the safe and ethical use of materials, equipment, and technologies.
- Connect knowledge, skills, and personal interests in music to college and career opportunities, and to skills for the 21<sup>st</sup> Century workplace.
- Understand and explore the impact of current and emerging technologies, tools, and innovations on music.
- ~~Make~~ Cultivate authentic connections between music skills, content, and processes with ~~and~~ other fields of knowledge to develop problem-solving skills.



## Strands

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

### Music Theory/Literacy

~~Students will study and practice music theory through reading and writing music notation. They will use critical thinking skills to analyze the manner in which music is organized.~~ [Ideas from this strand are incorporated in Technique and Application]

### Performance

~~Students will demonstrate mastery of musical skills and concepts at levels of increasing difficulty. They will learn to participate in music as a musician through singing, playing instruments, improvising, composing, and moving to music. Students will participate in all aspects of music performance, demonstrating appropriate use of related materials, equipment, methods, and technologies.~~ [Ideas from this strand are incorporated in Technique and Application]

## **Music History and Cultural Context**

Students will understand aspects of music history and ways in which music fits into culture. They will become familiar with the distinctive musical characteristics of music that delineate major historical periods of music and will identify the compositional techniques employed in many styles of music. Students will examine the interrelationships among current events, developing technologies, and music in society. [Ideas from this strand are incorporated in History, Culture, and Citizenship]

## **Analysis, Evaluation, and Critique**

Students will listen to, respond to, reflect on, analyze, interpret, evaluate, and critique music. They will articulate objective evaluations of musical works by analyzing creative musical elements and production as a whole. Students will be guided in the development of criteria to be used for making informed artistic judgments about music as well as the other arts and for evaluating the roles of music in society. They will apply these processes when creating and evaluating their own musical works. [Ideas from this strand are incorporated in Critical Thinking and Communication and Creative Process]

## **Aesthetics**

Students will reflect on the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and factors that shape aesthetic responses to music. By experiencing and evaluating musical compositions and performances, students will have the opportunity to understand meaning in music and recognize the contribution music makes to the enrichment of the human experience. [Ideas from this strand are incorporated in Critical Thinking and Communication]

## **Creative Process**

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

## **Critical Thinking and Communication**

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

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

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

**Innovation in the Arts**

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

**Technique and Application**

Students develop and apply the technical skills necessary to express their musical ideas and engage deeply with music. Standards in this strand describe the essential skills necessary at each level to promote high quality instruction for every music student in the Commonwealth.

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# Kindergarten General Music

The standards for Kindergarten General Music serve as the foundation for musical understanding and provide a pathway to further future music instruction. ~~Students are introduced to basic musical concepts through singing, playing instruments, listening, and moving. Students are introduced to the concept of a creative process as they develop their personal music ideas through improvisation and movement.~~ Emphasis is placed on ~~beginning to obtain~~ acquiring basic musical knowledge, skills, and understanding through singing, playing instruments, listening, and moving, as performers, composers, and listeners. ~~Students identify people who create music and examine how music is a part of personal and community events. Students examine the value of working and sharing creative ideas within a group, and recognize and express~~ investigate personal responses and preferences evoked by musical experiences.

## Music Theory/Literacy

~~K.1 The student will read music, including high and low pitches and rhythms represented by traditional or nontraditional notations. [Moved to K.12]~~

## Performance

- ~~K.2 The student will investigate various uses of the voice by [Moved to K.13]~~
- ~~1. demonstrating the difference between the singing voice and the speaking voice. [Moved to K.13]~~
  - ~~2. matching pitches within an appropriate range; and [Moved to K.13]~~
  - ~~3. demonstrating expressive qualities of music, including loud/soft and fast/slow. [Moved to K.13]~~
- ~~K.3 The student will sing a variety of songs of limited range alone and with others, including [Moved to K.13]~~
- ~~1. singing two pitch (*sol, mi*) songs, using echo and ensemble singing; and [Moved to K.13]~~
  - ~~2. singing at the appropriate time following a musical introduction. [Moved to K.13]~~
- ~~K.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including [Moved to K.14]~~
- ~~1. demonstrating high and low; [Moved to K.14]~~
  - ~~2. demonstrating loud/soft and fast/slow; and [Moved to K.14]~~
  - ~~3. accompanying songs and chants, using body percussion as well as instruments. [Moved to K.14]~~
- ~~K.5 The student will perform rhythmic patterns that include sounds and silences, using instruments, body percussion, and voice. [Moved to K.15]~~
- ~~K.6 The student will demonstrate a steady beat, using body percussion, instruments, and voice. [Moved to K.16]~~
- ~~K.7 The student will respond to music with movement, including [Moved to K.17]~~
- ~~1. matching locomotor and nonlocomotor movements to rhythmic patterns; [Moved to K.17]~~
  - ~~2. demonstrating expressive qualities of music, including loud/soft and fast/slow; [Moved to K.17]~~
  - ~~3. illustrating moods and contrast in music and children's literature; [Moved to K.17]~~
  - ~~4. performing dances and other music activities from various cultures; and [Moved to K.17]~~
  - ~~5. exhibiting respect for the personal space of others when moving.~~

- ~~K.8 — The student will create music by—[Moved to K.1]~~
- ~~1. improvising simple melodic or rhythmic patterns; and—[Moved to K.1]~~
  - ~~2. improvising to enhance stories and poems.—[Moved to K.1]~~

### **Music History and Cultural Context**

- ~~K.9 — The student will explore historical and cultural aspects of music by—[Moved to K.6]~~
- ~~1. listening to and recognizing patriotic and seasonal songs; and—[Moved to K.6]~~
  - ~~2. identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors).—[Moved to new K.9]~~
- ~~K.10 — The student will participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship.—[Moved to K.5]~~
- ~~K.11 — The student will recognize the relationships between music and other fields of knowledge.—[Moved to new K.11]~~

### **Analysis, Evaluation, and Critique**

- ~~K.12 — The student will analyze music by—[Moved to K.3]~~
- ~~1. distinguishing among men’s, women’s, and children’s voices;~~
  - ~~2. identifying selected instruments visually and aurally;—[Moved to K.3]~~
  - ~~3. classifying sound sources as vocal, instrumental, or environmental; and—[Moved to K.3]~~
  - ~~4. recognizing basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.—[Moved to K.3]~~

### **Aesthetics**

- ~~K.13 — The student will express personal feelings evoked by a musical experience. [Moved to K.4]~~
- ~~K.14 — The student will communicate personal response to expressive features of music through movement.~~

### **Creative Process**

- ~~K.81 — The student will improvise and compose ~~create~~ music, by~~
- ~~1. a) Improvise simple movement.~~
  - ~~2. b) Improvise melodic or rhythmic patterns;:~~
  - ~~c) Improvise using instruments, voice, and music to enhance stories and poems.~~
- ~~K.2 — The student will apply a creative process for music.~~
- ~~a) Ask questions about music.~~
  - ~~b) Describe how to develop an idea to create music.~~
  - ~~c) Share ideas with a group.~~

### **Critical Thinking and Communication**

- ~~K.423 — The student will analyze music. by~~
- ~~1. distinguishing among men’s, women’s, and children’s voices~~
  - ~~2. a) Identifying selected instruments visually and aurally;:~~
  - ~~3. b) Classifying sound sources as vocal, instrumental, or environmental; and~~
  - ~~4. c) Recognizing basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different.~~

- K.134 The student will express personal feelings evoked by a musical experience.
- K.105 The student will ~~participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship~~ describe how people work as a team while participating in music experiences.

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

- K.96 The student will explore historical and cultural aspects of music ~~by~~
1. ~~a) Listening to and recognize patriotic and seasonal songs;~~
  2. ~~identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors);~~
  - b) Respond to music from a variety of time periods and places.
- K.7 The student will identify how music is part of personal and community events.
- K.8 The student will identify the value of creating personal music.

### **Innovation in the Arts**

- K.9 ~~The student will identifying people who make music as musicians~~ create music (e.g., singers, instrumentalists, composers, conductors);
- K.10 The student will identify technology tools for creating music.
- K.11 The student will recognize ~~the~~ relationships between music and other fields of knowledge.

### **Technique and Application**

- K.412 The student will ~~explore music literacy~~ read music, including high and low pitches and rhythms ~~traditional or nontraditional notations~~ represented by a variety of notational systems.
- K.313 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~
1. ~~a) Singing two-pitch (sol, mi) songs, using echo and ensemble singing;~~ ~~and~~
  2. ~~b) Singing at the appropriate time following a musical introduction.~~
- K.2 ~~The student will investigate various uses of the voice by~~
1. ~~demonstrating the difference between the singing voice and the speaking voice;~~
  2. ~~c) Matching pitches within an appropriate range;~~ ~~and~~
  3. ~~d) Demonstrating expressive qualities of music, including loud/soft and fast/slow.~~
- K.414 The student will develop skills for individual and ensemble instrumental performance. ~~a variety of pitched and nonpitched instruments alone and with others, including~~
1. ~~a) Demonstrating high and low;~~
  2. ~~b) Demonstrating loud/soft and fast/slow;~~ ~~and~~
  3. ~~c) Accompanying songs and chants; using body percussion as well as instruments.~~
- K.515 The student will identify and perform rhythmic patterns ~~that include sounds and silences, using instruments, body percussion, and voice.~~
- a) Include patterns that suggest duple and triple meter.
  - b) Use instruments, body percussion, and voice.
  - c) Include sounds and silence.
  - d) Include quarter notes, paired eighth notes, and quarter rests. [Moved from 1.1]

K.616 The student will demonstrate a steady beat, using body percussion, instruments, and voice.

K.717 The student will respond to music with movement, including

1. a) ~~M~~atching locomotor and non-locomotor movements to rhythmic patterns.;
2. b) ~~D~~emonstrating expressive qualities of music, including loud/soft and fast/slow.;
3. c) ~~I~~llustrating moods and contrast in music and children's literature.;
4. d) ~~P~~erforming dances and other music activities from various cultures.;
5. ~~exhibiting respect for the personal space of others when moving.~~

DRAFT

# Grade One General Music

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

## Music Theory/Literacy

- 1.1 ~~———— The student will read and notate music, including~~
- ~~1. high and low pitches, using traditional and nontraditional notation;~~
  - ~~2. rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using traditional and nontraditional notation; and~~
  - ~~3. identification of basic music symbols.~~

## Performance

- 1.2 ~~———— The student will demonstrate various uses of the voice, including [Moved to 1.13]~~
- ~~1. singing high and low pitches; [Moved to 1.13]~~
  - ~~2. using the voice in speech and song; and [Moved to 1.13]~~
  - ~~3. demonstrating expressive qualities of music, including changes in dynamics and tempo. [Moved to 1.13]~~
- 1.3 ~~———— The student will sing a variety of songs alone and with others, including [Moved to 1.13]~~
- ~~1. matching pitches, using the head voice; and [Moved to 1.13]~~
  - ~~2. singing three pitch (*sol, mi, la*) songs, using echo and ensemble singing. [Moved to 1.13]~~
- 1.4 ~~———— The student will play a variety of pitched and nonpitched instruments alone and with others, including [Moved to 1.14]~~
- ~~1. playing two-pitch melodies, using imitation; [Moved to 1.14]~~
  - ~~2. playing expressively with appropriate dynamics and tempo; [Moved to 1.14]~~
  - ~~3. accompanying songs and chants, using body percussion as well as instruments; and [Moved to 1.14]~~
  - ~~4. using proper playing techniques. [Moved to 1.14]~~
- 1.5 ~~———— The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice. [Moved to 1.15]~~
- 1.6 ~~———— The student will demonstrate the difference between melodic rhythm and steady beat. [Moved to 1.16]~~
- 1.7 ~~———— The student will demonstrate melodic rhythm, using instruments, body percussion, and voice. [Moved to 1.16]~~

- 1.8 — ~~The student will respond to music with movement, including—[Moved to 1.17]~~
1. ~~using locomotor and nonlocomotor movements;—[Moved to 1.17]~~
  2. ~~demonstrating high and low pitches;—[Moved to 1.17]~~
  3. ~~demonstrating expressive qualities of music, including changes in dynamics and tempo;—  
[Moved to 1.17]~~
  4. ~~performing line and circle dances;~~
  5. ~~performing dances and other music activities from a variety of cultures; and—[Moved to  
1.17]~~
  6. ~~dramatizing songs, stories, and poems.—[Moved to 1.17]~~
- 1.9 — ~~The student will create music by—[Moved to 1.1]~~
1. ~~improvising vocal responses to given melodic questions;—[Moved to 1.1]~~
  2. ~~improvising body percussion;—[Moved to 1.1]~~
  3. ~~improvising to enhance stories, songs, and poems; and—[Moved to 1.1]~~
  4. ~~composing simple rhythmic patterns, using traditional or nontraditional notation.—[Moved  
to 1.1]~~

### **Music History and Cultural Context**

- 1.10 — ~~The student will explore historical and cultural aspects of music by—[Moved to 1.6]~~
1. ~~recognizing how music is used in the customs and traditions of a variety of cultures;—  
[Moved to 1.6]~~
  2. ~~describing the roles of music and musicians;—[Moved to 1.9]~~
  3. ~~identifying musicians in the school, community, and media; and—[Moved to 1.7]~~
  4. ~~describing how people participate in music experiences.—[Moved to 1.6]~~
- 1.11 — ~~The student will identify behaviors appropriate to different types of events/situations (e.g.,  
classical concert, rock concert, sporting event).—[Moved to 1.5]~~
- 1.12 — ~~The student will identify the relationships between music and other fields of knowledge.  
[Moved to 1.11]~~

### **Analysis, Evaluation, and Critique**

- 1.13 — ~~The student will analyze music by—[Moved to 1.3]~~
1. ~~identifying and classifying the timbres of pitched and nonpitched instruments by sounds;—  
[Moved to 1.3]~~
  2. ~~differentiating vocal and instrumental music;—[Moved to 1.3]~~
  3. ~~distinguishing between accompanied and unaccompanied vocal music; and—[Moved to  
1.3]~~
  4. ~~recognizing differences in melodic and rhythmic patterns and dynamics.—[Moved to 1.3]~~
- 1.14 — ~~The student will identify elements of performances that he/she likes or dislikes and explain  
why.~~
- 1.15 — ~~The student will demonstrate manners and teamwork that contribute to success in the music  
classroom.~~

### **Aesthetics**

- 1.16 — ~~The student will explain the purposes of music in various settings.~~
- 1.17 — ~~The student will describe personal ideas and emotions evoked by music.—[Moved to 1.4]~~

**Creative Process**

- 1.91 The student will improvise and compose ~~create~~ music, by
1. ~~a) Improvising~~ a) Improvising vocal responses to given melodic questions.;
  2. ~~b) Improvising~~ b) Improvising body percussion.;
  3. ~~c) Improvising~~ c) Improvising to enhance stories, songs, and poems.;
  4. ~~d) Composing~~ d) Composing simple rhythmic patterns, ~~using traditional or nontraditional notation~~ represented by a variety of notational systems.
- 1.2 The student will apply a creative process for music.
- a) Describe steps taken in the creation of music.
  - b) Brainstorm multiple solutions to a music challenge, individually or collaboratively.

**Critical Thinking and Communication**

- 1.433 The student will analyze music, by
1. ~~a) Identifying~~ a) Identifying and classifying the timbres of pitched and non-pitched instruments by sounds.;
  2. ~~b) Differentiating~~ b) Differentiating vocal and instrumental music.;
  3. ~~c) Distinguishing~~ c) Distinguishing between accompanied and unaccompanied vocal music.;
  4. ~~d) Recognizing~~ d) Recognizing differences in melodic and rhythmic patterns and dynamics.
- 1.474 The student will describe personal ideas and emotions evoked by music.
- 1.445 The student will identify collaboration and communication skills for music rehearsal and performance.
- a) ~~behaviors~~ Etiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
  - b) Active listening as a musician.
  - c) Working together to reach a common goal.

**History, Culture, and Citizenship**

- 1.406 The student will explore historical and cultural aspects of music, by
1. ~~a) Recognizing~~ a) Recognizing how music is used in the customs and traditions of a variety of cultures.;
  2. ~~describing the roles of music and musicians;~~ [Moved to 1.9]
  3. ~~identifying musicians in the school, community, and media; and~~ [Moved to 1.7]
  4. ~~b) Describing~~ b) Describing how people participate in music experiences.
- 1.7 ~~a) The student will identifying~~ a) The student will identifying musicians in the school, community, and media.;

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

**Innovation in the Arts**

- 1.9 The student will describe ~~describing~~ the roles of music and musicians.
- 1.10 The student will recognize how music can be created using innovative tools and new media.
- 1.4211 The student will identify ~~the relationships between music and other fields of knowledge, and~~ concepts learned in another content area.

**Technique and Application**

- 1.412 The student will demonstrate music literacy. ~~read and notate music, including~~
1. ~~a) Identify~~ a) Identify high and low pitches, ~~using traditional and nontraditional notation~~ represented by a variety of notational systems.;

2. ~~b) Read and notate~~ rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, ~~using traditional and nontraditional notation~~ represented by a variety of notational systems.; ~~and~~
3. ~~c) Identification of~~ basic music symbols.
- 1.213 The student will ~~demonstrate various uses of the voice, including~~ develop skills for individual and ensemble singing performance.
1. ~~a) Singing high, and/low~~ pitches, ~~and~~ melodic contour.;
2. ~~b) using the voice in speech and song; and~~ Use the head voice.
3. ~~c) Demonstrating~~ expressive qualities of music, including changes in dynamics and tempo.
- 1.3 ~~The student will sing a variety of songs alone and with others, including~~
1. ~~d) Matching~~ pitches, using the head voice.; ~~and~~
2. ~~e) Singing three pitch (sol, mi, la) songs,~~ using echo and ensemble singing.
- 1.414 The student will develop skills for individual and ensemble instrumental performance. ~~a variety of pitched and nonpitched instruments alone and with others, including~~
1. ~~a) Playing~~ two-pitch melodies, using imitation.;
2. ~~b) Playing~~ expressively with appropriate dynamics and tempo.;
3. ~~c) Accompanying~~ songs and chants, using body percussion as well as instruments.; ~~and~~
4. ~~d) Using~~ proper playing techniques.
- 1.515 The student will recognize and perform rhythmic patterns, ~~that include quarter notes paired eighth notes, and quarter rests, using instruments, body percussion, and voice.~~
- a) Include patterns that suggest duple and triple meter.
- b) Use instruments, body percussion, and voice.
- c) Include half notes, half rests, whole notes, and whole rests. [moved from 2.15]
- 1.616 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- 1.817 The student will respond to music with movement, ~~including~~
1. ~~a) Using~~ locomotor and non-locomotor movements;
2. ~~b) Demonstrating~~ high and low pitches.;
3. ~~c) Demonstrating~~ expressive qualities of music, including changes in dynamics and tempo.; ~~and~~
4. ~~performing line and circle dances;~~
5. ~~d) Performing~~ dances and other music activities ~~from a variety of cultures.~~; ~~and~~
6. ~~e) Dramatizing~~ songs, stories, and poems.

## Grade Two General Music

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

### Music Theory/Literacy

- 2.1 ~~———— The student will read and notate music, including [Moved to 2.12]~~
- ~~1. identifying written melodic patterns that move upward, downward, and stay the same; [Moved to 2.12]~~
  - ~~2. using the musical alphabet to notate melodic patterns; [Moved to 2.12]~~
  - ~~3. reading melodies based on a pentatonic scale; [Moved to 2.12]~~
  - ~~4. reading and notating rhythmic patterns that include half notes, half rests, whole notes, and whole rests; and [Moved to 2.12]~~
  - ~~5. using basic music symbols. [Moved to 2.12]~~

### Performance

- 2.2 ~~———— The student will sing a repertoire of songs alone and with others, including [Moved to 2.13]~~
- ~~1. singing melodic patterns that move upward, downward, and stay the same; [Moved to 2.13]~~
  - ~~2. singing melodies within the range of a sixth; and [Moved to 2.13]~~
  - ~~3. increasing pitch accuracy while singing phrases and simple songs. [Moved to 2.13]~~
- 2.3 ~~———— The student will play a variety of pitched and nonpitched instruments alone and with others, including [Moved to 2.14]~~
- ~~1. playing melodic patterns that move upward, downward, and stay the same; [Moved to 2.14]~~
  - ~~2. playing expressively, following changes in dynamics and tempo; [Moved to 2.14]~~
  - ~~3. accompanying songs and chants with ostinatos and single chords; and [Moved to 2.14]~~
  - ~~4. using proper playing techniques. [Moved to 2.14]~~
- 2.4 ~~———— The student will perform rhythmic patterns that include half notes, half rests, whole notes, and whole rests, using [Moved to 2.15]~~
- ~~1. instruments, voice, body percussion, and movement; [Moved to 2.15]~~
  - ~~2. aural skills to imitate given phrases; and [Moved to 2.15]~~
  - ~~3. traditional notation. [Moved to 2.15]~~
- 2.5 ~~———— The student will respond to music with movement, including [Moved to 2.17]~~
- ~~1. using locomotor and nonlocomotor movements of increasing complexity; [Moved to 2.17]~~
  - ~~2. demonstrating expressive qualities of music, including changes in dynamics and tempo;~~
  - ~~3. creating movement to illustrate AB and ABA musical forms; [Moved to 2.17]~~
  - ~~4. performing nonchoreographed and choreographed movements, including line and circle dances;~~
  - ~~5. performing dances and other musical activities from a variety of cultures; and [Moved to 2.17]~~

~~6. portraying songs, stories, and poems from a variety of cultures.~~

~~2.6 The student will create music by-[Moved to 2.1]~~

~~1. improvising simple rhythmic question and answer phrases; [Moved to 2.1]~~

~~2. improvising accompaniments, including ostinatos; [Moved to 2.1]~~

~~3. improvising to enhance stories, songs, and poems; and [Moved to 2.1]~~

~~4. composing simple pentatonic melodies, using traditional notation. [Moved to 2.1]~~

### **Music History and Cultural Context**

~~2.7 The student will explore historical and cultural aspects of music by [Moved to 2.6]~~

~~1. identifying music representing the heritage, customs, and traditions of a variety of cultures; [Moved to 2.6]~~

~~2. explaining the difference between folk/popular music and orchestral music; [Moved to 2.6]~~

~~3. identifying what musicians and composers do to create music; and [Moved to 2.9]~~

~~4. identifying the styles of musical examples from various historical periods. [Moved to 2.6]~~

~~2.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed. [Moved to 2.5]~~

~~2.9 The student will identify the relationships between music and other fields of knowledge. [Moved to 2.11]~~

### **Analysis, Evaluation, and Critique**

~~2.10 The student will analyze music by [Moved to 2.3]~~

~~1. identifying selected orchestral and folk instruments visually and aurally; [Moved to 2.3]~~

~~2. describing sudden and gradual changes in dynamics and tempo, using music terminology; [Moved to 2.3]~~

~~3. identifying and categorizing selected musical forms; and [Moved to 2.3]~~

~~4. using music vocabulary to describe music. [Moved to 2.3]~~

~~2.11 The student will evaluate music by describing personal musical performances.~~

~~2.12 The student will collaborate with others in a music performance and analyze what was successful and what could be improved. [Moved to 2.2]~~

### **Aesthetics**

~~2.13 The student will explain how music expresses ideas, experiences, and feelings.~~

~~2.14 The student will describe how music evokes personal ideas and emotions. [Moved to 2.4]~~

### **Creative Process**

- 2.61 The student will improvise and compose ~~create~~ music, by:
1. ~~a) Improvising~~ simple rhythmic question-and-answer phrases;
  2. ~~b) Improvising~~ accompaniments, including ostinatos;
  3. ~~c) Improvising~~ to enhance stories, songs, and poems; ~~and~~
  4. ~~d) Composing~~ simple pentatonic melodies, ~~using traditional notation~~ represented by a variety of notational systems.

2.2 The student will apply a creative process for music.

- a) ~~2.12—The student will~~ Collaborate with others in a music performance and ~~analyze~~ identify what was successful and what could be improved.
- b) Identify how steps of a creative process can be used to develop ideas for creating music.

### **Critical Thinking and Communication**

2.403 The student will analyze music, by

1. ~~a) identifying~~ Compare and contrast selected ~~orchestral and folk~~ instruments visually and aurally;
2. ~~b) Describing~~ sudden and gradual changes in dynamics and tempo; using music terminology;
3. ~~c) Identifying~~ and ~~categorizing~~ selected musical forms; ~~and~~
4. ~~d) Using~~ music vocabulary to describe music.

2.444 The student will describe how music evokes personal ideas and emotions.

2.85 The student will demonstrate collaboration and communication skills for music rehearsal and performance.

- a) Audience and participant behaviors-etiquette appropriate for the purposes and settings in which music is performed.
- b) Active listening as a musician.
- c) Working together to reach a common goal.

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

2.76 The student will explore historical and cultural aspects of music, by

1. ~~a) Identifying~~ music representing ~~the~~ heritage, customs, and traditions of a variety of cultures;
2. ~~explaining the difference between folk/popular music and orchestral music;~~
3. ~~identifying what musicians and composers do to create music; and~~ [Moved to 2.9]
4. ~~b) identifying the~~ Explore styles of musical examples from various historical periods.

2.7 The student will describe roles of music and musicians in communities.

2.8 The student will identify appropriate sources for listening to music.

### **Innovation in the Arts**

2.9 The student will ~~identifying what musicians and composers do to~~ how individuals create music;

2.10 The student will identify how music can be created using technology tools.

2.911 The student will identify ~~the~~ relationships between music and other fields of knowledge.

### **Technique and Application**

- 2.412 The student will demonstrate music literacy. ~~read and notate music, including~~
1. ~~a) Identifying~~ written melodic patterns that move upward, downward, and stay the same.;
  2. ~~b) Using~~ the musical alphabet to notate melodic patterns;
  3. ~~c) Reading~~ melodies based on a pentatonic scale.;
  4. ~~d) Reading and notating~~ rhythmic patterns that include half notes, half rests, whole notes, and whole rests.; and
  5. ~~e) Using~~ basic music symbols.
- 2.213 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~
1. ~~a) Singing~~ melodic patterns that move upward, downward, and stay the same.;
  2. ~~b) Singing~~ melodies within the range of a sixth.; and
  3. ~~c) Increasing~~ pitch accuracy while singing phrases and simple songs.
- 2.314 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~
1. ~~a) Playing~~ melodic patterns that move upward, downward, and stay the same.;
  2. ~~b) Playing~~ expressively, following changes in dynamics and tempo.;
  3. ~~c) Accompanying~~ songs and chants with ostinatos and single-chords.; and
  4. ~~d) Using~~ proper playing techniques.
- 2.415 The student will classify, perform, and count rhythmic patterns. ~~that include half notes, half rests, whole notes, and whole rests, quarter notes,~~
1. ~~instruments, voice, body percussion, and movement;~~
  2. ~~aural skills to imitate given phrases;~~
  3. ~~and traditional notation.~~
    - a) Use a counting system.
    - b) Include patterns that suggest duple and triple meter.
    - c) Use instruments, body percussion, and voice.
    - d) Include half notes, half rests, whole notes, whole rests, quarter notes, paired eighth notes, and quarter rests.
- 2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- 2.517 The student will respond to music with movement. ~~including~~
1. ~~a) Using~~ locomotor and non-locomotor movements of increasing complexity.;
  2. ~~b) Demonstrating~~ expressive qualities of music, including changes in dynamics and tempo.;
  3. ~~c) Creating~~ movement to illustrate AB and ABA musical forms.;
  4. ~~performing non-choreographed and choreographed movements, including line and circle dances;~~
  5. ~~d) Performing~~ dances and other musical activities ~~from a variety of cultures.;~~ and
  6. ~~portraying songs, stories, and poems from a variety of cultures.~~

## Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued ~~Students also development of skills and musical~~ understanding through the study of rhythm, musical form, and melodic notation. Students investigate the role of music in various world cultures and reflect on their personal motivations for making music.

### Music Theory/Literacy

- 3.1 ~~The student will read and notate music, including~~ [Moved to 3.12]
- ~~1. identifying written melodic movement as step, leap, or repeat;~~ [Moved to 3.12]
  - ~~2. demonstrating the melodic shape (contour) of a written musical phrase;~~ [Moved to 3.12]
  - ~~3. using traditional notation to write melodies on the treble staff;~~ [Moved to 3.12]
  - ~~4. reading melodies of increasing complexity based on a pentatonic scale;~~ [Moved to 3.12]
  - ~~5. dividing rhythms into measures;~~ [Moved to 3.12]
  - ~~6. reading and notating rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes; and~~ [Moved to 3.12]
  - ~~7. explaining the functions of basic music symbols.~~ [Moved to 3.12]

### Performance

- 3.2 ~~The student will sing a varied repertoire of songs alone and with others, including~~ [Moved to 3.13]
- ~~1. singing in tune with a clear tone quality;~~ [Moved to 3.13]
  - ~~2. singing melodies within the range of an octave;~~ [Moved to 3.13]
  - ~~3. singing melodies written on the treble staff;~~ [Moved to 3.13]
  - ~~4. singing with expression, using a wide range of tempos and dynamics;~~ [Moved to 3.13]
  - ~~5. singing rounds, partner songs, and ostinatos in two part ensembles; and~~ [Moved to 3.13]
  - ~~6. maintaining proper posture for singing.~~ [Moved to 3.13]
- 3.3 ~~The student will play a variety of pitched and nonpitched instruments alone and with others, including~~ [Moved to 3.14]
- ~~1. playing music in two part ensembles;~~ [Moved to 3.14]
  - ~~2. playing melodies written on the treble staff;~~ [Moved to 3.14]
  - ~~3. playing with expression, using a wide range of tempos and dynamics;~~ [Moved to 3.14]
  - ~~4. accompanying songs and chants with I and V(V<sup>7</sup>) chords; and~~ [Moved to 3.14]
  - ~~5. demonstrating proper playing techniques.~~ [Moved to 3.14]
- 3.4 ~~The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.~~ [Moved to 3.15]
- 3.5 ~~The student will demonstrate understanding of meter by~~ [Moved to 3.16]
- ~~1. determining strong and weak beats; and~~ [Moved to 3.16]
  - ~~2. performing sets of beats grouped in twos and threes.~~ [Moved to 3.16]

- 3.6 — ~~The student will respond to music with movement by~~ [Moved to 3.17]
- ~~1. illustrating sets of beats grouped in twos and threes;~~ [Moved to 3.17]
  - ~~2. creating movement to illustrate rondo form;~~ [Moved to 3.17]
  - ~~3. performing nonchoreographed and choreographed movements, including line and circle dances; and~~ [Moved to 3.17]
  - ~~4. performing dances and other music activities from a variety of cultures.~~ [Moved to 3.17]
- 3.7 — ~~The student will create music by~~ [Moved to 3.1]
- ~~1. improvising rhythmic question and answer phrases;~~ [Moved to 3.1]
  - ~~2. improvising accompaniments, including ostinatos; and~~ [Moved to 3.1]
  - ~~3. composing pentatonic melodies, using traditional notation.~~ [Moved to 3.1]

### **Music History and Cultural Context**

- 3.8 — ~~The student will explore historical and cultural aspects of music by~~ [Moved to 3.6]
- ~~1. recognizing four music compositions from four different periods of music history and identifying the composers; and~~ [Moved to 3.6]
  - ~~2. listening to and describing examples of non-Western instruments.~~ [Moved to 3.6]
- 3.9 — ~~The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.~~ [Moved to 3.5]
- 3.10 — ~~The student will describe the relationships between music and other fields of knowledge.~~ [Moved to 3.11]

### **Analysis, Evaluation, and Critique**

- 3.11 — ~~The student will analyze music by~~ [Moved to 3.3]
- ~~1. identifying and explaining examples of musical form;~~ [Moved to 3.3]
  - ~~2. identifying instruments from the four orchestral families visually and aurally;~~ [Moved to 3.3]
  - ~~3. listening to and describing basic music elements, using music terminology; and~~ [Moved to 3.3]
  - ~~4. comparing and contrasting stylistic differences in music from various styles and cultures.~~ [Moved to 3.3]
- 3.12 — ~~The student will evaluate and critique music by describing music compositions and performances.~~ [Moved to 3.3]
- 3.13 — ~~The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.~~

### **Aesthetics**

- 3.14 — ~~The student will examine ways in which the music of a culture reflects its people's attitudes and beliefs.~~
- 3.15 — ~~The student will explain personal motivations for making music.~~ [Moved to 3.4]
- 3.16 — ~~The student will describe why music has quality and value.~~ [Moved to 3.7]

### **Creative Process**

- 3.71 The student will improvise and compose ~~create~~ music. ~~by~~
1. ~~a) Improvising~~ rhythmic question-and-answer phrases.;
  2. ~~b) Improvising~~ accompaniments, including ostinatos.;
  3. ~~c) Composing~~ pentatonic melodies, ~~using traditional notation~~ represented by a variety of notational systems.
- 3.2 The student will apply a creative process for music.
- a) Brainstorm ideas for creating music.
  - b) Reflect on the outcome and process of creating music.
  - c) Revise work based on peer and teacher feedback.

### **Critical Thinking and Communication**

- 3.443 The student will analyze and evaluate music. ~~by~~
1. ~~a) Identifying~~ and ~~explaining~~ examples of musical form.;
  2. ~~b) Identifying~~ instruments ~~from the four orchestral families~~ visually and aurally.;
  3. ~~c) Listening~~ to and ~~describing~~ basic music elements, using music terminology.;
  4. ~~d) Comparing~~ and ~~contrasting~~ stylistic differences in music from ~~various styles and a variety of cultures.~~
- 3.12 ~~The student will evaluate and critique music by~~ ~~c) Describing~~ music compositions and performances.
- 3.454 The student will explain personal motivations for making music.
- 3.95 The student will ~~demonstrate~~ apply collaboration and communication skills for music rehearsal and performance.
- a) Audience and participant behaviors-etiquette appropriate for the purposes and settings in which music is performed.
  - b) Active listening for musical understanding.
  - c) Nonverbal communication (e.g., eye contact, body language)

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

- 3.86 The student will explore historical and cultural aspects of music. ~~by~~
1. ~~a) Recognizing four~~ music compositions from ~~four~~ different periods of music history, ~~and identifying the composers; and~~
  2. ~~b) Listening~~ to and ~~describing~~ examples of non-Western instruments from a variety of time periods and places.; ~~and~~
- 3.467 The student will describe why music has ~~quality and value to people and communities.~~
- 3.8 The student will recognize ethical use of the Internet for exploring music topics.

### **Innovation in the Arts**

- 3.9 The student will investigate a variety of careers in music.
- 3.10 The student will identify how music can be created using innovative tools and new media.
- 3.4011 ~~The student will describe the~~ relationships between music and other fields of knowledge.

### **Technique and Application**

- 3.412 The student will demonstrate music literacy. ~~read and notate music, including~~
1. ~~a) Identifying~~ written melodic movement as step, leap, or repeat.;
  2. ~~b) Demonstrating~~ the melodic shape (contour) of a written musical phrase.;
  3. ~~c) Using~~ traditional notation to write melodies on the treble staff a variety of notational systems.;
  4. ~~d) Reading~~ melodies of increasing complexity based on a pentatonic scale.;
  5. ~~e) Dividing~~ rhythms into measures.;
  6. ~~f) Reading and notating~~ rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.;
  7. ~~g) Explaining~~ the functions of basic music symbols.
- 3.213 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~
1. ~~a) Singing~~ in tune with a clear tone quality.;
  2. ~~b) Singing~~ melodies within the range of an octave.;
  3. ~~c) Singing~~ melodies ~~written on the treble staff~~ notated in varying forms.;
  4. ~~d) Singing~~ with expression; using a wide range of tempos and dynamics.;
  5. ~~e) Singing~~ rounds, partner songs, and ostinatos in two-part ensembles.;
  6. ~~f) Maintaining~~ proper posture for singing.
- 3.314 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~
1. ~~a) Playing~~ music in two-part ensembles.;
  2. ~~b) Playing~~ melodies ~~written on the treble staff~~ notated in varying forms.;
  3. ~~c) Play a given melody on an instrument.~~
  4. ~~d) Playing~~ with expression; using a wide range of tempos and dynamics.;
  5. ~~e) Accompanying~~ songs and chants with tonic and dominant I and V(V<sup>7</sup>) chords.;
  6. ~~f) Demonstrating~~ proper playing techniques.
- 3.415 The student will classify, perform, and count rhythmic patterns.
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) ~~that~~ Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.516 The student will demonstrate understanding of meter. ~~by~~
1. ~~a) Determining~~ strong and weak beats.;
  2. ~~b) Performing~~ sets of beats grouped in twos and threes.
- 3.617 The student will respond to music with movement. ~~including~~
1. ~~illustrating sets of beats grouped in twos and threes;~~
  2. ~~creating movement to~~ a) Illustrating rondo form (ABACA).;
  3. ~~b) Performing~~ non-choreographed and choreographed movements. ~~including line and circle dances;~~ and
  4. ~~c) Performing~~ dances and other music activities ~~from a variety of cultures.~~

## Grade Four General Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts including singing, playing instruments, listening, creating, composing, and performing. Students expand on the use of a creative process as they explore and develop questions for personal inquiry of musical ideas. Emphasis is placed on developing more advanced techniques in singing and playing instruments, expanded understanding of rhythmic and harmonic techniques, using a system for improved melodic and rhythmic sight-reading and expanding their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze, and describe music. Students will use an expanding music vocabulary to explain personal preferences for musical works and performances.

### Music Theory/Literacy

- 4.1 ~~————~~ The student will read and notate music, including
1. ~~reading melodies based on a hexatonic scale;~~
  2. ~~using traditional notation to write melodies containing stepwise motion;~~
  3. ~~reading two-note accompaniment patterns (bordon);~~
  4. ~~reading and notating rhythmic patterns that include dotted quarter note followed by an eighth note;~~
  5. ~~using a system to sight read melodic and rhythmic patterns;~~
  6. ~~identifying the meaning of the upper and lower numbers of simple time signatures ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ); and~~
  7. ~~identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).~~

### Performance

- 4.2 ~~————~~ The student will sing a varied repertoire of songs alone and with others, including [Moved to 4.13]
1. ~~singing with a clear tone quality and correct intonation; [Moved to 4.13]~~
  2. ~~singing diatonic melodies; [Moved to 4.13]~~
  3. ~~singing melodies written on the treble staff; [Moved to 4.13]~~
  4. ~~singing with expression, using dynamics and phrasing; [Moved to 4.13]~~
  5. ~~singing in simple harmony; and [Moved to 4.13]~~
  6. ~~demonstrating proper posture for singing. [Moved to 4.13]~~
- 4.3 ~~————~~ The student will play a variety of pitched and nonpitched instruments alone and with others, including [Moved to 4.14]
1. ~~playing music of increasing difficulty in two-part ensembles; [Moved to 4.14]~~
  2. ~~playing melodies of increasing difficulty written on the treble staff; [Moved to 4.14]~~
  3. ~~playing a given melody on a recorder or other similar instrument; [Moved to 4.14]~~
  4. ~~playing with expression, using dynamics and phrasing; [Moved to 4.14]~~
  5. ~~accompanying songs and chants with I, IV, and V ( $V^7$ ) chords; and [Moved to 4.14]~~
  6. ~~demonstrating proper playing techniques. [Moved to 4.14]~~
- 4.4 ~~————~~ The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note. [Moved to 4.15]
- 4.5 ~~————~~ The student will respond to music with movement by [Moved to 4.17]
1. ~~performing nonchoreographed and choreographed movements; [Moved to 4.17]~~
  2. ~~performing traditional folk dances and other music activities; and [Moved to 4.17]~~
  3. ~~creating movement to illustrate rondo (ABACA) musical form. [Moved to 4.17]~~

- 4.6 — ~~The student will create music by—[Moved to 4.1]~~
- ~~1. improvising melodies and rhythms, using a variety of sound sources; [Moved to 4.1]~~
  - ~~2. composing short melodic and rhythmic phrases within specified guidelines; and [Moved to 4.1]~~
  - ~~3. using contemporary media and technology. [Moved to 4.1]~~

### **Music History and Cultural Context**

- 4.7 — ~~The student will explore historical and cultural aspects of music by—[Moved to 4.6]~~
- ~~1. describing four music compositions from four different periods of music history and identifying the composers; [Moved to 4.6]~~
  - ~~2. placing musical examples into categories of style; [Moved to 4.6]~~
  - ~~3. listening to and describing music from a variety of world cultures; and [Moved to 4.6]~~
  - ~~4. examining how music from popular culture reflects the past and influences the present. [Moved to 4.6]~~
- 4.8 — ~~The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed. [Moved to 4.5]~~
- 4.9 — ~~The student will compare the relationships between music and other fields of knowledge. [Moved to 4.11]~~

### **Analysis, Evaluation, and Critique**

- 4.10 — ~~The student will analyze music by—[Moved to 4.3]~~
- ~~1. identifying instruments from a variety of music ensembles visually and aurally; [Moved to 4.3]~~
  - ~~2. distinguishing between major and minor tonality; [Moved to 4.3]~~
  - ~~3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods; [Moved to 4.3]~~
  - ~~4. identifying elements of music through listening, using music terminology; and [Moved to 4.3]~~
  - ~~5. identifying rondo form (ABACA). [Moved to 4.3]~~
- 4.11 — ~~The student will evaluate and critique music by—[Moved to 4.3]~~
- ~~1. reviewing criteria used to evaluate compositions and performances; and [Moved to 4.3]~~
  - ~~2. describing performances and offering constructive feedback. [Moved to 4.3]~~
- 4.12 — ~~The student will identify characteristics and behaviors that lead to success as a musician.~~

### **Aesthetics**

- 4.13 — ~~The student will explain personal preferences for musical works and performances, using music terminology. [Moved to 4.4]~~
- 4.14 — ~~The student will explain how criteria used to value music may vary from one culture to another. [Moved to 4.6]~~
- 4.15 — ~~The student will describe how personal beliefs influence responses to music.~~

### **Creative Process**

- 4.61 The student will improvise and compose ~~create~~ music, ~~by~~
1. ~~a) Improvising~~ melodies and rhythms, using a variety of sound sources.;
  2. ~~b) Composing~~ short melodic and rhythmic phrases within specified guidelines.;
  - and
  3. ~~using contemporary media and technology.~~
- 4.2 The student will apply a creative process for music.
- a) Brainstorm and expand on ideas for creating music as a group.
  - b) Develop questions for personal inquiry of music ideas.
  - c) Reflect on the quality and technical skill of a personal or group music performance.

### **Critical Thinking and Communication**

- 4.103 The student will analyze and evaluate music, ~~by~~
1. ~~a) Identifying~~ instruments from a variety of music ensembles both visually and aurally.;
  2. ~~b) Distinguishing~~ between major and minor tonality.;
  3. ~~c) Listening to, comparing, and contrasting~~ music compositions from a variety of cultures and time periods.;
  4. ~~d) Identifying~~ elements of music through listening, using music terminology.;
  5. ~~e) Identifying~~ rondo form (ABACA).
- 4.11 ~~The student will evaluate and critique music by~~
1. ~~f) Reviewing~~ criteria used to evaluate compositions and performances.;
  - and
  2. ~~g) Describing~~ performances and offering constructive feedback.
- 4.134 The student will explain personal preferences for musical works and performances, using music terminology.
- 4.85 The student will ~~demonstrate~~ explain and apply collaboration and communication skills for music rehearsal and performance.
- a) Audience and participant behaviors-etiquette appropriate for the purposes and settings in which music is performed.
  - b) Active listening for musical understanding.
  - c) Giving and receiving feedback on performance.

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

- 4.76 The student will explore historical and cultural aspects of music, ~~by~~
1. ~~a) Describing~~ four music compositions from ~~four~~ different periods of music history, and identifying the composers;
  2. ~~b) Describing~~ placing musical ~~examples into categories of styles~~ from a variety of time periods and places.;
  3. ~~c) Listening to and describing~~ music from a variety of world cultures.;
  - and
  4. ~~d) Examining~~ how music from popular culture reflects the past and influences the present.;
- e) 4.14 ~~The student will~~ Explaining how criteria used to value music may vary ~~from one culture to another.~~ between people and communities.

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

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

### **Innovation in the Arts**

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

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

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

### **Technique and Application**

4.412 The student will demonstrate music literacy. ~~read and notate music, including~~

1. ~~a) R~~reading melodies based on a hexatonic scale.;
2. ~~b) U~~using traditional notation to write melodies containing stepwise motion.;
3. ~~c) R~~reading two-note accompaniment patterns (bordon).;
4. ~~d) R~~reading and ~~notate~~ing rhythmic patterns that include dotted quarter note followed by an eighth note.;
5. ~~e) U~~using a system to sight-read melodic and rhythmic patterns.;
6. ~~f) I~~dentifying the meaning of the upper and lower numbers of simple time signatures ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ ).;
7. ~~g) I~~dentifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

4.213 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~

1. ~~a) S~~singing with a clear tone quality and correct intonation.;
2. ~~b) S~~singing diatonic melodies.;
3. ~~c) S~~singing melodies ~~written on the treble staff~~ notated in varying forms.;
4. ~~d) S~~singing with expression, using dynamics and phrasing.;
5. ~~e) S~~singing in simple harmony.;
6. ~~f) D~~demonstrating proper posture for singing.

4.314 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~

1. ~~a) P~~playing music of increasing difficulty in two-part ensembles.;
2. ~~b) P~~playing melodies of increasing difficulty ~~written on the treble staff~~ notated in varying forms.;
3. ~~c) P~~playing a given melody on an ~~recorder or other similar~~ instrument.;
4. ~~d) P~~playing with expression, using dynamics and phrasing.;
5. ~~e) A~~ccompanying songs and chants with I, IV, and V( $V^7$ ) tonic, subdominant, and dominant chords.;
6. ~~f) D~~demonstrating proper playing techniques.

4.415 The student will classify, perform, and count rhythmic patterns.

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

~~d) that include~~ dotted quarter note followed by an eighth note.

4.16 The student will demonstrate meter.

a) Apply strong and weak beats.

b) Perform and illustrate sets of beats grouped in twos and threes.

4.517 The student will respond to music with movement, including

~~3.~~ a) ~~Pperforming~~ non-choreographed and choreographed movements;

~~4.~~ b) ~~Pperforming~~ traditional folk dances and other music activities; and

~~5.~~ c) ~~Ccreating~~ movement to illustrate rondo (ABACA) musical form.

DRAFT

## Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students apply a creative process for music as they document the process of independent research on a music topic of personal interest. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

### Music Theory/Literacy

- 5.1 ~~———— The student will read and notate music, including [Moved to 5.12]~~
1. ~~identifying the treble (G) and bass (F) clefs; [Moved to 5.12]~~
  2. ~~using a system to sight read melodies based on the diatonic scale; [Moved to 5.12]~~
  3. ~~using traditional notation to write melodies containing skips and leaps; [Moved to 5.12]~~
  4. ~~reading and notating rhythmic patterns of increasing complexity; [Moved to 5.12]~~
  5. ~~identifying the meaning of the upper and lower numbers of compound time signatures ( $\frac{6}{8}$ ); and [Moved to 5.12]~~
  6. ~~identifying tempo markings. [Moved to 5.12]~~

### Performance

- 5.2 ~~———— The student will sing a varied repertoire of songs alone and with others, including [Moved to 5.13]~~
1. ~~demonstrating beginning choral behaviors and skills in ensemble singing;~~
  2. ~~singing with attention to blend, balance, intonation, and expression; [Moved to 5.13]~~
  3. ~~singing melodies of increasing complexity written on the treble staff; [Moved to 5.13]~~
  4. ~~singing in two and three part harmony; and [Moved to 5.13]~~
  5. ~~modeling proper posture for singing. [Moved to 5.13]~~
- 5.3 ~~———— The student will play a variety of pitched and nonpitched instruments alone and with others, including [Moved to 5.14]~~
1. ~~playing music of increasing difficulty in a variety of ensembles; [Moved to 5.14]~~
  2. ~~playing melodies and accompaniments of increasing difficulty written on the treble staff; [Moved to 5.14]~~
  3. ~~playing with expression; and [Moved to 5.14]~~
  4. ~~demonstrating proper playing techniques. [Moved to 5.14]~~
- 5.4 ~~———— The student will perform rhythms of increased complexity, including syncopations.~~
- 5.5 ~~———— The student will respond to music with movement by [Moved to 5.17]~~
1. ~~performing nonchoreographed and choreographed movements, including music in duple and triple meters; and [Moved to 5.17]~~
  2. ~~performing traditional folk dances and other music activities. [Moved to 5.17]~~
- 5.6 ~~———— The student will create music by [Moved to 5.1]~~
1. ~~improvising melodies and rhythms of increasing complexity; [Moved to 5.1]~~
  2. ~~composing a short original composition within specified guidelines; and [Moved to 5.1]~~
  3. ~~using contemporary media and technology.~~

## Music History and Cultural Context

- 5.7 — The student will explore historical and cultural aspects of music by [Moved to 5.6]
1. identifying representative composers and music compositions from four different periods of music history; [Moved to 5.6]
  2. comparing and contrasting a variety of musical styles, using music terminology; [Moved to 5.6]
  3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and [Moved to new 5.7]
  4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher); [Moved to 5.9]
- 5.8 — The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed. [Moved to 5.5]
- 5.9 — The student will compare and contrast the relationships between music and other fields of knowledge. [Moved to 5.11]
- 5.10 — The student will describe the roles of music and musicians in society.

## Analysis, Evaluation, and Critique

- 5.11 — The student will analyze music by [Moved to 5.3]
1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced; [Moved to 5.3]
  2. experimenting with the science of sound; [Moved to 5.3]
  3. analyzing elements of music through listening, using music terminology; and [Moved to 5.3]
  4. explaining theme and variations form. [Moved to 5.3]
- 5.12 — The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.
- 5.13 — The student will define *copyright* as applied to the use of music.
- 5.14 — The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. [Moved to 5.5]

## Aesthetics

- 5.15 — The student will develop personal criteria to be used for determining the quality and value of musical compositions.
- 5.16 — The student will analyze preferences among musical compositions, using music terminology. [Moved to 5.4]
- 5.17 — The student will examine factors that may inspire musicians to perform or compose.

## Creative Process

- 5.61 — The student will improvise and compose ~~create~~ music. by
1. a) Improviseing melodies and rhythms of increasing complexity;

- ~~2. b) Composing a short original composition within specified guidelines; and~~
- ~~3. using contemporary media and technology.~~

5.2 The student will apply a creative process for music.

- a) Conduct independent research on a music topic of personal interest.
- b) Document research questions and sources for investigating music.
- c) Share finished works of music with a group.
- d) Explain the role of a creative process in developing a music product or performance.

### **Critical Thinking and Communication**

5.113 The student will analyze and evaluate music, by

- ~~1. a) Grouping classroom, orchestral, and world a variety of instruments into categories based on how their sounds are produced;~~
- ~~2. b) Experimenting with the science of sound;~~
- ~~3. c) Analyzing elements of music through listening; using music terminology; and~~
- ~~4. d) Explaining theme-and-variations form;~~
- f) 5.12 The student will evaluate music by Applying accepted criteria when judging the quality of compositions and performances.

5.164 The student will analyze preferences among music compositions using music terminology.

5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.

- a) ~~5.8 The student will Exhibit acceptable performance behavior-etiquette as a participant and/or listener in relation to the context and style of music performed.~~
- b) ~~5.14 The student will Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.~~

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

5.76 The student will explore historical and cultural aspects of music, by

- ~~1. a) Identifying representative composers and music compositions from four different periods of music history;~~
- ~~2. b) Comparing and contrasting a variety of musical styles using music terminology;~~
- ~~3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and [Moved to 5.7]~~
- ~~4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher). [moved to 5.9]~~
- c) 5.17 The student will Examining factors that may inspire musicians to perform or compose.

5.7 The student will describing how people may participate in music within the community as performers, consumers of music, and music advocates.

5.8 The student will define *intellectual property* as it relates to music and the music industry.

### **Innovation in the Arts**

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

### **Technique and Application**

- 5.412 ~~The student will demonstrate music literacy. read and notate music, including~~
- ~~1. a) Identifying~~ the treble (G) and bass (F) clefs.;
  - ~~2. b) Using~~ traditional notation to write melodies containing skips and leaps.;
  - ~~3. c) Reading~~ and ~~notating~~ rhythmic patterns of increasing complexity.;
  - ~~4. d) Identifying~~ the meaning of the upper and lower numbers of compound time signatures ( $\frac{6}{8}$ ).; and
  - ~~e) Identifying~~ tempo markings.
- 5.213 ~~The student will develop skills for individual and ensemble singing performance. sing a variety of songs of limited range alone and with others, including~~
- ~~1. demonstrating beginning choral behaviors and skills in ensemble singing;~~
  - ~~2. a) Singing~~ with attention to blend, balance, intonation, and expression.;
  - ~~3. b) Singing~~ melodies of increasing complexity ~~written on the treble staff~~ notated in varying forms.;
  - ~~4. c) Singing~~ in two- and three-part harmony.;
  - ~~5. d) Modeling~~ proper posture for singing.
- 5.314 ~~The student will develop skills for individual and ensemble instrumental performance. play a variety of pitched and nonpitched instruments alone and with others, including~~
- ~~1. a) Playing~~ music of increasing difficulty in a variety of ensembles.;
  - ~~2. b) Playing~~ melodies and accompaniments of increasing difficulty ~~written on the treble staff~~ notated in varying forms.;
  - ~~3. c) Playing~~ with expression.;
  - ~~4. d) Apply demonstrating~~ proper playing techniques.
- 5.415 ~~The student will classify, perform, and count~~ rhythmic patterns
- ~~a) Use a counting system.~~
  - ~~b) Include patterns that suggest duple and triple meter.~~
  - ~~c) Use instruments, body percussion, and voice.~~
  - ~~d) of increased complexity, including syncopations.~~
- 5.16 ~~The student will demonstrate meter.~~
- ~~a) Apply accent.~~
  - ~~b) Identify duple and triple meter.~~
- 5.517 ~~The student will respond to music with movement, including~~
- ~~5. a) Performing~~ non-choreographed and choreographed movements, including music in duple and triple meters.;
  - ~~6. b) Performing~~ dances and other music activities.

## Elementary Instrumental Music

The standards for Elementary Instrumental Music enable students to begin receiving instruction on a wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any elementary school grade level. Students will identify parts of the instrument and demonstrate proper instrument care, of the instrument and basic playing posture, instrument positions, fingerings, embouchure, and tone production. They count, read, and perform music at Solo Literature Grade Levels 0 and 1 of the Virginia Band and Orchestra Directors Association (VBODA). Music literacy skills are emphasized in the development of musicianship as students read, notate, and perform music. Students begin to respond to, describe, respond to, interpret, and evaluate works of music both as performers and as listeners. Students use a creative process to identify and apply the skills involved in creating original work. Students may use standard method books in either homogeneous or heterogeneous class settings. Students Opportunities are provided with opportunities for students to participate in local and district music events as appropriate to level, ability, and interest.

Opportunities are provided for students to participate in local and district music events as appropriate to level, ability, and interest.

### Music Theory/Literacy

- ~~EI.1 — The student will echo, read, and notate music, including [Moved to EI.12]  
 1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and [Moved to EI.12]  
 2. singing selected lines from music being studied. [Moved to EI.12]~~
- ~~EI.2 — The student will echo, read, and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. [Moved to EI.12]~~
- ~~EI.3 — The student will identify and demonstrate half step and whole step patterns. [Moved to EI.13]~~
- ~~EI.4 — The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C). [Moved to EI.12]~~
- ~~EI.5 — The student will identify and notate key signatures of scales and literature being performed. [Moved to EI.13]~~
- ~~EI.6 — The student will read, notate, and perform scales, including [Moved to EI.13]  
 1. wind/mallet student — one octave ascending and descending concert F and B flat major scales; and [Moved to EI.13]  
 2. string student — one octave ascending and descending D and G major scales. [Moved to EI.13]~~
- ~~EI.7 — The student will identify and perform music written in binary form. [Moved to EI.12]~~
- ~~EI.8 — The student will use music composition as a means of expression by [Moved to EI.1]  
 1. composing a four measure rhythmic or melodic variation; and [Moved to EI.1]  
 2. using contemporary technology to notate the composition. [Moved to EI.12]~~
- ~~EI.9 — The student will define and use musical terminology found in the music literature being studied. [Moved to EI.12]~~

**Performance**

- EI.10 — The student will demonstrate preparatory instrumental basics and playing procedures, including[Moved to EI.14]
1. identification and selection of an appropriate instrument; [Moved to EI.14]
  2. identification of the parts of the instrument; [Moved to EI.14]
  3. procedures for care of the instrument; [Moved to EI.14]
  4. proper playing posture and instrument position; [Moved to EI.14]
  5. string student — bow hold and left hand position;
  6. wind student — embouchure; and
  7. percussion student — grip for snare drum sticks and mallets.
- EI.11 — The student will demonstrate proper instrumental techniques, including[Moved to EI.15]
1. finger/slide placement, using finger/slide patterns and fingerings/positions; [Moved to EI.15]
  2. production of tones that are clear, free of tension, and sustained; [Moved to EI.15]
  3. wind student — proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent); [Moved to EI.15]
  4. string student — bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two note slurs); and[Moved to EI.15]
  5. percussion student — stick control and performance of multiple bounce roll, 5-stroke roll, and flam, using appropriate grip; stick control with mallets, using appropriate grip. [Moved to EI.15]
- EI.12 — The student will demonstrate ensemble skills at a beginning level, including[Moved to EI.16]
1. playing unisons, in accordance with VBODA Levels 0 and 1; [Moved to EI.16]
  2. differentiating between unisons that are too high or low in order to match pitches, and making adjustments to facilitate correct intonation; [Moved to EI.16]
  3. balancing instrumental timbres; [Moved to EI.16]
  4. matching dynamic levels and playing style; [Moved to EI.16]
  5. responding to conducting patterns and gestures; and[Moved to EI.16]
  6. maintaining a steady beat at various tempos in the music literature being studied. [Moved to EI.16]
- EI.13 — The student will read and interpret standard music notation while performing music of varying styles, in accordance with VBODA Levels 0 and 1. [Moved to EI.12]
- EI.14 — The student will begin to use articulations and dynamic contrasts as means of expression.
- EI.15 — The student will perform simple rhythmic and melodic examples in call and response styles. [Moved to EI.1]
- EI.16 — The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes. [Moved to EI.1]
- EI.17 — The student will demonstrate musicianship and personal engagement by[Moved to EI.5]
1. identifying the characteristic sound of the instrument being studied; [Moved to EI.16]
  2. monitoring individual practice through the use of practice records or journals that identify specific musical goals; [Moved to EI.2]
  3. participating in school performances and local or district events, as appropriate to level, ability, and interest; and[Moved to EI.5]
  4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position): [Moved to EI.5]

## Music History and Cultural Context

- EL.18 — The student will explore historical and cultural aspects of music by [Moved to EI.6]
1. ~~identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~ [Moved to EI.6]
  2. ~~identifying ways in which culture influences the development of instruments, instrumental music, and instrumental music styles;~~ [Moved to EI.6]
  3. ~~identifying ways in which technology influences music;~~ [Moved to EI.10]
  4. ~~identifying the relationship of music to the other fine arts and other fields of knowledge;~~ [Moved to EI.11]
  5. ~~identifying career options in music;~~ [Moved to EI.9]
  6. ~~identifying ethical standards as applied to the use of social media and copyrighted materials; and~~
  7. ~~demonstrating concert etiquette as an active listener.~~ [Moved to EI.5]

## Analysis, Evaluation, and Critique

- EL.19 — The student will analyze and evaluate music by [Moved to EI.3]
1. ~~identifying the cultural influences on and historical context of works of music;~~
  2. ~~describing works of music, using inquiry skills and music terminology;~~ [Moved to EI.3]
  3. ~~identifying accepted criteria used for evaluating works of music;~~ [Moved to EI.3]
  4. ~~describing performances of music, using music terminology; and~~ [Moved to EI.3]
  5. ~~identifying accepted criteria used for critiquing musical performances of self and others.~~

## Aesthetics

- EL.20 — The student will investigate aesthetic concepts related to music by [Moved to EI.4]
1. ~~proposing a definition of *music*;~~
  2. ~~identifying reasons for preferences among works of music, using music terminology;~~ [Moved to EI.4]
  3. ~~identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and~~ [Moved to EI.4]
  4. ~~explaining the value of musical performance to the school community.~~

## Creative Process

- EL.81 The student will ~~use~~ create music ~~composition~~ as a means of individual expression, by
- a) ~~Ceomposeing~~ a four-measure rhythmic-melodic variation,; and
  - b) ~~EI.15~~ — The student will perform improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) ~~EI.16~~ — The student will create, through pplaying and writing, rhythmic variations of four-measure selections taken from ~~folk song~~ existing melodies, exercises, or etudes.
- EL.2 The student will apply a creative process for music.
- a) Identify and apply steps of a creative process.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Mmonitoring individual practice and progress toward goals, through the use of practice records or journals that identify specific musical goals; [Moved from EI.17]

## Critical Thinking and Communication

- EI.193 The student will analyze, interpret, and evaluate music, by
1. ~~describing the cultural influences and historical context of works of music;~~
  2. a) Describing diverse works of music using inquiry skills and music terminology;
  3. b) Identifying accepted criteria used for evaluating works of music;
  4. c) Describing performances of music, using music terminology; and
  5. identifying accepted criteria used for critiquing musical performances of self and others.
- EI.204 The student will formulate and justify personal responses to music. investigate aesthetic concepts related to music by
1. ~~proposing a definition of music;~~
  2. a) Identifying reasons for preferences among works of music using music terminology;
  3. b) Identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; ~~and~~
- EI.175 The student will identify and demonstrate collaboration and communication skills for music, musicianship and personal engagement by
1. ~~identifying the characteristic sound of the instrument being studied; [Moved to EI.16]~~
  2. ~~monitoring individual practice through the use of practice records or journals that identify specific musical goals; [Moved to EI.2]~~
  3. a) Participating in school performances and local or district community events, as appropriate to level, ability, and interest; ~~and~~
  4. b) Describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).  
c) Describe and demonstrate active listening in rehearsal and as an audience member. [Moved from EI.18]

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

- EI.186 The student will explore historical and cultural aspects influences of music, by
1. a) Identifying the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied through listening, performing, and studying;
  2. b) Identifying ways in which culture influences the development of instruments, instrumental music, and instrumental music styles;
  3. ~~identifying ways in which technology influences music;~~
  4. ~~describing the relationship of music to the other fine arts and other fields of knowledge; [Moved to EI.11]~~
  5. ~~describing career options in music; [Moved to EI.9]~~
  6. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and [Moved to EI.8]~~
  7. ~~demonstrating concert etiquette as an active listener. [Moved to EI.5]~~
- EI.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- EI.8 The student will identify intellectual property as it relates to music. identifying ethical standards as applied to the use of social media and copyrighted materials; ~~and [moved from EI.18]~~

### **Innovation in the Arts**

- EL.9 The student will ~~identify~~ identify career options in music. ~~;~~ [moved from EI.18]
- EL.10 ~~The student will identify~~ The student will identify ways in which culture and technology influences the development of music and musical styles. [Moved from EI.18]
- EL.11 The student will ~~identify~~ identify the connections relationship of instrumental music to the other fine arts and other fields of knowledge. ~~;~~ [moved from EI.18]

### **Technique and Application**

- EI.412 The student will demonstrate music literacy. echo, read, and notate music, including
- ~~1. a) I~~ 1. a) I ~~dentifying, defining, and using~~ dentifying, defining, and using basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. ~~;~~ and
  - ~~2. b) N~~ 2. b) N ~~otate student-created compositions using standard notation.~~ otate student-created compositions using standard notation.
  - ~~3. c) S~~ 3. c) S ~~singing~~ singing selected lines from music being studied.
  - ~~7. d) EI.2—The student will E~~ 7. d) EI.2—The student will E ~~cho, read, count (using a counting system), and perform~~ cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- ~~EI.4—The student will identify, read, and perform music in simple meters (  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).~~
- ~~EI.7—The student will identify and perform music written in binary form.~~
- ~~e) EI.4—The student will I~~ e) EI.4—The student will I ~~dentify, read, and perform music in simple meters (  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).~~ dentify, read, and perform music in simple meters (  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).
  - ~~f) EI.9—The student will D~~ f) EI.9—The student will D ~~efine and apply music terminology found in the music literature being studied.~~ efine and apply music terminology found in the music literature being studied.
  - ~~g) EI.13—The student will R~~ g) EI.13—The student will R ~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty. ; in accordance with VBODA Levels 1 and 2.~~ ead and interpret standard music notation while performing music of varying styles and levels of difficulty. ; in accordance with VBODA Levels 1 and 2.
  - ~~h) S~~ h) S ~~ight-read music of varying styles.~~ ight-read music of varying styles.
- EI.613 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures. ; including
- ~~1. a) W~~ 1. a) W ~~wind/malletpercussion student—one-octave ascending and descending concert F and B-flat major scales. ; and~~ wind/malletpercussion student—one-octave ascending and descending concert F and B-flat major scales. ; and
  - ~~2. b) O~~ 2. b) O ~~rchestral string student—one-octave ascending and descending D and G major scales.~~ rchestral string student—one-octave ascending and descending D and G major scales.
- EI.414 ~~The student will demonstrate preparatory instrumental basics and playing procedures. ; including~~ The student will demonstrate preparatory instrumental basics and playing procedures. ; including
- ~~1. a) I~~ 1. a) I ~~dentification and selection of an appropriate instrument. ;~~ dentification and selection of an appropriate instrument. ;
  - ~~2. b) I~~ 2. b) I ~~dentification of the parts of the instrument. ;~~ dentification of the parts of the instrument. ;
  - ~~3. p~~ 3. p ~~rocedures for c) C~~ rocedures for c) C ~~are of the instrument. ;~~ are of the instrument. ;
  - ~~4. d) P~~ 4. d) P ~~roper playing posture and instrument position. ;~~ roper playing posture and instrument position. ;
  - ~~5. w~~ 5. w ~~ind student—embouchure;~~ ind student—embouchure;
  - ~~6. s~~ 6. s ~~tring student—bow hold and left hand position; and~~ tring student—bow hold and left hand position; and
  - ~~7. p~~ 7. p ~~ercussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~ ercussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
  - ~~e) B~~ e) B ~~asic tuning of the instrument with a visual aid or electronic tuner.~~ asic tuning of the instrument with a visual aid or electronic tuner.
- EI.415 The student will demonstrate proper instrumental techniques. ; including
- ~~1. a) C~~ 1. a) C ~~orrect hand positions, finger/slide placement, using finger/slide patterns and fingerings/positions, and finger/slide patterns. ;~~ orrect hand positions, finger/slide placement, using finger/slide patterns and fingerings/positions, and finger/slide patterns. ;
  - ~~2. b) P~~ 2. b) P ~~roduction of tones that are clear, free of tension, and sustained. ;~~ roduction of tones that are clear, free of tension, and sustained. ;

3. ~~c) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);~~
4. ~~d) Orchestral string: bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and~~
5. ~~e) Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, and flam rudiments, and multiple bounce roll, stroke roll, and flam, using appropriate grip; stick control with mallets, using appropriate grip.~~

- EI.1216 The student will demonstrate musicianship and ensemble skills at a beginning level, ~~including~~
1. ~~a) Identifying~~ the characteristic sound of the instrument being studied; [Moved from EI.17]
  1. ~~b) Playing~~ unisons;
  2. ~~c) Differentiating~~ between unisons that are too high or low in order to match pitches.
    - ~~d) Making~~ adjustments to facilitate correct intonation;
  3. ~~e) Balancing~~ instrumental timbres;
  4. ~~f) Matching~~ dynamic levels and playing style;
  5. ~~h) Maintaining~~ a steady beat at various tempos in the music literature being studied.
  6. ~~g) Responding~~ to conducting patterns and gestures; ~~and~~

## Grade Six General Music

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

### Music Theory/Literacy

- 6.1 ~~———— The student will read and notate music, including~~ [Moved to 6.12]
1. ~~identifying melodic patterns;~~ [Moved to 6.12]
  2. ~~recognizing diatonic intervals;~~ [Moved to 6.12]
  3. ~~identifying notes written on the bass staff;~~ [Moved to 6.12]
  4. ~~notating melodies on the treble staff, with emphasis on steps and skips;~~
  5. ~~reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests; and~~ [Moved to 6.12]
  6. ~~identifying the meaning of the upper and lower numbers of time signatures.~~ [Moved to 6.12]

### Performance

- 6.2 ~~———— The student will perform a varied repertoire of music, including~~ [Moved to 6.13]
1. ~~demonstrating acceptable performance behaviors;~~ [Moved to 6.13]
  2. ~~following dynamic and tempo markings; and~~ [Moved to 6.13]
  3. ~~singing or playing music in unison and simple harmony.~~ [Moved to 6.13]
- 6.3 ~~———— The student will play a variety of pitched and nonpitched instruments, including~~ [Moved to 6.14]
1. ~~singing or playing melodies and accompaniments written on the treble staff; and~~ [Moved to 6.14]
  2. ~~playing music in a variety of ensembles.~~ [Moved to 6.14]
- 6.4 ~~———— The student will perform rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.~~ [Moved to 6.15]
- 6.5 ~~———— The student will respond to music with movement by performing nonchoreographed and choreographed movements.~~ [Moved to 6.16]
- 6.6 ~~———— The student will create music through a variety of sound and notational sources by~~ [Moved to 6.1]
1. ~~improvising four measure melodic and rhythmic phrases; and~~ [Moved to 6.1]
  2. ~~composing four measure melodies and rhythms.~~ [Moved to 6.1]

### Music History and Cultural Context

- ~~6.7~~ ~~The student will explore historical and cultural aspects of music by~~[Moved to 6.6]
- ~~1. identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to 6.6]~~
  - ~~2. identifying ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated; [Moved to 6.6]~~
  - ~~3. examining career options in music; [Moved to 6.9]~~
  - ~~4. identifying the relationship of music to the other fine arts and other fields of knowledge; [Moved to 6.11]~~
  - ~~5. identifying ethical standards as applied to the use of social media and copyrighted materials; and [Moved to 6.8]~~
  - ~~6. demonstrating concert etiquette as an active listener or participant.~~

### **Analysis, Evaluation, and Critique**

- ~~6.8~~ ~~The student will analyze and interpret music by~~[Moved to 6.3]
- ~~1. examining the importance of cultural influences and historical context for the interpretation of works of music; and [Moved to 6.6]~~
  - ~~2. describing works of music, using inquiry skills and music terminology. [Moved to 6.3]~~
- ~~6.9~~ ~~The student will evaluate and critique music by~~[Moved to 6.3]
- ~~1. examining and applying accepted criteria for evaluating works of music; [Moved to 6.3]~~
  - ~~2. describing performances of music, using music terminology; and [Moved to 6.3]~~
  - ~~3. applying accepted criteria for critiquing musical performances of self and others. [Moved to 6.3]~~

### **Aesthetics**

- ~~6.10~~ ~~The student will investigate aesthetic concepts related to music by~~[Moved to 6.4]
- ~~1. identifying reasons for preferences among works of music; [Moved to 6.4]~~
  - ~~2. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and [Moved to 6.4]~~
  - ~~3. explaining the value of musical performance to the school community~~

### **Creative Process**

- ~~6.61~~ ~~The student will demonstrate creative thinking create music through a variety of sound and notational sources by composing and improvising original music.~~
- ~~1. a) Improvising four-measure melodic and rhythmic phrases; and~~
  - ~~2. b) Composing four-measure melodies and rhythms.~~
  - ~~3. c) Arrange an existing musical phrase.~~
- ~~6.2~~ ~~The student will apply a creative process for music.~~
- ~~a) Explore components of creative processes for music.~~
  - ~~b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.~~

### **Critical Thinking and Communication**

- ~~6.83~~ ~~The student will analyze, and interpret, and evaluate music, by examining the importance of cultural influences and historical context for the interpretation of works of music; and [Moved to 6.6]~~

8. ~~a) Describing expressive qualities of works of music;~~ using inquiry skills and music terminology.
- 6.9 ~~The student will evaluate and critique music by~~
1. ~~b) Examining and applying personal and accepted criteria for evaluating works of music;~~
  2. ~~c) Describing performances of music;~~ using music terminology; ~~and~~
  3. ~~d) Applying accepted criteria for critiquing musical works and performances of self and others.~~
- 6.104 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~
1. ~~a) Identifying reasons for preferences among works of music using music terminology;~~
  2. ~~b) Identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;~~ ~~and~~
  3. ~~explaining the value of musical performance to the school community.~~
- 6.5 The student will identify and demonstrate collaboration and communication skills for music, including active listening.

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

- 6.76 The student will explore historical and cultural aspects ~~influences~~ of music ~~by~~
1. ~~a) Identifying the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied;~~
  2. ~~b) Describing ways in which culture and technology influences the development of music; and music styles;~~
  3. ~~examining career options in music; [Moved to 6.9]~~
  4. ~~identifying the relationship of music to the other fine arts and other fields of knowledge; [Moved to 6.11]~~
  5. ~~identifying ethical standards as applied to the use of social media and copyrighted materials; and [Moved to 6.8]~~
  6. ~~demonstrating concert etiquette as an active listener.~~
- 6.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- 6.8 The student will explain intellectual property as it relates to music. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and [moved from 6.7]~~

### **Innovation in the Arts**

- 6.9 The student will describe ~~career options in music;~~ ~~[moved from 6.7]~~
- 6.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.
- 6.11 The student will describe ~~the connections~~ ~~relationship~~ of music to the other fine arts and other fields of knowledge; ~~[moved from 6.7]~~

### **Technique and Application**

- 6.412 The student will read and notate music; ~~including~~

1. ~~a) Identifying tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.~~
  2. ~~b) Recognizing diatonic intervals.~~
  3. ~~c) Identify and notate melodies on the musical staff. notes written on the bass staff;~~
  4. ~~notating melodies on the treble staff, with emphasis on steps and skips;~~
  5. ~~d) Reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.~~
  6. ~~e) Identifying the meaning of the upper and lower numbers of time signatures.~~
- 6.213 The student will perform a ~~variety~~varied repertoire of music.; including
1. ~~demonstrating acceptable performance behaviors~~ a) ~~Singing or playing music in unison and simple harmony.~~
  2. ~~Following dynamic and tempo markings.~~ b) ~~Following dynamic and tempo markings.~~
  3. ~~singing or playing music in unison and simple harmony~~ c) Identifying appropriate performance practices.
- 6.314 The student will ~~play a variety of pitched and non-pitched instruments, including~~ perform melodies and accompaniments.
1. ~~a) Sing or play instruments with and without notation. singing or playing melodies and accompaniments written on the treble staff; and~~
  2. ~~b) playing~~ Perform music in a variety of ensembles.
- 6.415 The student will read, count, and perform rhythmic patterns
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) ~~that~~ Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- 6.516 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## Grade Seven General Music

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

### Music Theory/Literacy

- 7.1 ~~————~~ The student will read and notate music, including[Moved to 7.12]
1. ~~identifying melodic patterns containing steps, skips, and leaps; [Moved to 7.12]~~
  2. ~~notating melodies on the treble staff and/or bass staff; [Moved to 7.12]~~
  3. ~~reading melodic patterns using the diatonic scale; and[Moved to 7.12]~~
  4. ~~reading and notating rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests. [Moved to 7.12]~~

### Performance

- 7.2 ~~————~~ The student will perform a varied repertoire of music, including[Moved to 7.13]
1. ~~demonstrating acceptable performance behaviors;~~
  2. ~~singing or playing music written in two or more parts; and[Moved to 7.13]~~
  3. ~~playing melodies and accompaniments written on the treble staff and/or bass staff. [Moved to 7.13]~~
- 7.3 ~~————~~ The student will play music of increasing levels of difficulty on a variety of pitched and nonpitched instruments. [Moved to 7.14]
- 7.4 ~~————~~ The student will perform rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests. [Moved to 7.15]
- 7.5 ~~————~~ The student will respond to music with movement by[Moved to 7.16]
1. ~~using movement to illustrate musical styles; and[Moved to 7.16]~~
  2. ~~using choreography to interpret aspects of musical expression. [Moved to 7.16]~~
- 7.6 ~~————~~ The student will create music through a variety of sound and notational sources by[Moved to 7.1]
1. ~~improvising eight measure melodic and rhythmic phrases of increasing complexity; [Moved to 7.1]~~
  2. ~~composing eight measure melodies and rhythms; and[Moved to 7.1]~~
  3. ~~identifying contemporary media and technology used to create music.~~

### Music History and Cultural Context

- ~~7.7~~ — The student will explore historical and cultural aspects of music by [Moved to 7.6]
- ~~1.~~ identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to 7.6]
  - ~~2.~~ comparing and contrasting musical periods and styles; [Moved to 7.6]
  - ~~3.~~ comparing and contrasting the functions of music in a variety of cultures; [Moved to 7.6]
  - ~~4.~~ describing how musicians, consumers of music, and music advocates impact the community; [Moved to 7.7]
  - ~~5.~~ comparing and contrasting career options in music; [Moved to 7.9]
  - ~~6.~~ examining the relationship of music to the other fine arts and other fields of knowledge; [Moved to 7.11]
  - ~~7.~~ explaining ethical standards as applied to the use of social media and copyrighted materials; and [Moved to 7.8]
  - ~~8.~~ consistently demonstrating concert etiquette as an active listener or participant. [Moved to 7.5]

### **~~Analysis, Evaluation, and Critique~~**

- ~~7.8~~ — The student will analyze and interpret music by [Moved to 7.3]
- ~~1.~~ explaining the importance of cultural influences and historical context for the interpretation of works of music; and [Moved to 7.6]
  - ~~2.~~ describing and interpreting works of music, using inquiry skills and music terminology. [Moved to 7.3]
- ~~7.9~~ — The student will evaluate and critique music by [Moved to 7.3]
- ~~1.~~ applying accepted criteria for evaluating works of music; and [Moved to 7.3]
  - ~~2.~~ applying accepted criteria for critiquing musical performances of self and others. [Moved to 7.3]

### **~~Aesthetics~~**

- ~~7.10~~ — The student will investigate aesthetic concepts related to music by [Moved to 7.4]
- ~~1.~~ describing how time and place influence the characteristics that give meaning and value to a work of music; [Moved to 7.4]
  - ~~2.~~ describing personal emotional and intellectual responses to works of music; [Moved to 7.4]
  - ~~3.~~ analyzing ways in which music can evoke emotion and be persuasive; and [Moved to 7.4]
  - ~~4.~~ explaining the value of musical performance to the community.

### **~~Creative Process~~**

- ~~7.61~~ The student will demonstrate creative thinking ~~create music through a variety of sound and notational sources by~~ composing and improvising original music.
- ~~1.~~ a) Improvising eight-measure melodic and rhythmic phrases; ~~and~~
  - ~~2.~~ b) Composing eight-measure melodies and rhythms.
  - ~~3.~~ c) Arrange an existing musical antecedent phrase and consequent phrase.
- ~~7.2~~ The student will apply a creative process for music.
- a) Describe components of a creative process for music.
  - b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.

## **Critical Thinking and Communication**

- 7.83 The student will analyze, and interpret, and evaluate music, by
1. ~~explaining the importance of cultural influences and historical context for the interpretation of works of music; and~~ [Moved to 7.6]
  2. ~~a) Describing and interpreting works of music; using inquiry skills and music terminology.~~
- 7.9 The student will evaluate and critique music by
1. ~~Applying~~ accepted criteria for evaluating works of music; and
  2. ~~Applying~~ accepted criteria for critiquing musical performances of self and others.
- 7.404 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~
1. ~~a) describing~~ Explaining how the ~~factors of~~ time and place influence the characteristics that give meaning and value to a work of music; and
  2. ~~b) Describing~~ personal responses to works of music; using music terminology; and
  3. ~~c) Analyzing~~ ways in which music can evoke emotion and be persuasive; and
  4. ~~explaining the value of musical performance to the community.~~
- 7.5 The student will describe and demonstrate collaboration and communication skills for music, including active listening.

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

- 7.76 The student will explore historical and cultural ~~aspects~~ influences of music, by
1. ~~identifying and Describing~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied; and
  2. ~~Comparing and contrasting~~ a variety of musical styles; using music terminology; and
  3. ~~Comparing and contrasting~~ the functions of music in a variety of cultures; and
  4. ~~describing how musicians, consumers of music, and music advocates impact the community;~~ [Moved to 7.7]
  5. ~~comparing and contrasting career options in music;~~ [Moved to 7.9]
  6. ~~examining the relationship of music to the other fine arts and other fields of knowledge;~~ [Moved to 7.11]
  7. ~~explaining ethical standards in the use of social media and copyrighted materials; and~~ [Moved to 7.8]
  8. ~~consistently demonstrating concert etiquette as an active listener or participant.~~ [Moved to 7.5]
- 7.7 The student will describe how musicians, consumers of music, and music advocates impact the community; [Moved from previous 7.7]
- 7.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. ~~applying ethical standards in the use of social media and copyrighted materials; and~~ [Moved from 7.7]

## **Innovation in the Arts**

- 7.9 The student will compare and contrast career options in music in relation to career preparation. [Moved from 7.6]
- 7.10 The student will identify and explore ways that new media is used to create and edit music.
- 7.11 The student will relate music to the other fine arts; [Moved from 7.7]

**Technique and Application**

- 7.4.12 The student will read and notate music, ~~including~~
1. ~~a) Identifying and perform~~ tonal, rhythmic, and melodic patterns containing steps, skips, and leaps;
  2. ~~b) Notating~~ melodies on the treble staff and/or bass staff, ~~and bass staves.~~
  3. ~~c) Reading~~ melodic patterns using the diatonic scale, ~~and~~
  4. ~~d) Reading and notating~~ rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
- 7.213 The student will perform a varied repertoire of music, ~~including~~
1. ~~demonstrating acceptable performance behaviors;~~
  2. ~~a) Singing or playing~~ music written in two or ~~three more~~ parts, ~~and~~
  3. ~~b) Playing~~ melodies and accompaniments written on the treble staff and/or bass staff.  
c) Demonstrate appropriate performance practices.
- 7.314 The student will sing and/or play music of ~~increasing~~ increased levels of difficulty on a variety of ~~pitched and nonpitched~~ instruments.
- 7.4.15 The student will read, count, and perform rhythmic patterns
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) ~~that include~~ sixteenth notes, dotted notes, and corresponding rests.
- 7.516 The student will respond to music with movement, ~~by~~
1. ~~a) Using~~ movement to illustrate musical styles, ~~and~~
  2. ~~b) Using~~ choreography to interpret aspects of musical expression.

## Grade Eight General Music

The standards for Grade Eight General Music enable students to use critical thinking skills to gain a deeper understanding of music. ~~Students explore and evaluate a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances. Students use a creative process to develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts. Students perform a variety of music individually and with others. They increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, s~~Students ~~make~~ investigate connections between the elements of music skills and college, career, and workplace skills, and analyze connection between music and other fields of knowledge. Students examine the historical and cultural perspectives influences of music and the value of music in society.

### Music Theory/Literacy

- 8.1 ~~————~~ The student will read and notate music, including [Moved to 8.12]
1. ~~identifying melodic patterns, using specific interval names (e.g., third, fifth); and~~ [Moved to 8.12]
  2. ~~reading and notating rhythmic patterns of increasing complexity.~~ [Moved to 8.12]

### Performance

- 8.2 ~~————~~ The student will perform a varied repertoire of music, including [Moved to 8.13]
1. ~~consistently demonstrating acceptable performance behaviorrs;~~ [Moved to 8.13]
  2. ~~singing or playing music written in two or three parts on the treble and bass staves; and~~ [Moved to 8.13]
  3. ~~using indicated dynamics, phrasing, and other elements of music.~~ [Moved to 8.13]
- 8.3 ~~————~~ The student will play a variety of pitched and nonpitched instruments, including using indicated dynamics, phrasing, and other elements of music. [Moved to 8.14]
1. ~~playing melodies and accompaniments written on the grand staff; and~~ [Moved to 8.14]
  2. ~~playing music of increasing difficulty in a variety of ensembles, using traditional and nontraditional instruments.~~ [Moved to 8.14]
- 8.4 ~~————~~ The student will perform rhythmic patterns in duple and triple meters. [Moved to 8.15]
- 8.5 ~~————~~ The student will respond to music with movement by [Moved to 8.16]
1. ~~creating movements individually or collaboratively to interpret a musical composition;~~ [Moved to 8.16]
  2. ~~creating movements to illustrate forms, meters, and patterns; and~~ [Moved to 8.16]
  3. ~~demonstrating how choreography is a form of expression and communication.~~ [Moved to 8.16]
- 8.6 ~~————~~ The student will create music through a variety of sound and notational sources by [Moved to 8.1]
1. ~~improvising sixteen measure melodic and rhythmic phrases;~~ [Moved to 8.1]
  2. ~~composing sixteen measure melodies and rhythms; and~~ [Moved to 8.1]
  3. ~~using contemporary media and technology to create music.~~ [Moved to 8.10]

### Music History and Cultural Context

- ~~8.7~~ ~~The student will explore historical and cultural aspects of music by [Moved to 8.6]~~
- ~~1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to 8.6]~~
  - ~~2. comparing and contrasting musical periods and styles;~~
  - ~~3. comparing and contrasting the functions of music in a variety of cultures; [Moved to 8.6]~~
  - ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to 8.7]~~
  - ~~5. comparing and contrasting career options in music; [Moved to 8.9]~~
  - ~~6. explaining the relationship of music to the other fine arts and other fields of knowledge; [Moved to 8.11]~~
  - ~~7. explaining ethical standards as applied to the use of social media and copyrighted materials; and [Moved to 8.8]~~
  - ~~8. consistently demonstrating concert etiquette as an active listener or participant. [Moved to 8.5]~~

### **~~Analysis, Evaluation, and Critique~~**

- ~~8.8~~ ~~The student will analyze and interpret music by [Moved to 8.3]~~
- ~~1. explaining the importance of cultural influences and historical context for the interpretation of works of music; and [Moved to 8.6]~~
  - ~~2. analyzing and interpreting works of music, using inquiry skills and music terminology. [Moved to 8.3]~~
- ~~8.9~~ ~~The student will evaluate and critique music by [Moved to 8.3]~~
- ~~1. formulating criteria to be used for evaluating works of music; and [Moved to 8.3]~~
  - ~~2. applying formulated criteria for critiquing musical performances of self and others. [Moved to 8.3]~~

### **~~Aesthetics~~**

- ~~8.10~~ ~~The student will investigate aesthetic concepts related to music by [Moved to 8.4]~~
- ~~1. analyzing how time and place influence the characteristics that give meaning and value to a work of music; [Moved to 8.4]~~
  - ~~2. describing personal emotional and intellectual responses to works of music; [Moved to 8.4]~~
  - ~~3. analyzing ways in which music can evoke emotion and be persuasive; and~~
  - ~~4. explaining the value of musical performance to society.~~

### **~~Creative Process~~**

- ~~8.61~~ ~~The student will demonstrate creative thinking ~~create music through a variety of sound and notational sources by composing and improvising original music.~~~~
- ~~1. a) Improvising sixteen-measure melodic and rhythmic phrases.;~~
  - ~~2. b) Composing sixteen-measure melodies and rhythms.; ~~and~~~~
  - ~~3. c) Arranging an existing musical tune.~~
  - ~~4. use contemporary media and technology to create music.~~
- ~~8.2~~ ~~The student will apply a creative process for music.~~
- ~~a) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.~~
  - ~~b) Collaborate with peers to define, organize, develop, and share ideas, investigations, and research of music ideas and concepts.~~

## **Critical Thinking and Communication**

- 8.83 The student will analyze, and interpret, and evaluate music, by
1. ~~explaining the importance of cultural influences and historical context for the interpretation of works of music; and~~ [Moved to 8.6]
  2. ~~Analyzing~~ and interpreting works of music; using inquiry skills and music terminology.
  3. ~~The student will evaluate and critique music by~~
  4. ~~F~~formulating criteria to be used for evaluating works of music; and
  5. ~~A~~pplying formulated criteria for critiquing musical works and performances of self and others.
- 8.404 The student will formulate and justify personal responses to music. investigate aesthetic concepts related to music by
1. a) ~~A~~analyzing how time and place influence the characteristics that give meaning and value to a work of music;
  2. b) ~~D~~escribing personal, emotional, and intellectual responses to works of music;
  3. ~~analyzing ways in which music can evoke emotion and be persuasive; and~~
  4. ~~explaining the value of musical performance to society.~~
- 8.5 The student will explain and apply collaboration and communication skills for music, including active listening.

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

- 8.76 The student will explore historical and cultural aspects influences of music, by
1. a) ~~D~~escribing the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied;
  2. b) ~~C~~omparing and contrasting a variety of musical periods and styles; using music terminology;
  3. c) ~~C~~omparing and contrasting the functions of music in a variety of cultures;
  4. ~~describing opportunities for music performance and advocacy within the community;~~ [Moved to 8.7]
  5. ~~comparing and contrasting career options in music;~~ [Moved to 8.9]
  6. ~~explaining the relationship of instrumental music to other fields of knowledge;~~ [Moved to 8.11]
  7. ~~researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and~~ [Moved to 8.8]
  8. ~~consistently demonstrating exemplary concert etiquette as an active listener.~~ [Moved to 8.5]
- 8.7 The student will describe opportunities for music performance and advocacy within the community; [Moved from previous 8.7]
- 8.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. ~~researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and~~ [Moved from 8.7]

## **Innovation in the Arts**

- 8.9 The student will investigate connections between music skills and college, career, and workplace skills. ~~researching career options in music~~ [Moved from 8.7]
- 8.10 ~~use contemporary media and technology to create music.~~ The student will explore and investigate technology and new media to create, edit, and present music. [Moved from 8.6]

- 8.11 ~~The student will analyze cross-disciplinary connections with music, explaining the relationship of music to other fields of knowledge; [Moved from 6.7]~~

### **Technique and Application**

- 8.12 ~~The student will read and notate music, including~~
- ~~1. a) Identifying and perform~~ melodic patterns; using specific interval names (e.g., third, fifth); ~~and~~
  - ~~2. b) Reading and notating~~ rhythmic patterns of increasing complexity, including tied rhythms, eighth note triplets, syncopation.
- 8.213 ~~The student will perform a variety of varied repertoire music, including~~
- ~~1. a) Using~~ indicated dynamics, phrasing, and other elements of music;
  - ~~2. b) Singing or playing~~ music written in ~~two or three~~ parts on the treble and bass staves; ~~and~~
  - ~~3. c) Consistently demonstrating acceptable~~ appropriate performance behaviors practices.
- 8.314 ~~The student will sing and/or play a variety of pitched and nonpitched instruments, including~~
- ~~1. a) Playing~~ melodies and accompaniments written on the grand staff; ~~and~~
  - ~~2. b) Playing~~ music of ~~increasing~~ increased difficulty in a variety of ensembles; using traditional and non traditional instruments.
- 8.415 ~~The student will read, count, and perform~~ rhythmic patterns.
- a) Use a counting system.
  - b) Include patterns that suggest duple and triple meter.
  - c) Use instruments, body percussion, and voice.
  - d) Include complex rhythms and syncopation.
- 8.516 ~~The student will respond to music with movement, by~~
- ~~1. a) Creating~~ movements individually or collaboratively to interpret a musical composition;
  - ~~2. b) Creating~~ movements to illustrate forms, meters, and patterns; ~~and~~
  - ~~3. c) Demonstrating~~ how choreography is a form of expression and communication.

## Middle School Instrumental Music, Beginning Level

The standards for Middle School Instrumental Music, Beginning Level enable students to begin receiving instruction on a wind, percussion, or string instrument of their choice with guidance from the music teacher. Instruction may begin at any middle school grade level. Students will identify parts of the instrument and demonstrate proper instrument care, of the instrument and become familiar with the technology of the instrument. They demonstrate basic playing posture, instrument positions, fingerings, embouchure, and tone production, and they count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association (VBODA). Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students begin use critical thinking to describe, respond to, describe, interpret, and evaluate works of music both as performers and listeners. Students may use standard method books in either homogenous or heterogeneous class settings. Students identify career options in music, discuss opportunities for music-making beyond the classroom, and explore connections between music and other fields of knowledge. Students Opportunities are provided with opportunities for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Music Theory/Literacy

- MIB.1 — ~~The student will echo, read, and notate music, including-~~ [Moved to MIB.12]  
 1. ~~identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~ [Moved to MIB.12]  
 2. ~~singing selected lines from music being studied.~~ [Moved to MIB.12]
- MIB.2 — ~~The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.~~ [Moved to MIB.12]
- MIB.3 — ~~The student will identify and demonstrate half step and whole step patterns.~~
- MIB.4 — ~~The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).~~ [Moved to MIB.12]
- MIB.5 — ~~The student will identify and notate key signatures of scales and literature being performed.~~ [Moved to new MIB.13]
- MIB.6 — ~~The student will read, notate, and perform scales, including-~~ [Moved to MIB.13]  
 1. ~~wind/mallet student — one octave ascending and descending concert F, B flat, E flat, and A flat major scales and small chromatic patterns; and~~ [Moved to MIB.13]  
 2. ~~string student — one octave ascending and descending G and D major scales and a D harmonic minor scale.~~ [Moved to MIB.13]
- MIB.7 — ~~The student will identify and perform music written in binary form.~~ [Moved to MIB.12]
- MIB.8 — ~~The student will use music composition as a means of expression by~~ [Moved to MIB.1]  
 1. ~~composing a four measure rhythmic-melodic variation; and~~ [Moved to MIB.1]  
 2. ~~notating the composition in standard notation, using contemporary technology.~~ [Moved to MIB.12]
- MIB.9 — ~~The student will define and apply music terminology found in the music literature being studied.~~ [Moved to MIB.12]

**Performance**

- MIB.10 — ~~The student will demonstrate preparatory instrumental basics and playing procedures, including [Moved to MIB.14]~~
- ~~1. identification and selection of an appropriate instrument; [Moved to MIB.14]~~
  - ~~2. identification of the parts of the instrument; [Moved to MIB.14]~~
  - ~~3. procedures for care of the instrument; [Moved to MIB.14]~~
  - ~~4. proper playing posture and instrument position; [Moved to MIB.14]~~
  - ~~5. wind student — embouchure;~~
  - ~~6. string student — bow hold and left hand position; and~~
  - ~~7. percussion student — stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~
- MIB.11 — ~~The student will demonstrate proper instrumental techniques, including [Moved to MIB.15]~~
- ~~1. finger/slide placement, using finger/slide patterns and fingerings/positions; [Moved to MIB.15]~~
  - ~~2. matching pitches and beginning to make adjustments to facilitate correct intonation; [Moved to MIB.15]~~
  - ~~3. production of tones that are clear, free of tension, and sustained; [Moved to MIB.15]~~
  - ~~4. wind student — proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent); [Moved to MIB.15]~~
  - ~~5. string student — proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and [Moved to MIB.15]~~
  - ~~6. percussion student — stick control and performance of multiple bounce roll, 5-stroke roll, flam, flam tap, and single paradiddle, open-close open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip. [Moved to MIB.15]~~
- MIB.12 — ~~The student will demonstrate ensemble skills at a beginning level, including [Moved to MIB.16]~~
- ~~1. balancing instrumental timbres; [Moved to MIB.16]~~
  - ~~2. making adjustments to facilitate correct intonation; [Moved to MIB.16]~~
  - ~~3. matching dynamic levels and playing style; [Moved to MIB.16]~~
  - ~~4. responding to conducting patterns and gestures; and [Moved to MIB.16]~~
  - ~~5. maintaining a steady beat at various tempos in the music literature being studied. [Moved to MIB.16]~~
- MIB.13 — ~~The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2. [Moved to MIB.12]~~
- MIB.14 — ~~The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.~~
- MIB.15 — ~~The student will perform simple rhythmic and melodic examples in call-and-response styles. [Moved to MIB.1]~~
- MIB.16 — ~~The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes. [Moved to MIB.1]~~

- ~~MIB.17~~—The student will demonstrate musicianship and personal engagement by [Moved to MIB.5]
- ~~1. identifying the characteristic sound of the instrument being studied; [Moved to MIB.16]~~
  - ~~2. monitoring individual practice through the use of practice records or journals that identify specific musical goals; [Moved to MIB.2]~~
  - ~~3. participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; and [Moved to MIB.5]~~
  - ~~4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). [Moved to MIB.5]~~
- ~~MIB.18~~—The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 0 and 1. [Moved to MIB.12]

### **Music History and Cultural Context**

- ~~MIB.19~~—The student will explore historical and cultural aspects of music by [Moved to MIB.6]
- ~~1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to MIB.6]~~
  - ~~2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles; [Moved to MIB.6]~~
  - ~~3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge; [Moved to MIB.11]~~
  - ~~4. describing career options in music; [Moved to MIB.9]~~
  - ~~5. describing ethical standards as applied to the use of social media and copyrighted materials; and [Moved to MIB.8]~~
  - ~~6. demonstrating concert etiquette as an active listener. [Moved to MIB.5]~~

### **Analysis, Evaluation, and Critique**

- ~~MIB.20~~—The student will analyze and evaluate music by [Moved to MIB.3]
- ~~1. describing the importance of cultural influences and historical context for the interpretation of works of music;~~
  - ~~2. describing and interpreting works of music, using inquiry skills and music terminology; [Moved to MIB.3]~~
  - ~~3. describing accepted criteria used for evaluating works of music; [Moved to MIB.3]~~
  - ~~4. describing performances of music, using music terminology; and [Moved to MIB.3]~~
  - ~~5. describing accepted criteria used for critiquing musical performances of self and others.~~

### **Aesthetics**

- ~~MIB.21~~—The student will investigate aesthetic concepts related to music by [Moved to MIB.4]
- ~~1. proposing a definition of *music* and supporting that definition;~~
  - ~~2. identifying reasons for preferences among works of music, using music terminology; [Moved to MIB.4]~~
  - ~~3. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and [Moved to MIB.4]~~
  - ~~4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style. [Moved to MIB.4]~~

**Creative Process**

MIB.81 The student will ~~use~~ create music ~~composition~~ as a means of individual expression, by

9. ~~a) Composing~~ a four-measure rhythmic-melodic variation, ~~and~~
  - b) ~~MIB.15~~ The student will ~~perform~~ improvise simple rhythmic and melodic examples in call-and-response styles.
  - c) ~~MIB.16~~ The student will ~~create, through~~ playing and writing, rhythmic variations of four-measure selections taken from ~~folk songs~~ existing melodies, exercises, or etudes.

MIB.2 The student will apply a creative process for music.

- a) Identify and apply steps of a creative process in a variety of contexts in music.
- b) Collaboratively identify and examine inquiry-based questions related to music.
- c) ~~M~~ monitoring individual practice and progress toward goals, ~~through the use of practice records or journals that identify specific musical goals;~~ [Moved from MIB.17]

**Critical Thinking and Communication**

MIB.203 The student will analyze, interpret, and evaluate music, by

1. ~~describing the importance of cultural influences and historical context for the interpretation of works of music;~~
2. ~~a) Describing~~ and interpreting diverse works of music using inquiry skills and music terminology;
3. ~~b) Describing~~ accepted criteria used for evaluating works of music;
4. ~~c) Describing~~ performances of music using music terminology; ~~and~~
5. ~~describing accepted criteria used for critiquing musical performances of self and others.~~

MIB.214 The student will formulate and justify personal responses to music, investigate aesthetic concepts related to music by

1. ~~proposing a definition of music and supporting that definition;~~
2. ~~a) Identifying~~ reasons for preferences among works of music using music terminology;
3. ~~b) Identifying~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; ~~and~~
4. ~~c) Describing~~ aesthetic criteria used for determining the quality of a work of music or importance of a musical style.

MIB.175 The student will identify and demonstrate collaboration and communication skills for music, musicianship and personal engagement by

1. ~~identifying the characteristic sound of the instrument being studied;~~ [Moved to MIB.16]

- ~~2. monitoring individual practice through the use of practice records or journals that identify specific musical goals; [Moved to MIB.2]~~
3. a) Participate in school performances, and in local or district events, as appropriate to level, ability, and interest; ~~and~~
4. b) Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).  
c) Describe and demonstrate active listening in rehearsal and as an audience member.  
[Moved from MIB.19]

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

- MIB.496 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~
1. ~~Identifying~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature ~~being studied through listening, performing, and studying;~~
  2. ~~Describe~~ ways in which culture and technology influences the development of instruments, instrumental music, and instrumental music styles; ~~;~~
  3. ~~describing the relationship of instrumental music to the other fine arts and other fields of knowledge; [Moved to MIB.11]~~
  4. ~~describing career options in music; [Moved to MIB.9]~~
  5. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and [Moved to MIB.8]~~
  6. ~~demonstrating concert etiquette as an active listener. [Moved to MIB.5]~~
- MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- MIB.8 The student will examine and apply digital citizenship skills related to intellectual property as it relates to music. describing ethical standards as applied to the use of social media and copyrighted materials; and [moved from MIB.19]

### **Innovation in the Arts**

- MIB.9 The student will ~~describe~~ career options in music; ~~;~~ [moved from MIB.19]
- MIB.10 The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.
- MIB.11 The student will ~~describe~~ the connections relationship of instrumental music to the other fine arts and other fields of knowledge; ~~;~~ [moved from MIB.19]

### **Technique and Application**

- MIB.12 The student will demonstrate music literacy. echo, read, and notate music, including

1. ~~a) Identifying, defining, and using~~ basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; ~~and~~
2. b) Notate student-created compositions using standard notation.
3. ~~c) Singing~~ selected lines from music being studied.
4. ~~d) MIB.2 The student will Echo, read, count (using a counting system), and perform simple~~ rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.

~~MIB.4 The student will identify, read, and perform music in simple meters (  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).~~

~~MIB.7 The student will identify and perform music written in binary form.~~

~~MIB.414~~

- e) ~~The student will~~ Identify, read, and perform music in simple meters (  $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).
- f) ~~MIB.9 The student will Define~~ and apply music terminology found in the music literature being studied.
- g) ~~MIB.13 The student will Read~~ and interpret standard music notation while performing music of varying styles and levels of difficulty, ~~in accordance with VBODA Levels 1 and 2.~~
- h) ~~MIB.18 The student will Sight-read~~ music of varying styles and levels of difficulty, ~~in accordance with VBODA Levels 0 and 1.~~
- i) Guitar student—read and write guitar tabs; read and perform basic rhythm guitar using G, G7, B7, C, D, D7, dm, A, A7, am, E, E7, em, and F chords in first position.

~~MIB.613 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords, including~~

1. ~~a) Wind/malletpercussion student—one-octave ascending and descending concert F, B-flat, E-flat, and A-flat major scales and small chromatic patterns; and~~
2. ~~b) Orchestral string student—one-octave ascending and descending G, and D, and C major scales and introduce the concept of a D harmonic-minor scales.~~
- c) Guitar student—one-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat; a chromatic scale; one form of the moveable, one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys.

~~MIB.4014 The student will demonstrate preparatory instrumental basics and playing procedures, including~~

1. ~~a) Identification and selection of an appropriate instrument;~~
2. ~~b) Identification of the parts of the instrument;~~
3. ~~c) procedures for Care of the instrument;~~
4. ~~d) Proper playing posture and instrument position;~~
5. ~~wind student—embouchure;~~

- ~~6. string student—bow hold and left hand position; and~~
- ~~7. percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~
- e) Basic tuning of the instrument with a visual aid or electronic tuner.

MIB.415 The student will demonstrate proper instrumental techniques, ~~including~~

- ~~1. a) Correct hand positions, finger/slide placement, using finger/slide patterns and fingerings/positions, and finger/slide patterns.~~
- ~~2. b) Matching pitches and beginning to make adjustments to facilitate correct intonation.~~
- ~~3. c) Production of tones that are clear, free of tension, and sustained.~~
- ~~4. d) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).~~
- ~~5. e) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs).~~ ~~and~~
- ~~6. f) Percussion student—stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; and multiple bounce roll, 5-stroke roll, flam, flam tap, and single paradiddle, open close open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.~~
- ~~7. g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style and pick style).~~

MIB.4216 The student will demonstrate musicianship and ensemble skills at a beginning level, ~~including~~

- ~~1. a) Identifying the characteristic sound of the instrument being studied.~~ [Moved from MIB.17]
- ~~2. b) Blend and balanceing instrumental timbres.~~
- ~~3. c) Makeing adjustments to facilitate correct intonation.~~
- ~~4. d) Matchinng dynamic levels and playing style.~~
- ~~5. e) Responding to conducting patterns and gestures.~~ ~~and~~
- ~~6. F) Maintaininng a steady beat at various tempos in the music literature being studied.~~

# Middle School Instrumental Music, Intermediate Level

The standards for Middle School Instrumental Music, Intermediate Level enable students to continue to develop basic musicianship and music literacy. Students apply steps of a creative process and work to identify and examine inquiry-based questions related to music. ~~Students use more articulations and bowings, perform scales and music in a wider range of keys, and perform music at Solo Literature Grade Levels 1–3 of the Virginia Band and Orchestra Directors Association (VBODA).~~ increase individual technical skills while developing their understanding of the collaborative skills required to create and recreate music for ensemble performance. ~~Ensemble skills become more developed as students participate in intermediate level ensemble settings.~~ Music literacy skills are emphasized as students read, notate, sight-read, and perform music. Students respond to, describe, interpret, and evaluate music both as performers and listeners, and experience music from a variety of cultures, styles, composers, and historical periods. Through playing and writing, students create melodic variations. Students compare and contrast career options in music. ~~Students compare and contrast career options in music and relate instrumental music to the other fine arts. They describe musical concepts, respond to music, investigate the relationship of music to other disciplines, and analyze various cultures, musical styles, composers, and historical periods.~~ Students ~~Opportunities are provided with opportunities for students to participate in local, district, and regional~~ music events as appropriate to level, ability, and interest.

## Music Theory/Literacy

- MII.1 ~~The student will echo, read, and notate music, including~~ [Moved to new MII.12]  
 1. ~~identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~ [Moved to new MII.12]  
 2. ~~singing independent parts selected from the music being studied.~~ [Moved to new MII.12]
- MII.2 ~~The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, eighth note triplets, dotted eighth notes, corresponding rests, and syncopations.~~ [Moved to new MII.12]
- MII.3 ~~The student will identify, read, and perform music in  $\frac{2}{2}$  (alla breve or cut time) and  $\frac{6}{8}$  meters.~~ [Moved to new MII.12]
- MII.4 ~~The student will identify and notate key signatures of scales and literature being performed.~~ [Moved to new MII.13]
- MII.5 ~~The student will read, perform, and notate scales, including~~ [Moved to new MII.13]  
 1. ~~wind/mallet student—ascending and descending concert C, G, and D major scales; a G harmonic minor scale; a chromatic scale; and~~ [Moved to new MII.13]  
 2. ~~string student—one octave C and F major scales and two octave G and D major scales (double bass dropping to lower string as needed).~~ [Moved to new MII.13]
- MII.6 ~~The student will identify and perform music written in rondo and ternary forms.~~ [Moved to new MII.12]
- MII.7 ~~The student will use music composition as a means of expression by~~ [Moved to MII.1]  
 1. ~~composing a four-measure rhythmic-melodic variation; and~~ [Moved to MII.1]  
 2. ~~notating the composition in standard notation, using contemporary technology.~~ [Moved to MII.12]

~~MII.8 — The student will define and apply music terminology found in the music literature being studied. [Moved to new MII.12]~~

## Performance

~~MII.9 — The student will demonstrate preparatory playing procedures, including [Moved to new MII.14]~~

- ~~1. care and basic maintenance of the instrument; [Moved to new MII.14]~~
- ~~2. consistent use of proper playing posture, instrument position, and hand positions; [Moved to new MII.14]~~
- ~~3. basic tuning of the instrument, with and without an electronic tuner; [Moved to new MII.14]~~
- ~~4. wind student — consistent use of proper embouchure; and~~
- ~~5. percussion student — stick grip for snare drum and mallets; basic tuning of two timpani; setup of timpani, mallet instruments, and auxiliary instruments.~~

~~MII.10 — The student will demonstrate proper instrumental techniques, including [Moved to new MII.15]~~

- ~~1. adjusting and perfecting intonation while playing; [Moved to new MII.15]~~
- ~~2. producing tones that are clear, free of tension, sustained, and unwavering in pitch; [Moved to new MII.15]~~
- ~~3. wind student — proper breathing techniques and embouchure; contrasting articulations (legato, marcato); [Moved to new MII.15]~~
- ~~4. string student — proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple note slurs, slurred staccato, sforzando); and [Moved to new MII.15]~~
- ~~5. percussion student — 9 stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and Lesson 25, open close open, on snare drum (PAS); playing techniques on timpani, mallet, and auxiliary instruments, including single stroke roll. [Moved to new MII.15]~~

~~MII.11 — The student will demonstrate ensemble skills at an intermediate level, including [Moved to new MII.16]~~

- ~~1. balancing and blending instrumental timbres; [Moved to new MII.16]~~
- ~~2. making adjustments to facilitate correct intonation; [Moved to new MII.16]~~
- ~~3. matching dynamic levels and playing style; [Moved to new MII.16]~~
- ~~4. responding to conducting patterns and gestures; and [Moved to new MII.16]~~
- ~~5. maintaining a steady beat at various tempos in the music literature being studied. [Moved to new MII.16]~~

~~MII.12 — The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3. [Moved to new MII.12]~~

~~MII.13 — The student will demonstrate use of articulations, dynamic contrasts, and phrasing as means of expression.~~

~~MII.14 — The student will perform simple rhythmic and melodic examples in call and response styles. [Moved to MII.1]~~

~~MII.15 — The student will create, through playing and writing, rhythmic and melodic variations of four- [Moved to MII.1] to eight-measure selections taken from folk songs, exercises, or etudes.~~

~~MII.16 — The student will demonstrate musicianship and personal engagement by [Moved to MII.5]~~

- ~~1. making adjustments to facilitate correct intonation; [Moved to MII.16]~~
- ~~2. identifying and producing the characteristic sound of the instrument being studied; [Moved to MII.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects specific musical goals; [Moved to MII.2]~~
- ~~4. participating in curricular and co-curricular school performances and local, district, or regional events, as appropriate to level, ability, and interest; and [Moved to new MII.5]~~
- ~~5. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position); [Moved to new MII.5]~~

~~MII.17 — The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2. [Moved to new MII.12]~~

### **Music History and Cultural Context**

- ~~MII.18 — The student will explore historical and cultural aspects of music by [Moved to new MII.6]~~
- ~~1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to new MII.6]~~
  - ~~2. comparing and contrasting a variety of musical styles, using music terminology; [Moved to new MII.6]~~
  - ~~3. comparing and contrasting the functions of instrumental music in a variety of cultures; [Moved to new MII.6]~~
  - ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to new MII.7]~~
  - ~~5. comparing and contrasting career options in music; [Moved to new MII.9]~~
  - ~~6. relating instrumental music to the other fine arts; [Moved to new MII.11]~~
  - ~~7. applying ethical standards in the use of social media and copyrighted materials; and [Moved to new MII.8]~~
  - ~~8. consistently demonstrating concert etiquette as an active listener. [Moved to new MII.5]~~

### **Analysis, Evaluation, and Critique**

- ~~MII.19 — The student will analyze and evaluate music by [Moved to MII.3]~~
- ~~1. explaining the importance of cultural influences and historical context for the interpretation of works of music;~~
  - ~~2. interpreting works of music, using inquiry skills and music terminology; [Moved to MII.3]~~
  - ~~3. applying accepted criteria for analyzing and evaluating works of music; [Moved to MII.3]~~
  - ~~4. describing performances of music, using music terminology; and [Moved to MII.3]~~
  - ~~5. applying accepted criteria for critiquing musical performances of self and others. [Moved to MII.3]~~

### **Aesthetics**

- ~~MII.20 — The student will investigate aesthetic concepts related to music by [Moved to MII.4]~~
- ~~1. explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music; [Moved to MII.4]~~

- ~~2. describing personal responses to works of music, using music terminology; [Moved to MII.4]~~
- ~~3. analyzing ways in which music can evoke emotion and be persuasive; and [Moved to MII.4]~~
- ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style. [Moved to MII.4]~~

## **Creative Process**

- MII.71 The student will ~~use~~ create music ~~composition~~ as a means of individual expression, by
- ~~1. a) Composing~~ a four-measure rhythmic-melodic variation, ~~and~~
  - ~~2. b) MII.14 The student will~~ improvise simple rhythmic and melodic examples in call-and-response styles.
  - ~~3. c) MII.15 The student will create, through playing and~~ writing and perform, rhythmic and melodic variations of four- to-eight-measure selections taken from ~~folk songs~~ existing melodies, exercises, or etudes.

- MII.2 The student will apply a creative process for music.
- a) Apply steps of a creative process in a variety of contexts in music.
  - b) Collaboratively identify and examine inquiry-based questions related to music.
  - c) Monitoring individual practice and progress toward goals, with a level of refinement that reflects specific musical goals; [Moved from MII.16]

## **Critical Thinking and Communication**

- MII.493 The student will analyze, interpret, and evaluate music, by
- ~~1. explaining the importance of cultural influences and historical context for the interpretation of works of music;~~
  - ~~2. a) Interpreting~~ diverse works of music, using inquiry skills and music terminology;
  - ~~3. b) Applying~~ accepted criteria for analyzing, ~~and~~ critiquing, and evaluating works of music;
  - ~~4. c) Describing~~ performances of music, using music terminology; ~~and~~
  - ~~5. applying accepted criteria for critiquing musical performances of self and others.~~
- MII.204 The student will formulate and justify personal responses to music. ~~investigate~~ aesthetic concepts related to music by
- ~~1. a) Explaining~~ how the factors of time and place influence the characteristics that give meaning and value to a work of music;
  - ~~2. b) Describing~~ personal responses to works of music, using music terminology;
  - ~~3. c) Analyzing~~ ways in which music can evoke emotion and be persuasive; ~~and~~
  - ~~4. d) Applying~~ aesthetic criteria for determining the quality of a work of music or importance of a musical style.

MII.165 The student will describe and demonstrate collaboration and communication skills for music, musicianship and personal engagement by

- ~~1. making adjustments to facilitate correct intonation; [Moved to new MII.16]~~
- ~~2. identifying and producing the characteristic sound of the instrument being studied; [Moved to new MII.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects specific musical goals; [Moved to MII.2]~~
- ~~4. a) Participate~~ing~~ in curricular and co-curricular school performances, and in local, district, or regional events, as appropriate to level, ability, and interest;~~;~~ and~~
- ~~5. b) Describe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~
- ~~c) consistently Demonstrate~~ing~~ concert etiquette as an active listener. [Moved from MII.18]~~

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

MII.186 The student will explore historical and cultural aspects influences of music, by

- ~~1. a) Describe~~ing~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied through listening, performing, and studying;~~;~~~~
- ~~2. b) Compare~~ing~~ and contrast~~ing~~ a variety of musical styles; using music terminology;~~;~~~~
- ~~3. c) Compare~~ing~~ and contrast~~ing~~ the functions of instrumental music in a variety of cultures;~~;~~~~
- ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to MII.7]~~
- ~~5. comparing and contrasting career options in music; [Moved to MII.9]~~
- ~~6. relating instrumental music to the other fine arts; [Moved to MII.11]~~
- ~~7. applying ethical standards in the use of social media and copyrighted materials; and [Moved to MII.8]~~
- ~~8. consistently demonstrating concert etiquette as an active listener. [Moved to MII.5]~~

MII.7 The student will describe~~ing~~ how musicians, consumers of music, and music advocates impact the community;~~;~~ [Moved from MII.18]

MII.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing, applying ethical standards in the use of social media and copyrighted materials; and [Moved from MII.18]

### **Innovation in the Arts**

MII.9 The student will compare~~ing~~ and contrast~~ing~~ career options in music in relation to career preparation;~~;~~ [Moved from MII.18]

MII.10 The student will identify and explore ways that new media is used to create and edit music.

MII.11 The student will examine the relationship of instrumental music to the other fine arts.  
[Moved from MIB.18]

### **Technique and Application**

MII.12 The student will demonstrate music literacy. echo, read, and notate music, including

1. a) Identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. ~~and~~

b) Notate student-created compositions using standard notation.

2. c) Singing independent parts selected from the music being studied.

d) MII.2 The student will Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.

e) MII.3 The student will identify, read, and perform music in  $\frac{2}{2}$  (alla breve or cut time) and  $\frac{6}{8}$  meters.

f) MII.6 The student will identify and perform music written in rondo and ternary forms.

g) Guitar student—identify and perform music written in ABA and strophic forms.

h) MII.8 The student will Define and apply music terminology found in the music literature being studied.

i) MII.17 The student will Sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

MII.513 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords. ~~including~~

a) Wind/malletpercussion student—concert C, F, B-flat, E-flat, A-flat, G, and D major scales; g harmonic minor scale; chromatic scale, C, G, and D major scales; a G harmonic minor scale; a chromatic scale. ~~and~~

b) Orchestral string student—one-octave C, G, D, and F, and B-flat major scales and two octave G and D major scales a, e, g, and d minor scales (double bass dropping to lower string as needed).

c) Guitar student—read, write, and perform scales and chords in root position and in inversions. One-octave ascending and descending major, natural minor, and harmonic minor scales up to four sharps/two flats. Ascending and descending chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. A 12-bar blues progression in the keys of A and E.

MII.914 The student will identify, describe, and demonstrate preparatory playing procedures. ~~including~~

1. ~~a) C~~eare and basic maintenance of the instrument.;
2. ~~b) C~~eonsistent use of proper playing posture, instrument position, and hand positions.;
3. ~~c) B~~asic tuning of the instrument, with and without an electronic tuner.;
4. ~~wind student~~—consistent use of proper embouchure; and
5. ~~percussion student~~—stick grip for snare drum and mallets; basic tuning of two timpani; setup of timpani, mallet instruments, and auxiliary instruments.

MII.4015 The student will demonstrate proper instrumental techniques, ~~including~~

1. ~~a) A~~adjusting and perfecting intonation while playing.;
2. ~~b) P~~roducing tones that are clear, free of tension, sustained, and unwavering in pitch.;
3. ~~c) W~~ind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato).;
4. ~~d) O~~rchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando).; ~~and~~
5. ~~e) P~~ercussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty. ~~9-stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and Lesson 25, open-close-open, on snare drum (PAS); playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.~~  
~~f) G~~uitar student—right-hand techniques (finger style and pick style), and left-hand-techniques (vibrato, slurs, string-bending and barre techniques).

MII.4116 The student will demonstrate musicianship and ensemble skills at an intermediate level, ~~including~~

1. ~~a) I~~dentifying and producing the characteristic sound of the instrument being studied.; [Moved from MII.16]
2. ~~b) B~~lend and balancing and blending instrumental timbres.;
3. ~~c) M~~aking adjustments to facilitate correct intonation.;
4. ~~d) M~~atching dynamic levels and playing style.;
5. ~~e) R~~esponding to conducting patterns and gestures.; ~~and~~
6. ~~f) M~~aintaining a steady beat at various tempos in the music literature being studied.

## Middle School Instrumental Music, Advanced Level

The standards for Middle School Instrumental Music, Advanced Level enable students to ~~acquire more~~ advanced technical and expressive skills and demonstrate a ~~mature~~ing level of musicianship. ~~Students demonstrate the use a creative process to develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.~~ ~~Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato~~ ~~extend their knowledge of instrument-specific techniques~~ while ~~playing the required~~ ~~expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns.~~ ~~Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments.~~ Through playing and writing, students create expressive rhythmic and melodic variations. ~~Students research career options in music. They perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA).~~ ~~Ensemble skills become more developed as students participate and collaborate with others to create and recreate music.~~ Music literacy and performance skills are emphasized and improved through performing and sight-reading progressively challenging literature. Students respond to, describe, interpret, and evaluate music both as performers and listeners, and experience music from a variety of cultures, styles, composers, and historical periods. ~~Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others.~~ ~~Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music.~~ ~~Students Opportunities are provided with opportunities for students to participate in local, district, and regional, and state events as appropriate to level, ability, and interest.~~

### Music Theory/Literacy

MIAD.1—The student will read and notate music, including [Moved to MIAD.12]

1. ~~identifying, defining, and using advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~ [Moved to MIAD.12]
2. ~~singing assigned parts in combination with other parts from the music being studied.~~ [Moved to MIAD.12]

MIAD.2—The student will read, perform, and compose rhythms and rhythmic patterns that include ~~quarter note triplets and corresponding rests.~~ [Moved to MIAD.12]

MIAD.3—The student will identify, read, and perform music in complex meters, including [Moved to MIAD.12]

1. ~~identifying, reading, and performing compound meters ( $\frac{3}{8}$ ,  $\frac{6}{8}$ );~~
2. ~~identifying, reading, and performing simple mixed meters; and~~
3. ~~identifying asymmetrical meters.~~

MIAD.4—The student will identify and notate key signatures of scales and literature being performed. [Moved to MIAD.13]

MIAD.5—The student will read, perform, and notate scales, including [Moved to MIAD.13]

1. ~~wind/mallet student—ascending and descending concert C, F, B flat, E flat, A flat, G, D A, and E major scales; G and D harmonic minor scales; an extended chromatic scale, commensurate with VBODA district requirements; and~~ [Moved to MIAD.13]
2. ~~string student—two octave C, F, B flat, G, D, and A major scales and A, D, and E harmonic minor scales, commensurate with VBODA regional requirements.~~ [Moved to MIAD.13]

MIAD.6—The student will identify and perform music written in theme and variations form. [Moved to MIAD.12]

~~MIAD.7 — The student will use music composition as a means of expression by [Moved to MIAD.1]~~  
~~1. composing an eight-measure rhythmic-melodic variation; and [Moved to MIAD.1]~~  
~~2. notating the composition in standard notation, using contemporary technology.~~  
~~[Moved to MIAD.12]~~

~~MIAD.8 — The student will define and consistently apply music terminology found in the music literature being studied. [Moved to MIAD.12]~~

## Performance

~~MIAD.9 — The student will independently demonstrate preparatory playing procedures, including [Moved to MIAD.14]~~  
~~1. procedures for care and maintenance of the instrument; [Moved to MIAD.14]~~  
~~2. consistent use of proper playing posture, instrument position, and hand positions; [Moved to MIAD.14]~~  
~~3. tuning of the instrument, with and without an external source; [Moved to MIAD.14]~~  
~~4. wind student — adjustment of embouchure, as appropriate; and~~  
~~5. percussion student — tuning of three or more timpani to a reference pitch; stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~

~~MIAD.10 — The student will demonstrate proper instrumental techniques, including [Moved to MIAD.15]~~  
~~1. consistently adjusting and perfecting intonation while playing; [Moved to MIAD.15]~~  
~~2. producing tones that are clear, free of tension, sustained, and centered in pitch; [Moved to MIAD.15]~~  
~~3. wind student — proper breathing techniques and embouchure; various articulations [Moved to MIAD.15] (tenuto, sforzando);~~  
~~4. string student — proper bow placement, weight, angle, speed, and pressure; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed; and [Moved to MIAD.15]~~  
~~5. percussion student — 13 rudiments (Percussive Arts Society), open-close-open, on snare drum; tuning timpani while playing; playing techniques on mallet and auxiliary instruments. [Moved to MIAD.15]~~

~~MIAD.11 — The student will demonstrate ensemble skills at an advanced level, including [Moved to MIAD.16]~~  
~~1. balancing and blending instrumental timbres; [Moved to MIAD.16]~~  
~~2. matching dynamic levels, playing style, and intonation; [Moved to MIAD.16]~~  
~~3. responding to conducting patterns and gestures; and [Moved to MIAD.16]~~  
~~4. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied. [Moved to MIAD.16]~~

~~MIAD.12 — The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4. [Moved to MIAD.12]~~

~~MIAD.13 — The student will consistently use articulations, dynamic contrasts, and phrasing as means of expression.~~

~~MIAD.14 — The student will perform increasingly complex rhythmic and melodic examples in call-and-response styles. [Moved to MIAD.1]~~

~~MIAD.15 — The student will create, through playing and writing, rhythmic and melodic variations of selections taken from folk songs, exercises, or etudes, incorporating a variety of expressive elements. [Moved to MIAD.1]~~

~~MIAD.16 — The student will demonstrate musicianship and personal engagement by~~

- ~~1. making adjustments to facilitate correct intonation;~~
- ~~2. producing the characteristic sound of the instrument being studied;~~
- ~~3. monitoring individual practice with a level of refinement that reflects advanced musical goals; [Moved to MIAD.2]~~
- ~~4. participating in curricular and co-curricular performances and local, district, or regional events, as appropriate to level, ability, and interest; and~~
- ~~5. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~

~~MIAD.17 — The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3. [Moved to MIAD.12]~~

### **Music History and Cultural Context**

~~MIAD.18 — The student will explore historical and cultural aspects of music by~~

- ~~1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~
- ~~2. comparing and contrasting a variety of musical periods and styles, using music terminology;~~
- ~~3. analyzing the characteristics of instrumental music from a variety of cultures;~~
- ~~4. describing opportunities for music performance and advocacy within the community; [Moved to MIAD.7]~~
- ~~5. researching career options in music; [Moved to MIAD.9]~~
- ~~6. explaining the relationship of instrumental music to other fields of knowledge; [Moved to MIAD.11]~~
- ~~7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to MIAD.8]~~
- ~~8. consistently demonstrating exemplary concert etiquette as an active listener. [Moved to MIAD.5]~~

### **Analysis, Evaluation, and Critique**

~~MIAD.19 — The student will analyze and evaluate music by [Moved to MIAD.3]~~

- ~~1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to MIAD.3]~~
- ~~2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
- ~~3. applying accepted criteria for analyzing and evaluating works of music;~~
- ~~4. describing performances of music, using music terminology; and~~
- ~~5. applying accepted criteria for critiquing musical performances of self and others.~~

### **Aesthetics**

~~MIAD.20 — The student will investigate aesthetic concepts related to music by [Moved to MIAD.4]~~

- ~~1. analyzing personal responses to works of music, using music terminology; [Moved to MIAD.4]~~

- ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and [Moved to MIAD.4]~~
- ~~3. identifying the value of musical performance to society.~~

## **Creative Process**

- MIAD.71 The student will use create music ~~composition~~ as a means of expression, by
- ~~1. a) Composing an eight-measure rhythmic-melodic variation; and~~
  - ~~2. b) MIAD.14 — The student will perform improvise increasingly complex rhythmic and melodic examples in call-and-response styles.~~
  - ~~3. c) MIAD.15 — The student will create, through playing and writing and perform, rhythmic and melodic rhythmic-melodic variations of selections taken from ~~folk songs~~ existing melodies, exercises, or etudes, incorporating a variety of expressive elements.~~

- MIAD.2 The student will apply a creative process for music.
- a) Apply steps of a creative process in a variety of contexts in music.
  - b) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.
  - c) ~~M~~onitoring individual practice and progress toward goals, with a level of refinement that reflects advanced musical goals; [Moved from MIAD.16]

## **Critical Thinking and Communication**

- MIAD.493 The student will analyze, interpret, and evaluate music, by
- ~~1. a) Comparing and contrasting the importance of composers' use of style, cultural influences, and historical contexts for the interpretation of works of music literature being studied;~~
  - ~~2. b) Examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
  - ~~3. c) Applying accepted criteria for analyzing, and evaluating, and critiquing works of music;~~
  - ~~4. describing performances of music, using music terminology; and~~
  - ~~5. applying accepted criteria for critiquing musical performances of self and others.~~

- MIAD.204 The student will formulate and justify personal responses to music, investigate aesthetic concepts related to music by
- ~~1. a) Analyzing personal responses to works of music, using music terminology;~~
  - ~~2. b) Identify analyzing aesthetic personal criteria used for evaluating works of music, or critiquing musical performances; and~~
  - ~~3. c) identifying the value of musical performance to society. Apply criteria for determining the quality of a work of music or importance of a musical style.~~

- MIAD.465 The student will ~~demonstrate~~ explain and apply collaboration and communication skills for music, musicianship and personal engagement by

- ~~1. making adjustments to facilitate correct intonation; [Moved to MIAD.16]~~
- ~~2. producing the characteristic sound of the instrument being studied; [Moved to MIAD.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects advanced musical goals; [Moved to MIAD.2]~~
- ~~4. a) Participate in curricular and co-curricular school performances, and in local, district, or regional events, as appropriate to level, ability, and interest; ~~and~~~~
- ~~5. b) describing and demonstrate Apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~
- ~~8. c) Consistently demonstrate exemplary concert etiquette as an active listener.~~

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

- MIAD.486 The student will explore historical and cultural ~~aspects~~ influences of music, by
- ~~1. a) Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature ~~being studied~~ through listening, performing, and studying;~~
  - ~~2. b) Compare and contrast a variety of musical periods and styles, using music terminology;~~
  - ~~3. c) Analyze the characteristics of instrumental music from a variety of cultures;~~
  - ~~4. describing opportunities for music performance and advocacy within the community; [Moved to MIAD.7]~~
  - ~~5. researching career options in music; [Moved to MIAD.9]~~
  - ~~6. explaining the relationship of instrumental music to other fields of knowledge; [Moved to MIAD.11]~~
  - ~~7. researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and [Moved to MIAD.8]~~
  - ~~8. consistently demonstrating exemplary concert etiquette as an active listener. [Moved to MIAD.5]~~
- MIAD.7 ~~The student will describe opportunities for music performance and advocacy within the community;~~ [Moved from MIAD.18]
- MIAD.8 The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing, ~~researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and~~ [Moved from MIAD.18]

## **Innovation in the Arts**

- MIAD.9 The student will investigate connections between music skills and college, career, and workplace skills. ~~researching career options in music~~ [Moved from MIAD.18]
- MIAD.10 The student will explore and investigate technology and new media to create, edit, and present music.
- MIAD.11 The student will analyze cross-disciplinary connections with music, ~~explaining the relationship of instrumental music to other fields of knowledge;~~ [Moved from MIAD.18]

## **Technique and Application**

- MIAD.12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~
1. ~~a) Identifying, defining, and using advanced standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~
    - b) Notate student-created compositions using standard notation.
  2. ~~c) Singing assigned parts in combination with other parts from the music being studied.~~
    - d) MIAD.2 The student will Read, count (using a counting system), perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.
    - e) MIAD.3 The student will Identify, read, and perform music in complex meters, including compound and asymmetrical meters.
      - ~~3. identifying, reading, and performing compound meters ( $\frac{3}{8}$ ,  $\frac{6}{8}$ );~~
      - ~~4. identifying, reading, and performing simple mixed meters; and~~
      - ~~9. identifying asymmetrical meters.~~
    - f) MIAD.6 The student will Identify and perform music written in theme-and-variations form.
    - g) MIAD.8 The student will Define and consistently apply music terminology found in the music literature being studied.
    - h) MIAD.12 The student will Read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.
    - i) MIAD.17 The student will Sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1–3.
    - j) Guitar student—Read and write guitar tabs; read basic rhythm guitar using first position chords; read and correctly interpret guitar tablature.
- MIAD.513 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand, and perform scales, key signatures, and/or chords, including
1. ~~a) Wind/mallet percussion student—ascending and descending Concert C, F, B-flat, E-flat, A-flat, D-flat, G, D, A, and E major scales; G and D harmonic minor scales; an extended chromatic scale; commensurate with VBODA district requirements; and~~
    - b) Orchestral string student—One-octave F and B-flat major scales; two-octave C, F, B-flat, G, and D, and A major scales and A, D, and E-a, e, b, d, and g harmonic minor scales; commensurate with VBODA regional requirements.
    - c) Guitar student—Read, analyze, notate, and perform scales. Ascending and descending major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats. Ascending and descending chromatic scales up to the 12th fret. Two forms of the movable blues scales. First position, barre chords and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys.

- MIAD.914 The student will independently demonstrate preparatory playing procedures, ~~including~~
1. ~~a) P~~rocedures for care and maintenance of the instrument.;
  2. ~~b) C~~onsistent use of proper playing posture, instrument position, and hand positions.;
  3. ~~c) B~~asic tuning of the instrument, with and without an external source.;
  4. ~~wind student—~~adjustment of embouchure, as appropriate; and
  5. ~~percussion student—~~tuning of three or more timpani to a reference pitch; stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.
- MIAD.4015 The student will demonstrate proper instrumental techniques, ~~including~~
1. ~~a) C~~onsistently adjusting and control ~~perfecting~~ intonation while playing.;
  2. ~~b) P~~roduceing tones that are clear, free of tension, sustained, and centered in pitch.;
  3. ~~c) W~~ind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando).;
  4. ~~d) O~~rchestral string student—proper bow placement, weight, angle, speed, and pressure; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed.;
  5. ~~e) P~~ercussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; ~~13 rudiments (Percussive Arts Society), open close open, on snare drum;~~ tuning timpani while playing; playing techniques on mallet and auxiliary instruments.;
  - ~~f) G~~uitar student—production of clear tone, Right-hand techniques (finger style and pick style) and left-hand techniques (vibrato, slurs, string-bending, and barre techniques).
- MIAD.4116 The student will demonstrate musicianship and ensemble skills at an advanced level, ~~including~~
1. ~~a) M~~akeing adjustments to facilitate correct intonation.;
  2. ~~b) P~~roduceing the characteristic sound of the instrument being studied.;
  3. ~~c) B~~lend and ~~balanceing and blending~~ instrumental timbres.;
  4. ~~d) M~~atching dynamic levels, playing style, and intonation.;
  5. ~~e) R~~esponding to conducting patterns and gestures.;
  6. ~~f) M~~aintainig a steady beat at various tempos and performing tempo changes in the music literature being studied.

## Middle School Guitar

The standards for Middle School Guitar enable students to begin receiving instruction on acoustic guitar at any middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the guitar. They demonstrate basic positions, right hand and left hand techniques, and tone production. Students count, read, and perform music of varying styles and levels of difficulty. They begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. Students investigate career options in music. Students may use standard method books in class settings.

### Music Theory/Literacy

- MG.1 — The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
  2. using chord charts;
  3. using guitar tablature; and
  4. singing lines selected from music being studied.
- MG.2 — The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.
- MG.3 — The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C).
- MG.4 — The student will read, notate, and perform scales and chords, including
1. one octave ascending and descending C, G, and D major scales; A, D, and E natural minor scales; a chromatic scale;
  2. one form of the moveable, one octave pentatonic scale;
  3. D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, Em, G, G<sup>7</sup>, C, C<sup>7</sup>, and F chords; and
  4. a I-IV-V<sup>7</sup>-I chord progression in the keys of C, G, D, and A major, and A minor.
- MG.5 — The student will identify and perform music written in binary and strophic forms.
- MG.6 — The student will use music composition as a means of expression by
1. composing a four-measure rhythmic-melodic variation; and
  2. notating the composition in standard notation, using contemporary technology.
- MG.7 — The student will define and apply music terminology found in the music literature being studied.

### Performance

- MG.8 — The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification of the parts of the instrument;
  2. procedures for care of the instrument;
  3. proper playing posture and instrument position;
  4. proper left hand and right hand positions; and
  5. tuning of the instrument, with and without an electronic tuner.

- ~~MG.9 — The student will demonstrate proper guitar techniques, including~~
- ~~1. production of clear tone;~~
  - ~~2. right hand techniques (finger style, pick style); and~~
  - ~~3. left hand techniques (first position, finger technique).~~
- ~~MG.10 — The student will demonstrate ensemble skills at a beginning level, including~~
- ~~1. blending and balancing;~~
  - ~~2. making adjustments to facilitate correct intonation;~~
  - ~~3. matching dynamic levels and playing style;~~
  - ~~4. responding to conducting patterns and gestures; and~~
  - ~~5. maintaining a steady beat at various tempos in the music literature being studied.~~
- ~~MG.11 — The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty.~~
- ~~MG.12 — The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.~~
- ~~MG.13 — The student will perform and improvise simple rhythmic and melodic examples in call and response styles.~~
- ~~MG.14 — The student will improvise rhythmic variations of four measure excerpts taken from folk songs, exercises, or etudes.~~
- ~~MG.15 — The student will demonstrate musicianship and personal engagement by~~
- ~~1. identifying the characteristic sound of the guitar;~~
  - ~~2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;~~
  - ~~3. participating in school performances; and~~
  - ~~4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~
- ~~MG.16 — The student will sight read music of varying styles and levels of difficulty.~~

## **Music History and Cultural Context**

- ~~MG.17 — The student will explore historical and cultural aspects of music by~~
- ~~1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~
  - ~~2. describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;~~
  - ~~3. describing the relationship of instrumental music to the other fine arts and other fields of knowledge;~~
  - ~~4. describing career options in music;~~
  - ~~5. describing ethical standards as applied to the use of social media and copyrighted materials; and~~
  - ~~6. demonstrating concert etiquette as an active listener.~~

## **Analysis, Evaluation, and Critique**

- MG.18 — The student will analyze and evaluate music by
- ~~1. describing the importance of cultural influences and historical context for the interpretation of works of music;~~
  - ~~2. describing and interpreting works of music, using inquiry skills and music terminology;~~
  - ~~3. describing accepted criteria used for evaluating works of music;~~
  - ~~4. describing performances of music, using music terminology; and~~
  - ~~5. describing accepted criteria used for critiquing musical performances of self and others.~~

## **Aesthetics**

- MG.19 — The student will investigate aesthetic concepts related to music by
- ~~1. proposing a definition of *music* and supporting that definition;~~
  - ~~2. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style;~~
  - ~~3. identifying reasons for preferences among works of music, using music terminology; and~~
  - ~~4. identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~

## Middle School ~~Vocal~~/Choral Music, Beginning Level

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

### Music Theory/Literacy

MCB.1 — ~~The student will read and notate music, including~~ [Moved to MCB.12]

1. ~~identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music;~~ [Moved to MCB.12]
2. ~~echoing, reading, and notating rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;~~ [Moved to MCB.12]
3. ~~sight singing eight measure melodic patterns, while maintaining a steady beat;~~ [Moved to MCB.12]
4. ~~differentiating by sight call and response songs, canons, and partner songs; and~~ [Moved to MCB.12]
5. ~~using contemporary media and technology in the study and creation of music.~~

MCB.2 — ~~The student will develop aural skills by~~ [Moved to MCB.13]

1. ~~identifying diatonic intervals (M2, M3, P4, P5, and octave);~~ [Moved to MCB.13]
2. ~~distinguishing major and minor tonalities;~~ [Moved to MCB.13]
3. ~~identifying similar and contrasting musical phrases and sections;~~ [Moved to MCB.13]
4. ~~differentiating melodic and harmonic patterns; and~~ [Moved to MCB.13]
5. ~~using contemporary media.~~

### Performance

MCB.3 — ~~The student will demonstrate vocal techniques and choral skills, including~~ [Moved to MCB.14]

1. ~~using proper posture for choral singing;~~ [Moved to MCB.14]
2. ~~using breathing techniques that support vocal production;~~
3. ~~identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing;~~ [Moved to MCB.14]
4. ~~developing vocal independence, agility, and range by singing developmentally appropriate vocal exercises;~~ [Moved to MCB.14]
5. ~~using correct intonation;~~ [Moved to MCB.14]
6. ~~blending with other singers on the same vocal part;~~ [Moved to MCB.14]
7. ~~using proper diction (i.e., pure vowel sounds, diphthongs, consonants with emphasis on beginning and ending consonants);~~ [Moved to MCB.14]
8. ~~singing an assigned vocal part in a small group; and~~ [Moved to MCB.14]
9. ~~singing music literature from memory and from score.~~

~~MCB.4~~—The student will sing expressively, including [Moved to MCB.15]

- ~~1.~~ interpreting tempo markings (*allegro*, *andante*, *adagio*); [Moved to MCB.15]
- ~~2.~~ performing, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests; [Moved to MCB.15]
- ~~3.~~ interpreting dynamic markings (*p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*); [Moved to MCB.15]
- ~~4.~~ demonstrating expressive phrasing techniques; [Moved to MCB.15]
- ~~5.~~ responding to basic conducting patterns and interpretive gestures; and [Moved to MCB.15]
- ~~6.~~ using facial and physical expressions that reflect the mood and style of the music. [Moved to MCB.15]

~~MCB.5~~—The student will respond to music with movement by performing nonchoreographed and choreographed movements. [Moved to MCB.16]

~~MCB.6~~—The student will demonstrate collaboration and concert etiquette as a performer by [Moved to MCB.5]

- ~~1.~~ participating in a variety of performances; and
- ~~2.~~ cooperating and collaborating as a singer during rehearsal. [Moved to MCB.5]

### **Music History and Cultural Context**

~~MCB.7~~—The student will explore historical and cultural aspects of music by [Moved to MCB.6]

- ~~1.~~ identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to MCB.6]
- ~~2.~~ identifying ways in which culture and technology influence choral music and vocal music styles; [Moved to MCB.6]
- ~~3.~~ identifying the relationship of choral music to the other fine arts and other fields of knowledge; [Moved to MCB.11]
- ~~4.~~ examining career options in music; [Moved to MCB.9]
- ~~5.~~ identifying ethical standards as applied to the use of social media and copyrighted materials; and [Moved to MCB.8]
- ~~6.~~ demonstrating concert etiquette as an active listener. [Moved to MCB.5]

### **Analysis, Evaluation, and Critique**

~~MCB.8~~—The student will analyze and evaluate music by [Moved to MCB.3]

- ~~1.~~ describing works of music, using inquiry skills and music terminology; [Moved to MCB.3]
- ~~2.~~ examining accepted criteria used for evaluating works of music; [Moved to MCB.3]
- ~~3.~~ describing performances of music, using music terminology; and [Moved to MCB.3]
- ~~4.~~ examining accepted criteria used for critiquing musical performances. [Moved to MCB.3]

### **Aesthetics**

~~MCB.9~~—The student will investigate aesthetic concepts related to music by

- ~~1.~~ proposing a definition of *music* and supporting that definition;
- ~~2.~~ describing aesthetic criteria used for determining the quality of a work of music;
- ~~3.~~ identifying reasons for preferences among works of music, using music terminology;

and

4. ~~identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~

### **Creative Process**

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

### **Critical Thinking and Communication**

- MCB.83      The student will analyze, interpret, and evaluate choral music, by
- ~~1. a) Describing works of music; using inquiry skills and music terminology;~~
  - ~~2. b) Examining accepted criteria used for evaluating works of music;~~
  - ~~3. c) Describing performances of music; using music terminology; and~~
  - ~~4. d) Examining accepted criteria used for critiquing musical performances.~~
- MCB.94      The student will investigate aesthetic concepts related to music by formulate and justify personal responses to music.
- ~~1. proposing a definition of *music* and supporting that definition;~~
  - ~~2. describing aesthetic criteria used for determining the quality of a work of music;~~
  - ~~3. a) Identifying reasons for preferences among works of music; using music terminology; and~~
  - ~~4. b) Identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~
- MCB.65      The student will identify and apply collaboration and communication skills for music rehearsal and performance. demonstrate etiquette as a performer by
- ~~1. participating in a variety of performances; and~~
  2. a) Identify concert etiquette.
  3. b) Identify skills needed for cooperating and collaborating as a singer during rehearsal.
  - ~~5. c) Identify demonstrating concert etiquette as an active listening for rehearsal, performance, and as an audience member.-[Moved from MCB.7]~~

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

- MCB.76      The student will explore historical and cultural aspects-influences of music, by
- ~~1. a) Identifying the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied;~~
  2. b) Identifying ways in which culture and technology influences the development of choral music and vocal music styles;

- ~~3. identifying the relationship of choral music to the other fine arts and other fields of knowledge; [Moved to MCB.11]~~
- ~~4. examining career options in music; [Moved to MCB.9]~~
- ~~5. identifying ethical standards as applied to the use of social media and copyrighted materials; and [Moved to MCB.8]~~
- ~~6. demonstrating concert etiquette as an active listener. [Moved to MCB.5]~~

MIB.7      The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

MCB.8      The student will identifying ethical standards as applied to the use of intellectual property, social media and copyrighted materials; and [Moved from MCB.7]

### **Innovation in the Arts**

MCB.9      The student will examineing career options in music; [moved from MCB.7]

MCB.10      The student will explore ways in which new media and technology influence the development and performance of music and musical styles.

MCB.11      The student will identifying the relationship of choral music to the other fine arts and other fields of knowledge; [moved from MCB.7]

### **Technique and Application**

MCB.12      The student will demonstrate music literacy. read and notate music, including

- ~~1. a) Identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music;~~
- ~~b) Notate student-created compositions using standard notation.~~
- ~~2. c) Echoing, reading, count, and notating rhythmic patterns, that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;~~
- ~~3. d) Sight-singing eight-measure melodic patterns, while maintaining a steady beat;~~
- ~~4. e) Differentiating by sight call-and-response songs, canons, and partner songs; and~~
- ~~5. using contemporary media and technology in the study and creation of music.~~

MCB.13      The student will develop aural skills, by

- ~~1. a) Identifying diatonic intervals, (M2, M3, P4, P5, and octave);~~
- ~~2. b) Distinguishing major and minor tonalities;~~
- ~~3. c) Identifying similar and contrasting musical phrases and sections;~~
- ~~4. d) Differentiating melodic and harmonic patterns; and~~
- ~~5. using contemporary media.~~

MCB.14      The student will demonstrate vocal techniques and choral skills, including

- ~~1. a) Using proper posture for choral singing; and breathing techniques that support vocal production.~~
- ~~2. using breathing techniques that support vocal production;~~

3. ~~b) Identifying components of the vocal anatomy and vocal health; including the functions of the diaphragm and soft palate in singing;~~
4. ~~c) Developing vocal independence, agility, and range through by singing developmentally appropriate-vocal exercises;~~
5. ~~d) Using correct intonation;~~
6. ~~e) Blending with other singers on the same vocal part;~~
7. ~~f) Using proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants);~~
8. ~~g) Singing an assigned vocal part in a small group; and~~
9. ~~singing music literature from memory and from score~~

MCB.415 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~

1. ~~a) Interpreting tempo markings (allegro, andante, adagio);~~
2. ~~b) Performing, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests;~~
3. ~~c) Interpreting dynamic markings (*p*, *mp*, *mf*, *f*, crescendo, decrescendo);~~
4. ~~d) Demonstrating expressive phrasing techniques;~~
5. ~~e) Responding to basic conducting patterns and interpretive gestures; and~~
6. ~~f) Using facial and physical expressions that reflect the mood and style of the music.~~

MCB.516 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## Middle School ~~Vocal~~/Choral Music, Intermediate Level

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

### Music Theory/Literacy

- MCI.1 — ~~The student will read and notate music, including~~ [Moved to MCI.12]
- ~~1. identifying, defining, and using standard notation for pitch, rhythm, meter, dynamics, and other elements of music;~~ [Moved to MCI.12]
  - ~~2. echoing, reading, and notating rhythmic patterns that include dotted half quarter, dotted quarter eighth, dotted eighth sixteenth, and corresponding rests;~~ [Moved to MCI.12]
  - ~~3. sight singing eight measure, stepwise melodic patterns from unison examples, using the major scale and maintaining a steady beat;~~ [Moved to MCI.12]
  - ~~4. identifying components of a vocal score;~~ [Moved to MCI.12]
  - ~~5. identifying da capo, dal segno, coda, and fine;~~ [Moved to MCI.12]
  - ~~6. identifying key signatures (C, F, and G); and~~ [Moved to MCI.12]
  - ~~7. using contemporary technology to reinforce intermediate choral skills.~~
- MCI.2 — ~~The student will develop aural skills by~~ [Moved to MCI.13]
- ~~1. identifying diatonic intervals (M2, m3, M3, P4, P5, M6, and octave);~~ [Moved to MCI.13]
  - ~~2. distinguishing ascending half step and whole step intervals;~~ [Moved to MCI.13]
  - ~~3. identifying AB and ABA musical forms; and~~ [Moved to MCI.13]
  - ~~4. writing melodic phrases from dictation.~~ [Moved to MCI.13]

### Performance

- MCI.3 — ~~The student will demonstrate vocal techniques and choral skills, including~~ [Moved to MCI.14]
- ~~1. maintaining proper posture for choral singing;~~ [Moved to MCI.14]
  - ~~2. using breathing techniques that support vocal production;~~
  - ~~3. demonstrating diaphragmatic breathing;~~
  - ~~4. identifying the difference between head voice and chest voice;~~ [Moved to MCI.14]
  - ~~5. strengthening vocal independence, agility, and range by singing developmentally appropriate vocal exercises;~~ [Moved to MCI.14]
  - ~~6. using correct intonation;~~ [Moved to MCI.14]
  - ~~7. blending with other singers on the same vocal part;~~ [Moved to MCI.14]
  - ~~8. using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);~~ [Moved to MCI.14]

- ~~9. singing an assigned vocal part in music written in two or three parts; [Moved to MCI.14]~~
- ~~10. singing *a cappella* and with accompaniment; [Moved to MCI.14]~~
- ~~11. singing in at least one language other than English; and [Moved to MCI.14]~~
- ~~12. singing music literature from memory and from score.~~

- ~~MCI.4 — The student will sing expressively, including [Moved to MCI.15]~~
- ~~1. interpreting tempo markings (presto, allegro, andante, adagio, ritardando, accelerando); [Moved to MCI.15]~~
  - ~~2. performing rhythmic patterns that include dotted half quarter, dotted quarter eighth, dotted eighth sixteenth, and corresponding rests; [Moved to MCI.15]~~
  - ~~3. applying dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*); [Moved to MCI.15]~~
  - ~~4. applying phrasing techniques; [Moved to MCI.15]~~
  - ~~5. responding to a wide range of conducting patterns and interpretative gestures; and [Moved to MCI.15]~~
  - ~~6. consistently using facial and physical expressions that reflect the mood and style of the music. [Moved to MCI.15]~~

- ~~MCI.5 — The student will respond to music with movement by performing choreography associated with various styles of music. [Moved to MCI.16]~~

- ~~MCI.6 — The student will demonstrate collaboration and concert etiquette as a performer by [Moved to MCI.5]~~
- ~~1. participating in a variety of performances; and [Moved to MCI.5]~~
  - ~~2. cooperating and collaborating as a singer during rehearsal. [Moved to MCI.5]~~

### **Music History and Cultural Context**

- ~~MCI.7 — The student will explore historical and cultural aspects of music by [Moved to MCI.6]~~
- ~~1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to MCI.6]~~
  - ~~2. describing how musicians, consumers of music, and music advocates impact the community; [Moved to MCI.7]~~
  - ~~3. comparing and contrasting career options in music; [Moved to MCI.9]~~
  - ~~4. examining the relationship of choral music to the other fine arts; [Moved to MCI.11]~~
  - ~~5. examining ethical standards as applied to the use of social media and copyrighted materials; and [Moved to MCI.8]~~
  - ~~6. consistently demonstrating concert etiquette as an active listener. [Moved to MCI.5]~~

### **Analysis, Evaluation, and Critique**

- ~~MCI.8 — The student will analyze and evaluate music by [Moved to MCI.3]~~
- ~~1. interpreting works of music, using inquiry skills and music terminology; [Moved to MCI.3]~~
  - ~~2. applying accepted criteria for evaluating works of music; and [Moved to MCI.3]~~
  - ~~3. applying accepted criteria for critiquing music performances. [Moved to MCI.3]~~

## Aesthetics

- ~~MCI.9~~ The student will investigate aesthetic concepts related to music by [Moved to MCI.4]
- ~~1.~~ explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music; [Moved to MCI.6]
  - ~~2.~~ describing personal responses to music, using music terminology; [Moved to MCI.4]
  - ~~3.~~ analyzing ways in which music can evoke emotion and be persuasive; and [Moved to MCI.4]
  - ~~4.~~ applying aesthetic criteria for determining the quality of a work of music.

## Creative Process

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

## Critical Thinking and Communication

- ~~MCI.83~~ The student will analyze, interpret, and evaluate choral music, ~~by~~
- ~~6.~~ a) ~~Interpreting~~ works of music, using inquiry skills and music terminology;
  - ~~7.~~ b) ~~Applying~~ accepted criteria for evaluating works of music; ~~and~~
  - ~~8.~~ c) ~~Applying~~ accepted criteria for critiquing music performances.
- MCI.94 The student will investigate aesthetic concepts related to music by formulate and justify personal responses to music.
- ~~1.~~ explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music; [Moved to MCI.6]
  - ~~2.~~ a) ~~Describing~~ personal responses to music, using music terminology;
  - ~~3.~~ b) ~~Analyzing~~ ways in which music can evoke emotion and be persuasive; ~~and~~
  - ~~4.~~ applying aesthetic criteria for determining the quality of a work of music.
- MCI.65 The student will describe and apply collaboration and communication skills for music rehearsal and performance. ~~demonstrate etiquette as a performer by~~
- ~~1.~~ a) ~~Demonstrate~~ concert etiquette, ~~participating in a variety of performances; and~~
  - ~~2.~~ b) ~~Cooperating~~ and ~~collaborating~~ as a singer during rehearsal; ~~and~~
  - ~~9.~~ c) ~~consistently~~ ~~Demonstrating~~ concert etiquette as an active listener in rehearsal, performance, and as an audience member. ~~-[moved from HCI.7]~~

## History, Culture, and Citizenship

- MCI.76 The student will explore historical and cultural ~~aspects~~ influences of music, by
1. ~~a) Describing~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.;
  2. ~~describing how musicians, consumers of music, and music advocates impact the community.~~ [Moved to MCI.7]
  3. ~~comparing and contrasting career options in music;~~ [moved to MCI.9]
  4. ~~examining the relationship of choral music to the other fine arts;~~ [moved to MCI.11]
  5. ~~examining ethical standards as applied to the use of social media, and copyrighted materials, and intellectual property.~~ [moved to MCI.8]
  6. ~~consistently demonstrating concert etiquette as an active listener.~~ [moved to MCI.5]
    - b) ~~Explaining~~ how the factors of time and place influence the characteristics that give meaning and value to a work of music.; [Moved from MCI.9]
- MCI.7 The student will ~~describe~~ describe how musicians, consumers of music, and music advocates impact the community. [Moved from previous MCI.7]
- MCI.8 The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing, applying ethical standards in the use of social media and copyrighted materials; and [Moved from MCI.7]

### **Innovation in the Arts**

- MCI.9 The student will ~~compare~~ and ~~contrast~~ compare and contrast career options in music in relation to career preparation. [Moved from MCI.7]
- MCI.10 The student will identify and explore ways that new media is used to create and edit music.
- MCI.11 The student will ~~examine~~ examine the relationship of choral music to the other fine arts. [moved from MCI.7]

### **Technique and Application**

- MCI.12 The student will demonstrate music literacy. ~~read and notate music, including~~
1. ~~a) Identifying, defining, and using~~ standard notation for pitch, rhythm, meter, dynamics, and other elements of music.;
  2. ~~c) Echoing, reading, count, and notating~~ rhythmic patterns, ~~that include dotted half-quarter, dotted quarter eighth, dotted eighth sixteenth, and corresponding rests;~~
  3. ~~d) Sight-singing~~ eight-measure, stepwise melodic patterns from unison examples; using the major scale ~~and maintaining a steady beat.~~;
  4. ~~e) Identifying~~ components of a vocal score.;
  5. ~~identifying~~ da capo, dal segno, coda, and fine;
  6. ~~f) Identifying~~ key signatures, ~~(C, F, and G); and~~
  7. ~~using contemporary technology to reinforce intermediate choral skills.~~
- MCI.13 The student will ~~develop~~ demonstrate aural skills, by
1. ~~a) Identifying~~ diatonic intervals ~~(M2, m3, M3, P4, P5, M6, and octave).;~~
  2. ~~b) Distinguishing~~ ascending half-step and whole-step intervals.;
  3. ~~c) Identifying~~ same and different melodic patterns. ~~AB and ABA musical forms; and~~

4. ~~d) Writing~~ melodic phrases from dictation.

MCI.314 The student will demonstrate vocal techniques and choral skills, ~~including~~

1. ~~a) Maintaining~~ proper posture and breathing techniques that support vocal production. ~~for choral singing;~~
2. ~~using breathing techniques that support vocal production;~~
3. ~~demonstrating diaphragmatic breathing;~~
4. ~~b) Identifying~~ the difference between head voice and chest voice.;
5. ~~c) Strengthening~~ vocal ~~independence~~, agility, and range by singing developmentally appropriate vocal exercises.;
6. ~~d) Using~~ correct intonation.;
7. ~~e) Blending~~ with other singers on the same vocal part.;
8. ~~f) Blending~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).;
9. ~~g) Singing~~ an assigned vocal part in music written in two or three parts.;
10. ~~h) Singing a cappella~~ and with accompaniment. ~~and~~
11. ~~i) Singing~~ in at least one language other than English. ~~and~~
12. ~~singing music literature from memory and from score.~~

MCI.415 The student will identify and demonstrate expressive qualities of choral music. ~~sing expressively, including~~

1. ~~a) Interpreting~~ tempo markings (presto, allegro, andante, adagio, ritardando, accelerando).;
2. ~~b) Performing~~, rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests.;
3. ~~c) Applying~~ dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo).;
4. ~~d) Applying~~ phrasing techniques.;
5. ~~e) Responding~~ to a wide range of conducting patterns and interpretative gestures. ~~and~~
6. ~~f) Consistently using~~ facial and physical expressions that reflect the mood and style of the music.

MCI.516 The student will respond to music with movement by performing choreography associated with various styles of music.

## Middle School ~~Vocal~~/Choral Music, Advanced Level

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

### Music Theory/Literacy

- MCAD.1—The student will read and notate music, including [Moved to MCAD.12]
1. ~~identifying, defining, and using advanced sta~~ [Moved to MCAD.12] ~~ndard notation for pitch, rhythm, meter, dynamics, and other elements of music;~~
  2. ~~echoing, reading, and notating rhythmic patterns that include eighth note, half note, and quarter note triplets;~~ [Moved to MCAD.12]
  3. ~~sight singing eight measure, stepwise melodic patterns from two part scores, using the major scale and maintaining a steady beat;~~ [Moved to MCAD.12]
  4. ~~identifying components of a three part choral score;~~ [Moved to MCAD.12]
  5. ~~composing and performing basic rhythmic patterns;~~ [Moved to MCAD.12]
  6. ~~identifying key signatures (C, F, and G); and~~ [Moved to MCAD.12]
  7. ~~applying contemporary technology to reinforce advanced choral skills.~~

- MCAD.2—The student will develop aural skills by [Moved to MCAD.13]
1. ~~identifying all diatonic intervals;~~ [Moved to MCAD.13]
  2. ~~distinguishing descending half step and whole step intervals;~~ [Moved to MCAD.13]
  3. ~~identifying ABBA and rondo musical forms;~~ [Moved to MCAD.13]
  4. ~~recognizing monophonic and homophonic textures;~~ [Moved to MCAD.13]
  5. ~~recognizing a cappella vs. accompanied singing, descants, and ostinatos; and~~ [Moved to MCAD.13]
  6. ~~writing from dictation complex melodic and rhythmic phrases.~~ [Moved to MCAD.13]

### Performance

- MCAD.3—The student will demonstrate vocal techniques and choral skills, including [Moved to MCAD.14]
1. ~~consistently maintaining proper posture for choral singing;~~ [Moved to MCAD.14]
  2. ~~consistently using breathing techniques that support vocal production;~~
  3. ~~identifying the effect of physiological changes on the voice;~~ [Moved to MCAD.14]
  4. ~~increasing breath control through strength and endurance exercises;~~ [Moved to MCAD.14]
  5. ~~integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);~~ [Moved to MCAD.14]
  6. ~~enhancing vocal independence, agility, and range by singing developmentally appropriate vocal exercises, including use of head and chest voices;~~ [Moved to MCAD.14]

- ~~7. blending with other singers on the same vocal part and across sections, using correct intonation; [Moved to MCAD.14]~~
- ~~8. singing an assigned vocal part in music written in three or more parts; [Moved to MCAD.14]~~
- ~~9. applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants); [Moved to MCAD.14]~~
- ~~10. singing music literature with and without instrumental accompaniment in at least one language other than English; and [Moved to MCAD.14]~~
- ~~11. singing music literature from memory and from score.~~

~~MCAD.4—The student will sing expressively, including [Moved to MCAD.15]~~

- ~~1. following and maintaining indicated tempos while singing; [Moved to MCAD.15]~~
- ~~2. performing rhythmic patterns that include eighth note, half note, and quarter note triplets; [Moved to MCAD.15]~~
- ~~3. consistently applying dynamic markings while maintaining correct intonation; [Moved to MCAD.15]~~
- ~~4. interpreting expressive phrasing techniques; [Moved to MCAD.15]~~
- ~~5. responding to advanced conducting patterns and interpretive gestures; and [Moved to MCAD.15]~~
- ~~6. consistently using facial and physical expressions that reflect the mood and style of the music. [Moved to MCAD.15]~~

~~MCAD.5—The student will respond to music with movement by [Moved to MCAD.16]~~

- ~~1. creating movement individually or collaboratively to interpret a musical composition; and [Moved to MCAD.16]~~
- ~~2. applying choreography as a form of expression and communication (e.g., sign language, riser choreography). [Moved to MCAD.16]~~

~~MCAD.6—The student will demonstrate collaboration and concert etiquette as a performer by [Moved to MCAD.5]~~

- ~~1. participating in a variety of performances; [Moved to MCAD.5]~~
- ~~2. applying expected rehearsal skills; and [Moved to MCAD.5]~~
- ~~3. respecting student leaders within the choral ensemble.~~

## **Music History and Cultural Context**

~~MCAD.7—The student will explore historical and cultural aspects of music by [Moved to MCAD.6]~~

- ~~1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to MCAD.6]~~
- ~~2. comparing and contrasting a variety of musical styles, using music terminology; [Moved to MCAD.6]~~
- ~~3. investigating opportunities for music performance and advocacy within the community; [Moved to MCAD.7]~~
- ~~4. researching career options in music; [Moved to MCAD.9]~~
- ~~5. examining the relationship of choral music to other fields of knowledge; [Moved to MCAD.11]~~
- ~~6. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to MCAD.8]~~
- ~~7. consistently demonstrating exemplary concert etiquette as an active listener. [Moved to MCAD.5]~~

## **Analysis, Evaluation, and Critique**

- MCAD.8 ~~The student will analyze and evaluate music by~~ [Moved to MCAD.3]
- ~~1. comparing and contrasting works of music, using music terminology;~~ [Moved to MCAD.3]
  - ~~2. evaluating works of music, using accepted criteria;~~ [Moved to MCAD.3]
  - ~~3. comparing and contrasting music performances; and~~ [Moved to MCAD.3]
  - ~~4. critiquing music performances, using critical thinking skills.~~ [Moved to MCAD.3]

## **Aesthetics**

- MCAD.9 ~~The student will investigate aesthetic concepts related to music by~~ [Moved to MCAD.4]
- ~~1. analyzing personal responses to works of music, using music terminology;~~ [Moved to MCAD.4]
  - ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and~~ [Moved to MCAD.4]
  - ~~3. identifying the value of musical performance to society.~~

## **Creative Process**

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

## **Critical Thinking and Communication**

- MCAD.83 ~~The student will analyze, interpret, and evaluate choral music by~~
- ~~1. a) Comparing and contrasting works of music, using music terminology;~~
  - ~~2. b) Evaluating works of music, using accepted criteria;~~
  - ~~3. c) Comparing and contrasting music performances; and~~
  - ~~4. d) Critiquing music performances, using critical thinking skills.~~
- MCAD.94 ~~The student will investigate aesthetic concepts related to music by~~ formulate and justify personal responses to music.
- ~~1. a) Analyzing personal responses to works of music, using music terminology;~~
  - ~~2. b) Analyzing aesthetic personal criteria used for evaluating works of music or critiquing musical performances; and~~
  - ~~3. identifying the value of musical performance to society.~~

- MCAD.65 The student ~~will demonstrate~~ explain and apply collaboration and communication skills for music rehearsal and performance, concert etiquette as a performer by
1. ~~a) Demonstrate concert etiquette, participating in a variety of performances; and~~
  2. ~~b) applying expected rehearsal skills; and Cooperate as a singer during rehearsal; and~~
  3. ~~c) Consistently demonstrating exemplary concert etiquette as an active listener~~ ing in rehearsal, performance, and as an audience member.

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

- MCAD.76 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~
1. ~~a) Analyzing the cultural and historical influences of cultures, musical styles, and composers, and historical periods associated with the music literature being studied;~~
  2. ~~b) Comparing and contrasting cultural and historical influences of a variety of musical styles; using music terminology;~~
  3. ~~investigating opportunities for music performance and advocacy within the community; [Moved to MCAD.7]~~
  4. ~~researching career options in music; [Moved to MCAD.9]~~
  5. ~~examining the relationship of choral music to other fields of knowledge; [moved to MCAD.11]~~
  6. ~~researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [moved to MCAD.8]~~
  7. ~~consistently demonstrating exemplary concert etiquette as an active listener. [moved to MCI.5]~~

MCAD.7 ~~The student will investigate~~ opportunities for music performance and advocacy within the community; [Moved from previous MCAD.7]

MCAD.8 ~~The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing, researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved from MCAD.7]~~

### **Innovation in the Arts**

MCAD.9 ~~The student will investigate connections between music skills and college, career, and workplace skills, researching career options in music~~ [Moved from MCAD.7]

MCAD.10 ~~The student will identify and demonstrate ways in which new media and technology can influence the development of music and musical styles.~~

MCAD.11 ~~The student will demonstrate cross-disciplinary connections with examining the relationship of choral music, to other fields of knowledge; [moved from MCAD.7]~~

### **Technique and Application**

- MCAD.412 The student will ~~demonstrate music literacy, read and notate music, including~~
1. ~~a) identifying, defining, and using advanced~~ Apply standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
  - b) Notate student-created compositions using standard notation.

2. ~~c) Echoing, reading, count, and notating rhythmic patterns, that include eighth-note, half-note, and quarter-note triplets;~~
3. ~~d) Sight-singing eight-measure, stepwise melodic patterns from two-part scores; using the major scale and maintaining a steady beat.;~~
4. ~~e) Identifying components of a three-part choral score.;~~
5. ~~f) Composing and performing basic rhythmic patterns.;~~
6. ~~g) Identifying key signatures, (C, F, and G); and~~
7. ~~applying contemporary technology to reinforce advanced choral skills.~~

MCAD.213 The student will ~~develop~~ demonstrate aural skills, ~~by~~

1. ~~a) Identifying all diatonic intervals.;~~
2. ~~b) Distinguishing descending half-step and whole-step intervals.;~~
3. ~~c) Identify simple musical forms, identifying ABBA and rondo musical forms;~~
4. ~~d) Recognizing monophonic and homophonic textures.;~~
5. ~~e) Recognizing a cappella vs. accompanied singing, descants, and ostinatos.;~~  
~~and~~
6. ~~f) Writing from dictation complex melodic and rhythmic phrases from dictation.~~

MCAD.314 The student will demonstrate vocal techniques and choral skills, ~~including~~

1. ~~a) consistently maintaining Use proper posture and breathing techniques for choral singing that support vocal production.;~~
2. ~~consistently using breathing techniques that support vocal production;~~
3. ~~b) Identifying the effect of physiological changes on the voice.;~~
4. ~~c) Increasing breath control through strength and endurance exercises.;~~
5. ~~d) Integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate).;~~
6. ~~e) Enhancing vocal independence, agility, and range by singing developmentally appropriate vocal exercises, including use of head and chest voices.;~~
7. ~~f) Blending with other singers on the same vocal part and across sections; using correct intonation.;~~
8. ~~g) Singing an assigned vocal part in music written in three or more parts.;~~
9. ~~h) Applying proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).;~~
10. ~~i) Singing music literature with and without instrumental accompaniment in at least one language other than English.;~~  
~~and~~
11. ~~singing music literature from memory and from score.~~

MCAD.415 The student will identify and demonstrate expressive qualities of choral music. ~~sing~~ expressively, including

1. ~~a) Following and maintaining indicated tempos while singing.;~~
2. ~~b) Performing, rhythmic patterns that include eighth-note, half-note, and quarter-note triplets.;~~
3. ~~c) Consistently applying dynamic markings while maintaining correct intonation.;~~

4. ~~d) Interpreting~~ expressive phrasing techniques;
5. ~~e) Responding~~ to advanced conducting patterns and interpretive gestures; ~~and~~
6. ~~f) Consistently using~~ facial and physical expressions that reflect the mood and style of the music.

MCAD.516 The student will respond to music with movement. ~~by~~

1. ~~a) Creating~~ movement individually or collaboratively to interpret a musical composition; ~~and~~
2. ~~b) Applying~~ choreography as a form of expression and communication (e.g., sign language, riser choreography).

DRAFT

## High School ~~General~~ Music

The standards for High School ~~General~~ Music enable students to use critical-thinking skills to study ~~the~~ and apply advanced musical concepts ~~applicable to nonperformance music courses in a variety of~~ classroom structures (e.g., Music Technology, Music Appreciation, Music History/Literature, Independent Study, etc.) apart from traditional ensemble settings. Students ~~continue to~~ develop skills in reading and understanding comprehension of a variety of musical notations and ~~to explore the expression and organization of in the development and expression of~~ musical ideas. Students use a creative process to develop, improvise, draft, refine, and share music ideas. They make connections between the elements of music as they relate to other fields of knowledge. Students examine the cultural perspectives of music in society. Students respond to, describe, interpret, and evaluate music and explore music from a variety of cultures, styles, composers, and historical periods. They examine relationships of music to other fine arts and to other fields of knowledge, and explore connections between music skills and college, career, and workplace skills.

### Music Theory/Literacy

- HG.1 — ~~The student will read and notate music, including~~ [Moved to HM.12]
1. ~~notating original musical ideas on the treble and bass staves;~~ [Moved to HM.12]
  2. ~~identifying and using the standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression;~~ [Moved to HM.12]
  3. ~~notating music from dictation; and~~
  4. ~~using contemporary technology.~~
- HG.2 — ~~The student will compose and arrange music within specified guidelines by~~ [Moved to HM.1]
1. ~~incorporating appropriate voicings and ranges; and~~ [Moved to HM.1]
  2. ~~using a variety of sound, notational, and technological sources.~~

### Performance

- HG.3 — ~~The student will perform a varied repertoire of music, including~~ [Moved to HM.13 and HG.14]
1. ~~singing with increased vocal proficiency;~~ [Moved to HM.13]
  2. ~~recognizing and demonstrating proper instrumental technique; and~~
  3. ~~playing instrumental music representative of diverse styles, forms, and cultures.~~
- HG.4 — ~~The student will improvise music, including~~ [Moved to HM.1]
1. ~~improvising melodic and rhythmic patterns and accompaniments in a variety of styles; and~~ [Moved to HM.1]
  2. ~~improvising variations on a simple melody.~~ [Moved to HM.1]
- HG.5 — ~~The student will investigate characteristics of musical sounds by~~
1. ~~employing elements of music, including melody, rhythm, harmony, form, and texture;~~
  2. ~~employing technology to explore musical sounds; and~~
  3. ~~listening to and describing traditional and nontraditional sound sources.~~

### Music History and Cultural Context

- HG.6 — ~~The student will explore historical and cultural aspects of music by~~
1. ~~describing distinguishing characteristics of musical forms and styles from a variety of cultures;~~
  2. ~~identifying ways in which culture and technology influence the development of music and musical styles;~~

- ~~3. identifying the relationship of music to the other fine arts and other fields of knowledge; [Moved to HM.11]~~
- ~~4. researching career options in music; and [Moved to HM.9]~~
- ~~5. explaining ethical standards as applied to the use of social media and copyrighted materials. [Moved to HM.8]~~

~~HG.7 — The student will investigate the role of music in society by~~

- ~~1. comparing and contrasting the development of music in diverse cultures throughout history; [Moved to HM.6]~~
- ~~2. examining various opportunities to experience music in the community; and [Moved to HM.7]~~
- ~~3. describing the role of technology and social media in the development of music. [Moved to HM.10]~~

~~HG.8 — The student will demonstrate concert etiquette at musical performances by [Moved to HM.5]~~

- ~~1. comparing and contrasting audience behavior appropriate for various musical settings; [Moved to HM.5]~~
- ~~2. exhibiting acceptable behavior as an active listener; and [Moved to HM.5]~~
- ~~3. showing respect for the contributions of others within performance settings. [Moved to HM.5]~~

### **Analysis, Evaluation, and Critique**

~~HG.9 — The student will analyze music by [Moved to HM.3]~~

- ~~1. describing music styles and forms through listening; [Moved to HM.3]~~
- ~~2. defining and classifying various musical styles that represent different historical periods and cultures; [Moved to HM.3]~~
- ~~3. examining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; and [Moved to HM.3]~~
- ~~4. describing and interpreting works of music, using inquiry skills and music terminology. [Moved to HM.3]~~

~~HG.10 — The student will evaluate and critique music by [Moved to HM.3]~~

- ~~1. examining and applying accepted criteria for evaluating works of music; [Moved to HM.3]~~
- ~~2. comparing musical performances to similar exemplary models, using music terminology; and~~
- ~~3. examining and applying accepted criteria for critiquing musical performances of self and others. [Moved to HM.3]~~

### **Aesthetics**

~~HG.11 — The student will investigate aesthetic concepts related to music by [Moved to HM.4]~~

- ~~1. explaining how the context of a musical work's creation may influence its meaning and value; [Moved to HM.4]~~
- ~~2. analyzing and justifying personal responses to works of music; [Moved to HM.4]~~
- ~~3. examining and applying aesthetic criteria for determining the quality of a musical work; and~~
- ~~4. explaining the value of music to the community and to society.~~

### **Creative Process**

~~HGM.21 The student will demonstrate creative thinking by composing and arranging compose and arrange music within specified guidelines. by~~

- ~~1. a) Compose and arrange incorporating appropriate voicings and ranges; and~~

- ~~2. using a variety of sound, notational, and technological sources~~
3. b) Improvising over tonal or rhythmic structure, melodic and rhythmic patterns and accompaniments in a variety of styles;
4. c) Improvising variations on a simple melody.

HGM.2 The student will apply a creative process for music.

- a) Define, evaluate, organize, develop, and share personal ideas, investigations, and research of music ideas and concepts.
- b) Develop and share individual creative processes for creating original music compositions, arrangements, and improvisations.

### **Critical Thinking and Communication**

HGM.93 The student will analyze, and interpret, and evaluate music, by

- ~~1. a) Describing music styles and forms using music terminology, through listening;~~
2. b) Defining and classifying various musical styles that represent a variety of different historical periods and cultural influences;
- ~~3. examining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; and~~
4. c) Describing and interpreting works of music; using inquiry skills and music terminology.

HG.10 The student will evaluate and critique music by

- ~~1. d) Examining and applying accepted criteria for evaluating works of music;~~
2. comparing musical performances to similar exemplary models, using music terminology; and
3. e) Examining and applying accepted criteria for critiquing musical performances of self and others.

HGM.114 The student will formulate and justify personal responses to music, investigate aesthetic concepts related to music by

- ~~1. a) Explaining how the context of a musical work's creation may influence the response of the listener, its meaning and value;~~
2. b) Analyzing and explain justifying personal responses to works of music;
- ~~3. examining and applying aesthetic criteria for determining the quality of a musical work; and~~
- ~~4. explaining the value of music to the community and to society.~~

HGM.85 The student will exhibit and demonstrate collaborative skills and concert etiquette at musical performances, by

- ~~1. a) Examine comparing and contrasting audience behavior-etiquette appropriate for various musical settings;~~
2. b) Exhibiting acceptable behavior as an active listener in musical settings, and
3. c) Demonstrate showing respect for the contributions of others within collaborative music experiences.

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

HGM.6 The student will explore historical and cultural aspects influences of music, by

- ~~1. a) Describing distinguishing characteristics of musical forms and styles from a variety of cultures;~~
2. b) Identifying cultural and historical influences ways in which culture and technology influence the development of music and musical styles;
- ~~3. identifying the relationship of music to the other fine arts and other fields of knowledge; [Moved to HG.11]~~

- ~~4. researching career options in music; and [Moved to HG.9]~~
- ~~5. explaining ethical standards as applied to the use of social media and copyrighted materials. [Moved to HG.8]~~

HGM.7 The student will ~~examining various describe~~ opportunities to ~~experience music in for~~ music performance and advocacy within the community.;

HGM.8 The student will ~~describing~~ ethical standards as applied to the use of intellectual property, social media and copyrighted materials; and ~~[Moved from HG.7]~~

### **Innovation in the Arts**

HGM.9 The student will explore connections between music skills and college, career, and workplace skills. ~~research career options in music~~ [Moved from HG.6]

HGM.10 The student will explore and describe ways in which innovative media, tools, and processes are influencing music.

HGM.11 The student will ~~examine describing the~~ relationships of music to the other fine arts and other fields of knowledge.; ~~[Moved from HG.6]~~

### **Technique and Application**

HGM.4.12 The student will ~~read and notate music use~~ a variety of analog and digital notations (e.g. standard notation, lead sheets, tablature, piano roll).

- ~~1. a) notating Notate original musical ideas, on the treble and bass staves;~~
- ~~2. b) identifying and using the standard notation Identify symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.;~~ ~~and~~
- ~~3. notating music from dictation; and~~
- ~~4. using contemporary technology.~~

HGM.313 The student will perform a ~~variety varied~~ repertoire of music.; ~~including~~

- ~~1. a) Singing or play with increased technical vocal proficiency.;~~
- ~~2. recognizing and demonstrating proper instrumental technique; and~~
- ~~3. playing instrumental music representative of diverse styles, forms, and cultures.~~
  - b) Use indicated dynamics, phrasing, and other elements of music.
  - c) Evaluate and apply performance practices.

HGM.314 The student will perform a varied repertoire of music representative of diverse styles, forms, and cultures.

HGM.15 The student will read, count, and perform rhythmic patterns

- a) Use a counting system.
- b) Include patterns that suggest duple and triple meter.
- c) Use instruments, body percussion, and voice.
- d) Include complex rhythms and syncopation.

HGM.16 The student will create movement to express elements of music and interpret expressive qualities of an original music composition.

## High School Music Theory

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, and composition. Emphasis is placed on reading ~~and~~, writing, ~~and~~ musical notation ~~g music, music terminology, analysis, composition, developing aural skills such as listening and taking dictation, sight-singing, and using the keyboard. Students recognize, describe, and apply the basic materials and processes of music through an integrated approach, which includes aural, written, creative, and analytical components. Students address these basic concepts by listening to and analyzing a wide variety of music, including standard Western tonal music, contemporary art music, jazz, popular music, and world music. Students use a creative process to develop, draft, refine, and share music ideas. Students investigate career opportunities in music and identify connections between music and other fields of knowledge.~~

~~HMT.1 — The student will demonstrate understanding of the elements of the grand staff by [Moved to HMT.12]~~

- ~~1. identifying the elements of staves and clefs; and~~
- ~~2. labeling the octaves and pitches of the grand staff.~~

~~HMT.2 — The student will demonstrate understanding of pitch locations in aural, keyboard, and notation activities by [Moved to HMT.12]~~

- ~~1. correlating the grand staff pitch locations to placements on the keyboard;~~
- ~~2. explaining the symbols for sharp, flat, and natural; and~~
- ~~3. identifying enharmonic equivalents.~~

~~HMT.3 — The student will demonstrate understanding of the components of rhythmic notation by [Moved to HMT.13]~~

- ~~1. explaining beat (pulse), rhythm, and tempo;~~
- ~~2. reading and notating rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests; grouplets; beaming practices; tie vs. slur; dot;~~
- ~~3. identifying and explaining anacrusis, syncopation, and hemiola;~~
- ~~4. performing simple rhythmic patterns, using a counting system; and [Moved to HMT.19]~~
- ~~5. notating simple rhythmic dictation from aural examples.~~

~~HMT.4 — The student will demonstrate understanding of the components of meter by [Moved to HMT.14]~~

- ~~1. defining *measure*, *bar line*, and *time signature*; and [Moved to HMT.14]~~
- ~~2. explaining meters, including simple, compound, and complex/asymmetrical. [Moved to HMT.14]~~

~~HMT.5 — The student will demonstrate understanding of scales by [Moved to HMT.15]~~

- ~~1. defining *interval* as the distance between two pitches;~~
- ~~2. explaining the interval of a half step (m2) and a whole step (M2);~~
- ~~3. explaining tetrachord patterns;~~
- ~~4. explaining major, minor, and chromatic scales;~~
- ~~5. notating ascending and descending major, minor, and chromatic scales, using key signatures and accidentals;~~
- ~~6. performing major, minor, and chromatic scales, using the voice and keyboard; and [~~
- ~~7. differentiating scale patterns from aural examples. [Moved to HMT.19]~~

~~HMT.6 — The student will demonstrate understanding of key signatures by [Moved to HMT.16]~~

- ~~1. defining *key signature*;~~
- ~~2. identifying the order of sharps and flats in key signatures;~~

- ~~3. explaining the circle of fifths;~~
- ~~4. explaining relative and parallel major-minor key relationships; and~~
- ~~5. writing major and minor key signatures in treble and bass clefs.~~

~~HMT.7—The student will demonstrate understanding of diatonic and chromatic intervals by [Moved to HMT.17]~~

- ~~1. explaining and notating intervals by size and quality (M, m, P, d, A), including inversions;~~
- ~~2. defining *consonance* and *dissonance*;~~
- ~~3. identifying and explaining harmonic and melodic intervals;~~
- ~~4. identifying and explaining simple and compound intervals;~~
- ~~5. identifying aural examples of simple intervals; and [Moved to HMT.19]~~
- ~~6. performing simple intervals. [Moved to HMT.19]~~

~~HMT.8—The student will identify diatonic scale degrees by-[Moved to HMT.15]~~

- ~~1. relating the names of the scale degrees (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, subtonic) to their positions in the diatonic scale;~~
- ~~2. using upper-case and lower-case Roman numerals and chord abbreviations to designate triad-quality (M, m, d, A) and scale-degree; and~~
- ~~3. identifying I, IV, and V chords as primary chords.~~

~~HMT.9—The student will demonstrate understanding of triadic structure by-[Moved to HMT.18]~~

- ~~1. identifying root, third, and fifth of a chord;~~
- ~~2. defining *tertian harmony*;~~
- ~~3. explaining triads by quality (M, m, d, A);~~
- ~~4. comparing and contrasting the qualities of chords in major and minor keys;~~
- ~~5. explaining and notating root position, first inversion, and second inversion triads;~~
- ~~6. explaining the figured bass system for triads;~~
- ~~7. explaining lead sheet symbols;~~
- ~~8. analyzing chord progressions from classical and popular musical scores; and~~
- ~~9. recognizing and explaining types and uses of non-chord tones.~~

~~HMT.10—The student will demonstrate aural skills by[Moved to HMT.19]~~

- ~~1. singing a simple melody at sight;~~
- ~~2. singing simple rhythmic patterns in all meters;~~
- ~~3. notating simple melodies and rhythms from aural examples; and~~
- ~~4. notating simple diatonic harmonies and cadences from aural examples.~~

~~HMT.11—The student will identify and define common music symbols and terminology, including those for dynamics, form, tempo, texture, and melody.-[Moved to HMT.13]~~

~~HMT.12—The student will apply the theory concepts studied by~~

- ~~1. composing a two-phrase diatonic melody;~~
- ~~2. setting a text to an original melody;~~
- ~~3. harmonizing a melody;~~
- ~~4. following the general rules of voice leading and tendency tones;~~
- ~~5. arranging existing musical material; and~~
- ~~6. using contemporary technology, including notational, theory, and aural skills programs.~~

~~HMT.13—The student will demonstrate understanding of the principles of acoustics and the overtone series by relating pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality.-[Moved to HMT.11]~~

## **Creative Process**

- HMT.11 The student will ~~apply the music theory concepts studied by~~ demonstrate creative thinking by composing and arranging music.
- ~~1. a) Composing or arrange a two phrase diatonic melody within given tonal or rhythmic structures.;~~
  - ~~2. b) Setting a text to an original melody.;~~
  - ~~3. c) Harmonizing a melody;~~4. following the general rules of voice leading and tendency tones.;
  - ~~4. Arranging existing musical material music.;~~ and  
d) Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.
- HMT.2 The student will apply a creative process for music.
- a) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.
  - b) Monitor individual progress with a level of refinement that reflects artistic musical goals.
  - c) Refine a portfolio of creative original work that includes examples of both creative process as well as finished products.

## **Critical Thinking and Communication**

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

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

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

**Innovation in the Arts**

- HMT.9      The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music.
- HIAR.10    The student will analyze how emerging technologies and innovative media, tools, and processes are influencing music.
- HMT.4311    The student will analyze and explain relationships of music to the other fine arts and to other fields of knowledge.
- a) Explore cross-disciplinary connections of music with mathematical and scientific properties.
- b) Explore principles of acoustics and the overtone series by
- c) Explore the relationship of pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality.

**Technique and Application**

- HMT.412      The student will demonstrate understanding of the musical elements of the grand staff and pitch locations in aural, keyboard, and notation activities by
1. a) Identifying the elements of staves and clefs, including treble, bass, and movable C-clefs; and
  2. b) Labeling the octaves and pitches and octaves, both on the staff and on ledger lines of the grand staff.
  1. c) Correlating the grand staff pitch locations to placements on the keyboard;
  2. d) Explaining the symbols for sharp, flat, and natural accidentals; and
  3. d) Identifying enharmonic equivalents.
- HMT.313      The student will identify and define common music symbols and terminology, including those for associated with dynamics, form, tempo, texture, and melody rhythm, melody, harmony, dynamics, texture, and form.
- a) The student will demonstrate understanding of the components of rhythmic notation by
1. b) Explaining beat (pulse), rhythm, and tempo;
  2. c) reading and notating Reading, notating, and performing (using a counting system) rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests, grouplets, beamed notes, beaming practices; tie vs. slur ties; dot; and dots.
  3. performing simple rhythmic patterns, using a counting system; and
  4. d) notating Transcribing simple rhythmic patterns dictation from aural examples; and
  5. e) Identifying and explaining anacrusis, syncopation, and hemiola.
- HMT.414      The student will demonstrate understanding of the components of meter by
1. a) Defining measure, bar line, and time signature; and
  2. b) explaining Performing music in various meters, including, but not limited to simple, compound, and complex/asymmetrical.  $\frac{4}{4}$ ,  $\frac{3}{4}$ ,  $\frac{2}{4}$ ,  $\frac{6}{8}$ ,  $\frac{2}{8}$ ,  $\frac{9}{8}$ ,  $\frac{12}{8}$ , and  $\frac{5}{8}$ .
- HMT.515      The student will demonstrate understanding of scales by
1. defining interval as the distance between two pitches;
  2. explaining the interval of a half step (m2) and a whole step (M2);
  3. explaining tetrachord patterns;
  4. a) Explaining major, minor, pentatonic, and chromatic scales;

- ~~5. b) Notating and perform (using voice and/or instruments) ascending and descending major, minor, and chromatic scales; using key signatures and accidentals.;~~
- ~~6. performing major, minor, pentatonic, and chromatic scales, using the voice and/or keyboard instruments; and~~
- ~~7. differentiating scale patterns from aural examples.~~
  - ~~c) HMT.8 The student will identify diatonic scale degrees by relating the names of the scale degrees number and name (tonic, supertonic, mediant, subdominant, dominant, submediant, subtonic, leading-tone/subtonic). to their positions in the diatonic scale; and~~
- ~~8. Using upper case and lower case Roman numerals and chord abbreviations to designate diatonic triad quality qualities. (M, m, d, A) and scale degree; and [Moved to HMT.9]~~

- HMT.616 The student will demonstrate understanding of key signatures. ~~by~~
- ~~1. a) Defining key signature.;~~
  - ~~2. b) Identifying the order of sharps and flats in key signatures.;~~
  - ~~3. c) Explaining relative and parallel major-minor key relationships.;~~ and
  - ~~4. d) Explaining the circle of fifths.;~~ and
  - ~~5. e) Writing major and minor key signatures in treble, and bass, alto and tenor clefs.;~~
  - ~~10. f) Transposing music into other keys.~~
- HMT.717 The student will demonstrate understanding of diatonic and chromatic intervals.
- ~~1. a) Defining interval as the distance between two pitches.;~~
  - ~~2. b) Explaining the interval of a half step (m2) and a whole step (M2).; [Moved from HMT.5]~~
  - ~~3. c) Explaining and notating intervals by size and quality with quantitative and qualitative terminology (M, m, P, d, A), including inversions.;~~
  - ~~4. d) Defining and aurally identifying consonance and dissonance.;~~ [Moved to HMT.19]
  - ~~5. e) aurally identifying and explaining harmonic and melodic intervals.;~~ [aural Moved to HMT.19]
  - ~~6. f) aurally identifying and explaining simple and compound intervals. [aural Moved to HMT.19]; and~~
  - ~~7. identifying aural examples of simple intervals; and~~
  - ~~3. g) Identify and explaining tetrachord patterns.;~~ [Moved from HMT.5]
- HMT.918 The student will demonstrate understanding of triadic structure. ~~by~~
- ~~1. a) Identifying root, third, and fifth of a chord.;~~
  - ~~2. b) Defining tertian harmony.;~~
  - ~~3. c) Explaining triads and seventh chords by quality (M, m, d, A).;~~
  - ~~4. d) Comparing and contrasting the qualities of chords in major and minor keys.;~~
  - ~~5. e) Explaining and notating root-position, first-inversion, and second-inversion triads.;~~
  - ~~6. f) Explaining and notating the figured bass system using uppercase and lowercase Roman numerals and chord abbreviations to designate diatonic triad quality qualities. (M, m, d, A) and scale degree; and [Moved from HMT.8]~~
  - ~~7. g) Explaining and notating chord lead sheet symbols.;~~
  - ~~8. h) Analyzing chord progressions from classical and popular musical scores.;~~ and
  - ~~9. i) Recognizing and explaining types and uses of non-chord tones.~~
- HMT.1019 The student will demonstrate aural skills. ~~by~~
- ~~1. a) Sight-singing a simple melody melodies in major and minor keys.;~~

2. ~~b) singing simple~~ Perform rhythmic patterns in simple, compound, and complex/asymmetrical all-meters.;
3. ~~c) notating~~ Takeing dictation of ~~simple~~ melodies and rhythms from aural examples, ~~and~~
4. ~~d) notating simple~~ Takeing dictation of diatonic harmonies and cadences from aural examples.
  - e) ~~A~~urally identifying and explaining harmonic and melodic intervals.;
  - f) ~~A~~urally identifying and explaining simple and compound intervals.;
  - ~~and~~ g) Aurally identify ~~differentiating~~ scale and chord qualities. ~~from aural examples.~~
  - h) ~~A~~urally identifying consonance and dissonance.;
  - i) ~~performing~~ Ssinging and/or playing simple intervals.

DRAFT

## High School Instrumental Music, Beginning Level

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students will identify parts of the instrument and demonstrate proper instrument care, of the instrument and become familiar with the technology of the instrument. They demonstrate basic playing posture, instrument positions, fingerings, embouchure, and tone production, and they count, read, and perform music at Solo Literature Grade Levels 1 and 2 of the Virginia Band and Orchestra Directors Association (VBODA). Students identify steps of a creative process and apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students begin use critical thinking to describe, respond to, describe, interpret, and evaluate works of music and create basic variations of simple melodies, both as performers and listeners. They investigate describe career options in music, discuss opportunities for music-making beyond the classroom, and explore connections between music and other fields of knowledge. Students may use standard method books in either homogeneous or heterogeneous class settings. Students Opportunities are provided with opportunities for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Music Theory/Literacy

- HIB.1 — ~~The student will echo, read, and notate music, including [Moved to HIB.12]~~
1. ~~identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and [Moved to HIB.12]~~
  2. ~~singing selected lines from music being studied. [Moved to HIB.12]~~
- HIB.2 — ~~The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations. [Moved to HIB.12]~~
- HIB.3 — ~~The student will identify and demonstrate half step and whole step patterns. [Moved to HIB.13]~~
- HIB.4 — ~~The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C,  $\frac{6}{8}$ ). [Moved to HIB.12]~~
- HIB.5 — ~~The student will identify and notate key signatures of scales and literature being performed.~~
- HIB.6 — ~~The student will read, notate, and perform scales, including [Moved to HIB.13]~~
1. ~~wind/mallet student — one octave ascending and descending concert C, F, B flat, E flat, A flat, and G major scales; G harmonic minor scale; a chromatic scale; and [Moved to HIB.13]~~
  2. ~~string student — one octave ascending and descending C, F, G, and D major scales and D harmonic minor scale. [Moved to HIB.13]~~
- HIB.7 — ~~The student will identify and perform music written in binary, ternary, and theme and variations forms. [Moved to HIB.1]~~
- HIB.8 — ~~The student will use music composition as a means of expression by [Moved to HIB.1]~~
1. ~~composing a four measure rhythmic melodic variation; and [Moved to HIB.1]~~
  2. ~~notating the composition in standard notation, using contemporary technology. [Moved to HIB.12]~~
- HIB.9 — ~~The student will define and apply music terminology found in the music literature being studied.~~

**Performance**

- ~~HIB.10 — The student will demonstrate preparatory instrumental basics and playing procedures, including [Moved to HIB.14]~~
- ~~1. identification and selection of an appropriate instrument; [Moved to HIB.14]~~
  - ~~2. identification of the parts of the instrument; [Moved to HIB.14]~~
  - ~~3. procedures for care of the instrument; [Moved to HIB.14]~~
  - ~~4. proper playing posture and instrument position; [Moved to HIB.14]~~
  - ~~5. wind student — embouchure;~~
  - ~~6. string student — bow hold and left hand position; and~~
  - ~~7. percussion student — stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~
- ~~HIB.11 — The student will demonstrate proper instrumental techniques, including [Moved to HIB.15]~~
- ~~1. finger/slide placement, using finger/slide patterns and fingerings/positions; [Moved to HIB.15]~~
  - ~~2. matching pitches and beginning to make adjustments to facilitate correct intonation; [Moved to HIB.15] production of tones that are clear, free of tension, and sustained; [Moved to HIB.15]~~
  - ~~3. wind student — proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent); [Moved to HIB.15]~~
  - ~~4. string student — proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs); and [Moved to HIB.15]~~
  - ~~5. percussion student — stick control and performance of multiple bounce roll, 5-stroke roll, 9-stroke roll, flam, drag, flam tap, single paradiddle, and double paradiddle, open-close-open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip. [Moved to HIB.15]~~
- ~~HIB.12 — The student will demonstrate ensemble skills at a beginning level, including [Moved to HIB.16]~~
- ~~1. balancing instrumental timbres; [Moved to HIB.16]~~
  - ~~2. making adjustments to facilitate correct intonation; [Moved to HIB.16]~~
  - ~~3. matching dynamic levels and playing style; [Moved to HIB.16]~~
  - ~~4. responding to conducting patterns and gestures; and [Moved to HIB.16]~~
  - ~~5. maintaining a steady beat at various tempos in the music literature being studied. [Moved to HIB.16]~~
- ~~HIB.13 — The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.~~
- ~~HIB.14 — The student will use articulations, dynamic contrasts, and phrasing as means of expression.~~
- ~~HIB.15 — The student will perform simple rhythmic and melodic examples in call-and-response styles. [Moved to HIB.1]~~
- ~~HIB.16 — The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes. [Moved to HIB.1]~~

- ~~HIB.17~~ — The student will demonstrate musicianship and personal engagement by [Moved to HIB.5]
- ~~1.~~ identifying the characteristic sound of the instrument being studied; [Moved to HIB.16]
  - ~~2.~~ monitoring individual practice through the use of practice records or journals that identify specific musical goals; [Moved to HIB.2]
  - ~~3.~~ participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; and [Moved to HIB.5]
  - ~~4.~~ describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). [Moved to HIB.5]
- ~~HIB.18~~ — The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 0–2.

### **Music History and Cultural Context**

- ~~HIB.19~~ — The student will explore historical and cultural aspects of music by [Moved to HIB.6]
- ~~1.~~ identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HIB.6]
  - ~~2.~~ describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles; [Moved to HIB.10]
  - ~~3.~~ describing the relationship of instrumental music to the other fine arts and other fields of knowledge; [Moved to HIB.11]
  - ~~4.~~ describing career options in music; [Moved to HIB.9]
  - ~~5.~~ describing ethical standards as applied to the use of social media and copyrighted materials; and [Moved to HIB.8]
  - ~~6.~~ demonstrating concert etiquette as an active listener. [Moved to HIB.5]

### **Analysis, Evaluation, and Critique**

- ~~HIB.20~~ — The student will analyze and evaluate music by [Moved to HIB.3]
- ~~1.~~ describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HIB.6]
  - ~~2.~~ describing and interpreting works of music, using inquiry skills and music terminology; [Moved to HIB.3]
  - ~~3.~~ describing accepted criteria used for evaluating works of music; [Moved to HIB.3]
  - ~~4.~~ describing performances of music, using music terminology; and [Moved to HIB.3]
  - ~~5.~~ describing accepted criteria used for critiquing musical performances of self and others. [Moved to HIB.3]

### **Aesthetics**

- ~~HIB.21~~ — The student will investigate aesthetic concepts related to music by [Moved to HIB.4]
- ~~1.~~ proposing a definition of *music* and supporting that definition; [Moved to HIB.3]
  - ~~2.~~ identifying reasons for preferences among works of music, using music terminology; [Moved to HIB.4]
  - ~~3.~~ identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; [Moved to HIB.4]
  - ~~4.~~ describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and
  - ~~5.~~ explaining the value of musical performance to the school community. [Moved to HIB.7]

## **Creative Process**

- HIB.8~~1~~ The student will use music composition as a means of creative expression, by
- ~~1. a) Composing~~ a four-measure rhythmic-melodic variation; ~~and~~
  - ~~b) HIB.15 The student will perform and~~ Improvise simple rhythmic and melodic examples in call-and-response styles.
  - ~~c) HIB.16 The student will Create, through playing and~~ write, and performing, rhythmic and melodic variations of four-measure selections taken from, but not limited to, folk-songs, exercises, or etudes.

HIB.2 The student will apply a creative process for music.

- a) Identify and explore steps of a creative process.
- b) Define, identify, organize, and document ideas, investigations, and research of music ideas and concepts.
- c) ~~Monitoring~~ individual practice through the use of practice records or journals that identify specific musical goals; ~~[Moved from HIB.17]~~

## **Critical Thinking and Communication**

HIB.20~~3~~ The student will analyze, interpret, and evaluate music, by

- a) ~~Proposing~~ a definition of *music* and supporting that definition; ~~[Moved from HIB.21]~~
- ~~1. describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; ~~[Moved to HIB.6]~~~~
- ~~2. b) Describing~~ and interpreting diverse works of music; using inquiry skills and music terminology;~~;~~
- ~~3. c) Describing~~ accepted criteria used for evaluating works of music;~~;~~
- ~~4. d) Describing~~ performances of music using music terminology; ~~and~~
- ~~5. e) Describing~~ accepted criteria used for critiquing musical performances of self and others;~~;~~

HIB.21~~4~~ The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~

- ~~1. proposing a definition of *music* and supporting that definition; [Moved to HIB.3]~~
- ~~2. a) Identifying~~ reasons for preferences among works of music using music terminology;~~;~~
- ~~3. b) Identifying~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;~~;~~
- ~~4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and~~
- ~~11. explaining the value of musical performance to the school community. [Moved to HIB.7]~~

HIB.175 The student will demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~

1. ~~identifying the characteristic sound of the instrument being studied;~~ [Moved to HIB.16]
2. ~~monitoring individual practice through the use of practice records or journals that identify specific musical goals;~~ [Moved to HIB.2]
3. a) ~~Participate~~ing in curricular and co-curricular school performances, and in local, district, or regional events, as appropriate to level, ability, and interest; ~~and~~
4. b) ~~Describe~~ing and ~~demonstrate~~ing rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).  
c) Describe and demonstrate active listening skills as an audience member.

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

- HIB.196 The student will explore historical and cultural aspects influences of music. by
1. a) ~~Identify~~ing the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.;
  2. ~~describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;~~ [Moved to HIB.10]
  3. ~~describing the relationship of instrumental music to the other fine arts and other fields of knowledge;~~ [Moved to HIB.11]
  4. ~~describing career options in music;~~ [Moved to HIB.9]
  5. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and~~ [Moved to HIB.8]
  6. ~~demonstrating concert etiquette as an active listener.~~ [Moved to HIB.5]  
b) ~~Describe~~ing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music.;

HIB.7 The student will identify ways to engage the school community in a music performance.

HIB.8 The student will describeing ethical standards as applied to the use of intellectual property, social media and copyrighted materials; and [Moved from HIB.19]

### **Innovation in the Arts**

HIB.9 The student will describeing career options in music and discuss the future of music-related careers.; [Moved from HIB.19]

HIB.10 The student will describeing ways in which culture and technology innovative tools and media influence the development of instruments, instrumental music, and instrumental music styles.;

HIB.11 The student will describeing the relationships of instrumental music to the other fine arts and other fields of knowledge.;

### **Technique and Application**

HIB.12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~

1. ~~a) Identifying, defining, and using~~ basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.; and
2. ~~b) Notate student-created compositions using standard notation.~~
3. ~~c) Ssing~~ selected lines from music being studied.
  - d) ~~HIB.2~~—~~The student will E~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
  - e) ~~HIB.4~~ ~~The student will I~~dentify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C,  $\frac{6}{8}$ ).
  - f) ~~HIB.7~~—~~The student will I~~dentify and perform music written in binary, ternary, and theme-and-variations forms.
  - g) ~~HIB.9~~—~~The student will D~~efine and identify apply music terminology found in the music literature being studied.
  - h) Perform music of varying styles and levels of difficulty.
  - i) Sight-read music of varying styles and levels of difficulty.
  - j) Guitar student—Use chord charts and tablature; read basic rhythm guitar using first position chords.

HIB.613 The student will read, notate, and perform scales, ~~including~~

- a) ~~HIB.3~~—~~The student will I~~dentify and demonstrate half-step and whole-step patterns.
1. b) ~~W~~wind/mallet student—~~O~~ne-octave ascending and descending concert C, F, B-flat, E-flat, A-flat, and G major scales; G harmonic minor scale; a chromatic scale.; and
2. c) ~~O~~rchestral string student—~~O~~ne-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale.
- a) d) Guitar student—Read, analyze, notate, and perform scales and chords. One-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat. A chromatic scale and one form of the moveable, one-octave pentatonic scale. Open position chords and power chords with roots on the sixth and fifth strings. A I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor. 12-bar blues in a variety of keys.

HIB.4014 The student will demonstrate preparatory instrumental basics and playing procedures, ~~including~~

1. a) ~~I~~dentification and selection of an appropriate instrument.;
2. b) ~~I~~dentification of the parts of the instrument.;
3. c) ~~P~~rocedures for care of the instrument.;
4. d) ~~P~~roper playing posture and instrument position.;
5. ~~w~~ind student—~~e~~mbouchure.;
6. ~~s~~tring student—~~b~~ow hold and left hand position.; and
7. ~~p~~ercussion student—~~s~~tick grip for snare drum and mallets; ~~s~~etup of timpani, mallet instruments, and auxiliary instruments
- e) Guitar student—Demonstrate the ability to change a guitar string.

HIB.1115 The student will demonstrate proper instrumental techniques, including

1. a) ~~Correct hand positions, finger/slide placement, using finger/slide patterns and fingerings/positions, and finger/slide patterns.~~;
2. b) ~~Mm~~atching pitches and ~~beginning~~ to make adjustments to facilitate correct intonation.
3. c) ~~Pp~~roduction of tones that are clear, free of tension, and sustained.
4. d) ~~Ww~~ind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).
5. e) ~~O~~rchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs); ~~and~~
6. f) ~~Pp~~ercussion student—single stroke, double stroke, and multiple-bounce rudiment. stick control and performance of multiple bounce roll, 5 stroke roll, 9 stroke roll, flam, drag, flam tap, single paradiddle, and double paradiddle, open close open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.  
 g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and left-hand techniques (first position, finger technique).

HIB.1216 The student will demonstrate musicianship and ensemble skills, at a beginning level, including

- a) Identify the characteristic sound of the instrument being studied.
1. b) ~~Bb~~alancing instrumental timbres.
2. c) ~~Mm~~aking adjustments to facilitate correct intonation.
3. d) ~~Mm~~atching dynamic levels and playing style.
4. e) ~~Rr~~esponding to conducting patterns and gestures; ~~and~~
5. f) ~~Mm~~aintaining a steady beat at various tempos in the music literature being studied.

## High School Instrumental Music, Intermediate Level

Through playing, improvising, and writing, students create melodic and rhythmic variations. Students compare and contrast career options in music. They describe musical concepts, respond to music, investigate music's relationship to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. Students identify and document steps of a creative process to develop original music. Music literacy skills are emphasized as students read, notate, and perform music. Students use more articulations and bowings, perform scales and music in a wider range of keys, and perform music at Solo Literature Grade Levels 2–4 of the Virginia Band and Orchestra Directors Association (VBODA). develop more advanced technical skills and improve ensemble skills as they collaborate with others to create and recreate music in ensemble settings. Ensemble skills become more developed as students participate in intermediate level ensemble settings. They respond to, describe, interpret, evaluate, perform, and sight-read music from a variety of musical styles, composers, cultural influences, and historical periods. Through playing and writing, students create melodic variations. Students compare and contrast career options in music. They describe musical concepts, respond to music, investigate the relationship of music to other disciplines, and analyze various cultures, musical styles, composers, and historical periods. Students compare and contrast career options in music and make connections between music and other fields of knowledge. Students Opportunities are provided with opportunities for students to participate in local, district, and regional, and state music events as appropriate to level, ability, and interest.

### Music Theory/Literacy

- HII.1 — The student will echo, read, and notate music, including [Moved to HII.12]
1. identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and [Moved to HII.12]
  2. singing similar and contrasting parts from the music being studied. [Moved to HII.12]
- HII.2 — The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter note triplets, half note triplets, and corresponding rests. [Moved to HII.12]
- HII.3 — The student will identify, read, compare, contrast, and perform music in  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{5}{4}$ ,  $\frac{6}{4}$ , and  $\frac{2}{2}$  (alla breve or cut time) meters. [Moved to HII.12]
- HII.4 — The student will identify and notate key signatures of scales and literature being performed. [Moved to HII.13]
- HII.5 — The student will read, perform, and notate scales, including
1. wind/mallet student — ascending and descending concert C, F, B flat, E flat, A flat, D flat, G, D, A, and E major scales; G and D harmonic minor scales; a chromatic scale, in eighth notes with M.M. quarter note = 100; and [Moved to HII.13]
  2. string student — two octave C, F, B flat, E Flat, G, D, and A major scales and G and A harmonic minor scales (double bass: one octave), in eighth notes with M.M. quarter note = 100. [Moved to HII.13]
- HII.6 — The student will identify, compare, contrast, and perform music written in sonata, theme and variations, and compound binary forms. [Moved to HII.12]

~~III.7 — The student will use music composition as a means of expression by [Moved to HII.1]  
1. composing an eight-measure rhythmic-melodic variation; and [Moved to HII.1]  
2. notating the composition in standard notation, using contemporary technology.  
[Moved to HII.12]~~

~~III.8 — The student will define and apply music terminology found in the music literature being studied. [Moved to HII.12]~~

## Performance

~~III.9 — The student will demonstrate preparatory playing procedures, including [Moved to HII.14]  
1. care and basic maintenance of the instrument; [Moved to HII.14]  
2. identifying and repairing minor problems of the instrument; [Moved to HII.14]  
3. basic tuning of the instrument, with and without an electronic tuner; [Moved to HII.14]  
4. describing and demonstrating proper posture, instrument position, and hand positions; [Moved to HII.14]  
5. wind student — describing and demonstrating proper embouchure; and [Moved to HII.14]  
6. percussion student — stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments. [Moved to HII.14]~~

~~III.10 — The student will demonstrate and describe proper instrumental techniques, including [Moved to HII.15]  
1. adjusting and perfecting intonation while playing; [Moved to HII.15]  
2. producing tones that are clear, free of tension, sustained, and unwavering in pitch; [Moved to HII.15]  
3. wind student — proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte piano, tenuto); [Moved to HII.15]  
4. string student — proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato); and [Moved to HII.15]  
5. percussion student — 13 Standard Rudiments and Lesson 25, open-close-open, on snare drum (PAS); tuning timpani while playing; playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll. [Moved to HII.15]~~

~~III.11 — The student will demonstrate and describe ensemble skills at an intermediate level, including [Moved to HII.16]  
1. balancing and blending instrumental timbres; [Moved to HII.16]  
2. making adjustments to facilitate correct intonation; [Moved to HII.16]  
3. matching dynamic levels and playing style; [Moved to HII.16]  
4. responding to conducting patterns and gestures; and [Moved to HII.16]  
5. maintaining a steady beat at various tempos in the music literature being studied. [Moved to HII.16]~~

~~III.12 — The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2-4. [Moved to HII.12]~~

~~III.13 — The student will apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.~~

~~III.14 — The student will create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation. [Moved to HII.1]~~

- ~~HII.15~~ — The student will compose and perform rhythmic and melodic variations based upon original ideas or folk songs, exercises, or etudes. [Moved to HII.1]
- ~~HII.16~~ — The student will demonstrate musicianship and personal engagement by [Moved to HII.5]
- ~~1.~~ making adjustments to facilitate correct intonation; [Moved to HII.16]
  - ~~2.~~ identifying and producing the characteristic sound of the instrument being studied; [Moved to HII.16]
  - ~~3.~~ monitoring individual practice with a level of refinement that reflects specific musical goals; [Moved to HII.2]
  - ~~4.~~ participating in curricular and co-curricular events (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All County, All District, All Region, and All Virginia events; and [Moved to HII.5]
  - ~~5.~~ describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). [Moved to HII.5]
- ~~HII.17~~ — The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4. [Moved to HII.12]

### **Music History and Cultural Context**

- ~~HII.18~~ — The student will explore historical and cultural aspects of music by [Moved to HII.6]
- ~~1.~~ describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HII.6]
  - ~~2.~~ comparing and contrasting a variety of musical styles, using music terminology; [Moved to HII.6]
  - ~~3.~~ comparing and contrasting the functions of instrumental music in a variety of cultures; [Moved to HII.6]
  - ~~4.~~ describing how musicians, consumers of music, and music advocates impact the community; [Moved to HII.7]
  - ~~5.~~ comparing and contrasting career options in music; [Moved to HII.9]
  - ~~6.~~ relating the relationship of instrumental music to the other fine arts; [Moved to HII.11]
  - ~~7.~~ applying ethical standards to the use of social media and copyrighted materials; and [Moved to HII.8]
  - ~~8.~~ consistently demonstrating concert etiquette as an active listener. [Moved to HII.5]

### **Analysis, Evaluation, and Critique**

- ~~HII.19~~ — The student will analyze and evaluate music by [Moved to HII.3]
- ~~1.~~ explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HII.6]
  - ~~2.~~ interpreting works of music, using inquiry skills and music terminology; [Moved to HII.3]
  - ~~3.~~ applying accepted criteria for analyzing and evaluating works of music; [Moved to HII.3]
  - ~~4.~~ describing performances of music, using music terminology; and [Moved to HII.3]
  - ~~5.~~ applying accepted criteria for critiquing musical performances of self and others. [Moved to HII.3]

## Aesthetics

- ~~HII.20~~ The student will investigate aesthetic concepts related to music by [Moved to HII.4]
- ~~1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~
  - ~~2. describing personal emotional and intellectual responses to works of music, using music terminology; [Moved to HII.4]~~
  - ~~3. analyzing ways in which music can evoke emotion and be persuasive; [Moved to HII.4]~~
  - ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
  - ~~5. explaining the value of musical performance to the community.~~

## Creative Process

- ~~HII.71~~ The student will use music composition as a means of creative expression, by
- ~~1. a) Composing an eight-measure rhythmic-melodic variation; and~~
  - ~~2. b) HII.14 The student will Create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation.~~
  - ~~3. c) HII.15 The student will Compose, improvise, and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works. folk songs, exercises, or etudes.~~

- HII.2 The student will apply a creative process for music.
- a) Identify and document the steps of a creative process to develop original music arrangements, compositions, or improvisations.
  - b) Monitor individual practice with a level of refinement that reflects specific musical goals. [Moved from HII.5]

## Critical Thinking and Communication

- ~~HII.19.3~~ The student will analyze, interpret, and evaluate music. by
- ~~1. explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HII.6]~~
  - ~~2. a) Interpreting works of music, using inquiry skills and music terminology;~~
  - ~~3. b) Applying accepted criteria for analyzing and evaluating works of music;~~
  - ~~4. c) Describing performances of music, using music terminology; and~~
    - ~~d) Applying accepted criteria for critiquing musical performances of self and others.~~

- HII.204 The student will formulate and justify personal responses to music. investigate aesthetic concepts related to music by
- ~~1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~
  - ~~2. a) Describing personal emotional and intellectual responses to works of music, using music terminology;~~
  - ~~3. b) Analyzing ways in which music can evoke emotion and be persuasive;~~

- ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
- ~~5. explaining the value of musical performance to the community.~~

HII.465 The student will demonstrate collaboration and communication skills for music, musicianship and personal engagement by

- ~~4. making adjustments to facilitate correct intonation; [Moved to HII.16]~~
- ~~5. identifying and producing the characteristic sound of the instrument being studied; [Moved to HII.15]~~
- ~~6. monitoring individual practice with a level of refinement that reflects specific musical goals; [Moved to HII.2]~~
- ~~7. a) Participateing in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All County, All District, All Region, and All Virginia events; and~~
- ~~8. b) Describing and apply demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~
- ~~12. c) Apply active listening skills as an audience member.~~

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

HII.486 The student will explore historical and cultural aspects influences of music, by

- ~~1. a) Describing the culturesal influences, musical styles, composers, and historical periods; associated with the music literature being studied;~~
- ~~2. b) Comparing and contrasting a variety of diverse musical styles; using music terminology;~~
- ~~3. c) Comparing and contrasting the functions of instrumental music in a variety of cultures and communities;~~
- ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to HII.7]~~
- ~~5. comparing and contrasting career options in music; [Moved to HII.9]~~
- ~~6. relating the relationship of instrumental music to the other fine arts; [Moved to HII.11]~~
- ~~7. applying ethical standards to the use of social media and copyrighted materials [Moved to HII.8]. and~~
- ~~8. consistently demonstrating concert etiquette as an active listener. [Moved to HII.5]~~

HII.7 The student will describeng how musicians, consumers of music, and music advocates impact the community; [Moved from HII.18]

HII.8 The student will applying ethical standards to the use of intellectual property, social media and copyrighted materials [Moved from HII.18]

### **Innovation in the Arts**

- HII.9      The student will compare and contrast career options in music. [Moved from HIA.18]
- HII.10     The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music.
- HII.11     The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

- HII.12     The student will demonstrate music literacy, including
1. a) Identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
    - b) Notate student-created compositions using standard notation.
  2. c) Singing similar and contrasting parts from the music being studied.
    - d) ~~HII.2~~ — The student will Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests.
    - e) ~~HII.3~~ — The student will identify, read, compare, contrast, and perform music in  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{5}{4}$ ,  $\frac{6}{4}$ , and  $\frac{2}{2}$  (alla breve or cut time) meters.
    - f) ~~HII.6~~ — The student will identify, compare, contrast, and perform music written in sonata, theme-and-variations, and compound binary forms.
    - g) ~~HII.8~~ — The student will Define and apply music terminology found in the music literature being studied.
    - h) ~~HII.12~~ — The student will Read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.
    - i) ~~HII.17~~ — The student will Sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.
    - j) Guitar student—Read basic rhythm guitar using first position chords. Read and interpret guitar tablature.
- HII.13     The student will read, notate, and perform scales, including
1. a) ~~HII.4~~ The student will identify and notate key signatures of scales and literature being performed.
    - b) Wind/mallet student—Up to 5 flats and 5 sharps, up to 2 sharps relative minor, a chromatic scale, in eighth notes with M.M. quarter note = 100.
  2. c) ~~Orchestral string student—Two-octave scales up to three flats and three sharps, up to 2 sharps relative minor; C, F, B flat, E Flat, G, D, and A major scales and G and A harmonic minor scales (double bass: one octave), in eighth notes with M.M. quarter note = 100.~~
    - d) Guitar student—Read, analyze, notate, and perform scales and chords in root position and in inversions. One-octave ascending and descending major, natural minor, and harmonic minor scales up to four sharps/two flats. Ascending and descending chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. 12-bar blues progression in a variety of keys.

- HII.914 The student will demonstrate preparatory instrumental basics and playing procedures, ~~including~~
1. ~~a) C~~are and basic maintenance of the instrument.;
  2. ~~b) I~~dentifying and repairing minor problems of the instrument.;
  3. ~~c) B~~asic tuning of the instrument, with and without an electronic tuner.;
  4. ~~d) D~~escribing and demonstrating proper posture, instrument position, and hand positions.;
  5. ~~e) W~~ind student—~~D~~escribing and demonstrating proper embouchure.;
  6. ~~f) O~~rchestral string student—Describe and demonstrate proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato); and shifting.
  7. ~~g) P~~ercussion student—Describe and demonstrate stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.
    - ~~h) G~~uitar student— Demonstrate correct left hand position and finger placement, and right hand strumming position with thumb and with pick, while increasing the level of technical difficulty.
- HII.4015 The student will demonstrate proper instrumental techniques, ~~including~~
1. ~~a) A~~adjusting and control ~~perfecting~~ intonation while playing.;
  2. ~~b) P~~roduceing characteristic tones that are clear, free of tension, sustained, and unwavering in pitch.;
  3. ~~c) W~~ind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto).;
  4. ~~d) O~~rchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato).;
  5. ~~e) P~~ercussion student—~~percussion student—13 Standard Rudiments and Lesson 25; Open-close-open; on snare drum (PAS); tuning timpani while playing; playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.~~
    - ~~f) G~~uitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and left-hand techniques (first position, finger technique, barre techniques).
- HII.416 The student will demonstrate and describe musicianship and ensemble skills. ~~at an intermediate level, including~~
1. ~~a) B~~alanceing and blending instrumental timbres.;
  2. ~~b) M~~makeing adjustments to facilitate correct intonation.;
  3. ~~c) M~~matching dynamic levels and playing style.;
  4. ~~d) R~~esponding to conducting patterns and gestures.;
  5. ~~e) M~~maintainig a steady beat at various tempos in the music literature being studied.

## High School Instrumental Music, Advanced Level

The standards for High School Instrumental Music, Advanced Level enable students to acquire and refine more-advanced technical and expressive skills ~~and demonstrate a mature level of musicianship in order to demonstrate a variety of musical elements of greater complexity and challenge.~~ Students ~~demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato~~ extend their knowledge of instrument-specific techniques while ~~playing the required~~ expanding their vocabulary of scales, arpeggios, and rudiments in more increasingly complex rhythmic patterns. ~~Percussion students become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Through playing and writing, students create expressive rhythmic and melodic variations. Students continue to use a creative process to create personal arrangements and compositions. Students research career options in music. They perform music at Solo Literature Grade Levels 2-4 of the Virginia Band and Orchestra Directors Association (VBODA).~~ Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students research career options in music and the variety of careers that involve skills learned in music. ~~They discuss relationships between musical concepts and the concepts of~~ investigate connections with other disciplines, and they are involved in exploring various analyze the cultural influences, styles, composers, and historical periods associated with the music literature being studied. ~~Students Opportunities are provided with opportunities for students to participate in local, district, regional, state, and national events.~~

### Music Theory/Literacy

- HIAD.1 — ~~The student will read and notate music, including~~ [Moved to HIAD.12]
1. ~~identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~ [Moved to HIAD.12]
  2. ~~singing assigned parts while others sing or play contrasting parts from the music being studied.~~ [Moved to HIAD.12]
- HIAD.2 — ~~The student will read, analyze, perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Levels 4 and 5.~~ [Moved to HIAD.12]
- HIAD.3 — ~~The student will identify and notate all key signatures.~~ [Moved to HIAD.13]
- HIAD.4 — ~~The student will read, notate, and perform all ascending and descending major scales as per VBODA All Virginia audition requirements, as well as selected minor scales.~~ [Moved to HIAD.13]
- HIAD.5 — ~~The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All Virginia audition requirements.~~ [Moved to HIAD.13]
- HIAD.6 — ~~The student will identify, compare, contrast, and perform music written in fugal and theme and variations forms.~~ [Moved to HIAD.12]
- HIAD.7 — ~~The student will use music composition as a means of expression by~~ [Moved to HIAD.1]
1. ~~composing a rhythmic melodic variation; and~~ [Moved to HIAD.1]
  2. ~~notating the composition in standard notation, using contemporary technology.~~ [Moved to HIAD.12]
- HIAD.8 — ~~The student will apply and differentiate music terminology found in the music literature being studied.~~ [Moved to HIAD.12]
- HIAD.9 — ~~The student will improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.~~ [Moved to HIAD.1]

~~HIAD.10—The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody. [Moved to HIAD.1]~~

## **Performance**

~~HIAD.11—The student will demonstrate preparatory procedures for playing, including [Moved to HIAD.14]~~

- ~~1. procedures for care and basic maintenance of the instrument; [Moved to HIAD.14]~~
- ~~2. describing and demonstrating the process for tuning the instrument; [Moved to HIAD.14]~~
- ~~3. identifying and repairing minor problems of the instrument; [Moved to HIAD.14]~~
- ~~4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions; [Moved to HIAD.14]~~
- ~~5. wind student—analyzing, describing, and demonstrating proper embouchure; and [Moved to HIAD.14]~~
- ~~6. identifying intonation problems within the ensemble, and providing a solution.~~

~~HIAD.12—The student will demonstrate and describe proper instrumental techniques, including [Moved to HIAD.15]~~

- ~~1. adjusting and perfecting intonation while playing; [Moved to HIAD.15]~~
- ~~2. producing tones that are clear, free of tension, sustained, and unwavering in pitch; [Moved to HIAD.15]~~
- ~~3. describing and demonstrating contrasting articulations in the music literature being studied; [Moved to HIAD.15]~~
- ~~4. using vibrato, alternate fingerings, trills, and grace notes when performing;~~
- ~~5. wind student—proper breathing techniques and embouchure; double tongue and breath attacks;~~
- ~~6. string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—up to fifth position; cello or bass—up to thumb position); playing double stops; and~~
- ~~7. percussion student—advanced techniques; 40 Standard Rudiments and Lesson 25, open-close-open, on snare drum (PAS); three-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on three or four drums; tuning drums to reference pitches; making changes during performance.~~

~~HIAD.13—The student will demonstrate, describe, and analyze ensemble skills at an advanced level, including [Moved to HIAD.16]~~

- ~~1. balancing and blending instrumental timbres; [Moved to HIAD.16]~~
- ~~2. making adjustments to facilitate correct intonation; [Moved to HIAD.16]~~
- ~~3. matching dynamic levels and playing style; [Moved to HIAD.16]~~
- ~~4. responding to advanced conducting patterns and gestures; [Moved to HIAD.16]~~
- ~~5. demonstrating conducting patterns and gestures; and [Moved to HIAD.16]~~
- ~~6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied. [Moved to HIAD.16]~~

~~HIAD.14—The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 4 and 5.~~

~~HIAD.15—The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.~~

~~HIAD.16—The student will create and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression, using call and response and improvisation. [Moved to HIAD.1]~~

~~HIAD.17—The student will perform accompanying harmonies and/or counter melodies to a given melody. [Moved to HIAD.1]~~

~~HIAD.18—The student will demonstrate musicianship and personal engagement by [Moved to HIAD.5]~~

- ~~1. making adjustments to facilitate correct intonation; [Moved to HIAD.16]~~
- ~~2. identifying and producing the characteristic sound of the instrument being studied; [Moved to HIAD.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects advanced musical goals; [Moved to HIAD.2]~~
- ~~4. participating in curricular and co-curricular events (e.g., concerts, other performances) in ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles, and All-County, All-District, All-Region, and All-Virginia events; and [Moved to HIAD.5]~~
- ~~5. analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). [Moved to HIAD.5]~~

~~HIAD.19—The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.~~

### **Music History and Cultural Context**

~~HIAD.20—The student will explore historical and cultural aspects of music by [Moved to HIAD.6]~~

- ~~1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HIAD.6]~~
- ~~2. comparing and contrasting a variety of musical periods and styles, using music terminology; [Moved to HIAD.6]~~
- ~~3. analyzing the characteristics of instrumental music from a variety of cultures; [Moved to HIAD.6]~~
- ~~4. describing opportunities for music performance and advocacy within the community; [Moved to HIAD.7]~~
- ~~5. researching career options in music; [Moved to HIAD.9]~~
- ~~6. explaining the relationship of instrumental music to other fields of knowledge; [Moved to HIAD.11]~~
- ~~7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to HIAD.8]~~
- ~~8. consistently demonstrating exemplary concert etiquette as an active listener. [Moved to HIAD.5]~~

### **Analysis, Evaluation, and Critique**

~~HIAD.21—The student will analyze and evaluate music by [Moved to HIAD.3]~~

- ~~1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HIAD.6]~~
- ~~2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
- ~~3. applying accepted criteria for analyzing and evaluating works of music; [Moved to HIAD.3]~~
- ~~4. assessing performances of music, using music terminology; and [Moved to HIAD.3]~~

5. ~~applying accepted criteria for critiquing musical performances of self and others.~~  
[Moved to HIAD.3]

## **Aesthetics**

- HIAD.22 ~~The student will investigate aesthetic concepts related to music by~~ [Moved to HIAD.4]
1. ~~analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;~~ [Moved to HIAD.4]
  2. ~~analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and~~ [Moved to HIAD.4]
  3. ~~explaining the value of musical performance to society.~~ [Moved to HIAD.4]

## **Creative Process**

- HIAD.71 The student will use music composition as a means of creative expression, by
1. a) ~~Composing~~ a rhythmic-melodic variation; ~~and~~
    - b) ~~HIAD.9~~ The student will improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
    - c) ~~HIAD.10~~ The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.
    - d) ~~HIAD.16~~ The student will create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression; using call-and-response and improvisation.
    - e) ~~HIAD.17~~ The student will perform accompanying harmonies and/or counter melodies to a given melody.

- HIAD.2 The student will apply a creative process for music.
- a) Develop and share a creative process through original music arrangements and productions.
  - b) Monitor individual practice with a level of refinement that reflects advanced musical goals.

## **Critical Thinking and Communication**

- HIAD.243 The student will analyze, interpret, and evaluate music, ~~by comparing and contrasting the importance of~~
1. ~~composers' use of style, cultural influences, and historical context for the interpretation of works of music;~~ [Moved to HIAD.6]
  2. ~~examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
  3. a) Applying accepted criteria for analyzing and evaluating works of music;
  4. b) Assessing performances of music; using music terminology; ~~and~~
  5. c) Applying accepted criteria for critiquing musical performances of self and others.
- HIAD.224 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~
1. a) Analyzing and explaining personal emotional and intellectual responses to works of music; using music terminology;

2. ~~b) Analyzing aesthetic personal criteria used for evaluating works of music or critiquing musical performances; and~~
3. ~~Explain the value of musical performance to society.~~

HIAD.185 The student will demonstrate collaboration and communication skills for music, musicianship and personal engagement by

1. ~~making adjustments to facilitate correct intonation; [Moved to HIAD.16]~~
2. ~~identifying and producing the characteristic sound of the instrument being studied; [Moved to HIAD.16]~~
3. ~~monitoring individual practice with a level of refinement that reflects advanced musical goals; [Moved to HIAD.2]~~
4. a) Participating in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All County, All District, All Region, and All Virginia events; and
5. b) Participating in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).  
c) Consistently demonstrate exemplary concert etiquette as an active listener.

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

HIAD.206 The student will explore historical and cultural influences aspects of music by

1. ~~a) Analyzing the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied;~~
2. ~~b) Comparing and contrasting a variety of musical periods and styles; using music terminology;~~
3. ~~c) Analyzing the characteristics of instrumental music from a variety of cultures;~~
4. ~~describing opportunities for music performance and advocacy within the community; [Moved to HII.7]~~
5. ~~researching career options in music; [Moved to HII.9]~~
6. ~~explaining the relationship of instrumental music to other fields of knowledge; [Moved to HII.11]~~
7. ~~researching the use and misuse of ethical standards as applied to social media and copyrighted materials and [Moved to HII.8]~~
8. ~~consistently demonstrating exemplary concert etiquette as an active listener. [Moved to HII.5]~~

HIAD.7 The student will describing opportunities for music performance and advocacy within the community; [Moved from HIAD.20]

HIAD.8 The student will researching the use and misuse of ethical standards as applied to intellectual property, social media and copyrighted materials and [Moved from HIAD.20]

### **Innovation in the Arts**

HIAD.9 ~~The student will researching~~ career options in music and a variety of careers that involve skills learned in music. [Moved from HIAD.20]

HIAD.10 ~~The student will analyze how innovative media, tools, and processes are influencing instrumental music.~~

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

### **Technique and Application**

~~HIAD.12~~ The student will demonstrate music literacy. ~~echo, read, and notate music, including~~

- ~~1.~~ a) Identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. ~~and~~
- ~~2.~~ b) Notate student-created compositions using standard notation.
- ~~3.~~ c) Singing assigned parts while others sing or play contrasting parts from the music being studied.
  - ~~d) HIAD.2~~ The student will ~~R~~read, analyze, count (using a counting system), perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision, ~~commensurate with VBODA Levels 4 and 5.~~
  - ~~e) HIAD.6~~ The student will identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.
  - ~~f) HIAD.8~~ The student will Apply and differentiate music terminology found in the music literature being studied.
  - g) Sight-read music of varying styles and levels of difficulty.

HIAD.13 ~~The student will read, notate, and perform scales.~~

- ~~a) HIAD.3~~ The student will identify and notate all key signatures.
- ~~b) HIAD.4~~ The student will ~~R~~read, notate, and perform all ascending and descending major scales as well as select minor scales. ~~as per VBODA All Virginia audition requirements, as well as selected minor scales.~~
- ~~c) HIAD.5~~ The ~~W~~wind/mallet student will ~~P~~perform an ascending and descending chromatic scale, ~~as per VBODA All Virginia audition requirements.~~
- d) Guitar student—Read, analyze, notate, and perform scales, and chords in root position and in inversions. Ascending and descending major, natural minor, and harmonic minor scales of at least two octaves up to five sharps and three flats. Ascending and descending chromatic scales up to the 12th fret. Two form of the movable blues scales. First position, barre chords and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. 12-bar blues progression in a variety of keys.

~~HIAD.14~~ The student will demonstrate appropriate preparatory procedures for playing, ~~including~~

- ~~1.~~ a) Procedures for care and basic maintenance of the instrument. ~~;~~
- ~~2.~~ b) Describing and demonstrating the process for tuning the instrument. ~~;~~
- ~~3.~~ c) Identifying and repairing minor problems of the instrument. ~~;~~
- ~~4.~~ d) Analyzing, describing, and demonstrating proper posture, instrument position, and hand positions. ~~;~~
- ~~5.~~ e) Wind student—Analyzing, describing, and demonstrating proper embouchure. ~~;~~ ~~and~~

~~6. identifying intonation problems within the ensemble, and providing a solution.~~

HIAD.4215 The student will demonstrate and describe proper instrumental techniques, ~~including~~

- ~~1. a) Adjusting and perfecting intonation while playing;~~
  - ~~2. b) Identifying and producing tones that are characteristic of the instrument. clear, free of tension, sustained, and unwavering in pitch;~~
  - ~~3. c) Describing and demonstrating contrasting articulations in the music literature being studied;~~
  - ~~4. using vibrato, alternate fingerings, trills, and grace notes when performing;~~
  - ~~5. wind student proper breathing techniques and embouchure; double tongue and breath attacks;~~
  - ~~6. string student advanced tuning and artistic bowing techniques; shifting (violin or viola up to fifth position; cello or bass up to thumb position); playing double stops; and~~
  - ~~7. percussion student advanced techniques; 40 Standard Rudiments and Lesson 25, open close open, on snare drum (PAS); three mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on three or four drums; tuning drums to reference pitches; making changes during performance.~~
- d) Advanced techniques including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing.

HIAD.4316 The student will demonstrate, describe, and analyze musicianship and ensemble skills, ~~at an advanced level, including~~

- ~~1. a) Balancing and blending instrumental timbres;~~
- b) Identify intonation problems within the ensemble and provide a solution.
- ~~2. c) Making adjustments to facilitate correct intonation;~~
- ~~3. d) Matching dynamic levels and playing style;~~
- ~~4. e) Responding to advanced conducting patterns and gestures;~~
- ~~5. f) Demonstrating conducting patterns and gestures; and~~
- g) Maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

## High School Instrumental Music, Artist Level

The standards for High School Instrumental Music, Artist Level enable students to acquire and refine advanced technical and expressive skills at an artist level of musicianship in individual and ensemble performance. Through playing, improvising, and writing, students create expressive rhythmic and melodic variations a mature level of musicianship, students demonstrate musical elements of greater complexity and perform music from a variety of cultures, composers, historical periods, styles, and genres. Students research career options in music. They perform music at Solo Literature Grade Levels 5 and 6 of the Virginia Band and Orchestra Directors Association (VBODA). Students discuss and critically evaluate characteristics of personal performances and compositions, as well as those of others. They discuss, analyze, and research relationships between musical concepts and those of other disciplines and are involved in researching various cultures, styles, composers, and historical periods. Students use critical thinking skills to critique personal performance as well as the performance of others. The understanding of a creative process is realized as students use individual inquiry to refine a portfolio of original work. Students communicate the role of music in a variety of contexts using critique, interpretation, and evaluation, and explore the innovations of the art form for the next generation. Students will investigate career pathways in music and analyze connections between music and other disciplines. Students Opportunities are provided with opportunities for students to participate in local, district, regional, state, and national events.

### Music Theory/Literacy

- HIAR.1 — ~~The student will read and notate music, including [Moved to HIAR.12]~~
- ~~1. identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and [Moved to HIAR.12]~~
  - ~~2. singing assigned parts while others sing or play contrasting parts. [Moved to HIAR.12]~~
- HIAR.2 — ~~The student will read, analyze, perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Levels 5 and 6. [Moved to HIAR.12]~~
- HIAR.3 — ~~The student will identify and notate all key signatures. [Moved to HIAR.13]~~
- HIAR.4 — ~~The student will read, notate, and perform all ascending and descending major scales, as per VBODA All Virginia audition requirements, as well as selected minor scales and tonic arpeggios in eighth notes. [Moved to HIAR.13]~~
- HIAR.5 — ~~The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All Virginia audition requirements. [Moved to HIAR.13]~~
- HIAR.6 — ~~The student will identify, compare, contrast, analyze, and perform music written in standard and nonstandard musical forms.~~
- HIAR.7 — ~~The student will use standard and nonstandard notation as a means of expression by [Moved to HIAR.1]~~
- ~~1. composing a rhythmic melodic variation for two or more instruments; and [Moved to HIAR.1]~~
  - ~~2. notating the composition in standard notation, using contemporary technology. [Moved to HIAR.12]~~
- HIAR.8 — ~~The student will identify, explain, and apply music terminology found in the music literature being studied. [Moved to HIAR.12]~~

~~HIAR.9—The student will improvise a melody to a 12-bar blues chord progression.~~

~~HIAR.10—The student will arrange and compose accompanying harmonies and/or counter melodies to a given melody. [Moved to HIAR.1]~~

## **Performance**

~~HIAR.11—The student will demonstrate preparatory procedures for playing, including [Moved to HIAR.14]~~

- ~~1. procedures for care and maintenance of the instrument; [Moved to HIAR.14]~~
- ~~2. describing and demonstrating the process for tuning the instrument; [Moved to HIAR.14]~~
- ~~3. identifying and repairing minor problems of the instrument; [Moved to HIAR.14]~~
- ~~4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions; [Moved to HIAR.14]~~
- ~~5. wind student—analyzing, describing, and demonstrating proper embouchure; and [Moved to HIAR.14]~~
- ~~6. identifying intonation problems within the ensemble, and providing a solution.~~

~~HIAR.12—The student will demonstrate and describe proper instrumental techniques, including [Moved to HIAR.15]~~

- ~~1. consistently adjusting and perfecting intonation while playing; [Moved to HIAR.15]~~
- ~~2. producing tones that are clear, free of tension, sustained, and unwavering in pitch; [Moved to HIAR.15]~~
- ~~3. describing and demonstrating contrasting articulations in the music literature being studied; [Moved to HIAR.15]~~
- ~~4. using vibrato, alternate fingerings, trills, and grace notes when performing;~~
- ~~5. wind student—proper breathing techniques and embouchure; double tongue, triple tongue, breath attacks, and flutter tongue;~~
- ~~6. string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—fifth position and higher; cello or bass—beyond thumb position); playing chords; and~~
- ~~7. percussion student—artist level techniques; 40 PAS drum rudiments, open close-open, on snare drum; four mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on four or more drums; tuning drums to reference pitches; making changes during performance.~~

~~HIAR.13—The student will demonstrate, describe, analyze, and assess ensemble skills at an artist level, including [Moved to HIAR.16]~~

- ~~1. balancing and blending instrumental timbres; [Moved to HIAR.16]~~
- ~~2. making adjustments to facilitate correct intonation; [Moved to HIAR.16]~~
- ~~3. matching dynamic levels and playing style; [Moved to HIAR.16]~~
- ~~4. responding to advanced conducting patterns and gestures; [Moved to HIAR.16]~~
- ~~5. demonstrating conducting patterns and gestures; and [Moved to HIAR.16]~~
- ~~6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied. [Moved to HIAR.16]~~

~~HIAR.14—The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 5 and 6. [Moved to HIAR.12]~~

~~HIAR.15—The student will demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.~~

~~HIAR.16—The student will create and perform rhythmic and melodic examples in sonata-allegro form. [Moved to HIAR.12]~~

~~HIAR.17—The student will perform accompanying harmonies and/or counter melodies to a given melody.~~

~~HIAR.18—The student will demonstrate musicianship and personal engagement by [Moved to HIAR.5]~~

- ~~1. making adjustments to facilitate correct intonation as an ensemble member and soloist; [Moved to HIAR.16]~~
- ~~2. identifying and producing the characteristic sound of the instrument being studied; [Moved to HIAR.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects artistic musical goals; [Moved to HIAR.2]~~
- ~~4. participating in curricular and co-curricular events (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All County, All District, All Region, and All Virginia events; and [Moved to HIAR.5]~~
- ~~5. analyzing, describing, and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position); [Moved to HIAR.5]~~

~~HIAR.19—The student will sight read music of varying styles and levels of difficulty, in accordance with VBODA Level 4 or higher. [Moved to HIAR.12]~~

### **Music History and Cultural Context**

~~HIAR.20—The student will explore historical and cultural aspects of music by [Moved to HIAR.6]~~

- ~~1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HIAR.6]~~
- ~~2. assessing musical periods and styles, using music terminology; [Moved to HIAR.6]~~
- ~~3. analyzing the characteristics of instrumental music from a variety of cultures; [Moved to HIAR.6]~~
- ~~4. analyzing and evaluating opportunities for music performance and advocacy within the community; [Moved to HIAR.7]~~
- ~~5. investigating career pathways in the music field; [Moved to HIAR.9]~~
- ~~6. assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to HIAR.8]~~
- ~~7. modeling exemplary concert etiquette as an active listener.~~

### **Analysis, Evaluation, and Critique**

~~HIAR.21—The student will analyze and evaluate music by [Moved to HIAR.3]~~

- ~~1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HIAR.6]~~
- ~~2. analyzing ways in which personal experiences influence critical judgment about works of music and musical performances; [Moved to HIAR.4]~~
- ~~3. applying accepted criteria for analyzing and evaluating works of music; and [Moved to HIAR.3]~~
- ~~4. applying accepted criteria for critiquing musical performances of self and others. [Moved to HIAR.3]~~

## **Aesthetics**

- ~~HIAR.22~~ The student will investigate aesthetic concepts related to music by [Moved to HIAR.4]
- ~~1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology; [Moved to HIAR.4]~~
  - ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and [Moved to HIAR.4]~~
  - ~~3. analyzing the value of musical performance to society.~~

## **Creative Process**

- ~~HIAR.71~~ The student will use music composition as a means of creative expression, by
- ~~a) Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.~~
  - ~~b) Composing a rhythmic-melodic variation.; and~~
  - ~~c) HIAD.9 The student will improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.~~
  - ~~d) HIAD.10 The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.~~
- ~~HIAR.2~~ The student will apply a creative process for music.
- ~~a) Refine a portfolio of creative original work that includes examples of both a creative process as well as finished products.~~
  - ~~b) Monitor individual practice with a level of refinement that reflects artistic musical goals.~~

## **Critical Thinking and Communication**

- ~~HIAR.243~~ The student will analyze, interpret, and evaluate music, by
- ~~1. comparing and contrasting the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; [Moved to HIAR.6]~~
  - ~~2. analyzing ways in which personal experiences influence critical judgment about works of music and musical performances; [Moved to HIAD.4]~~
  - ~~3. a) Applying accepted criteria for analyzing and evaluating works of music.; and~~
  - ~~4. b) Applying accepted criteria for critiquing musical performances of self and others.~~
- ~~HIAR.224~~ The student will formulate and justify personal responses to music, investigate aesthetic concepts related to music by
- ~~1. a) Justify analyzing and explaining personal emotional and intellectual responses to works of music; using music terminology.;~~
  - ~~2. b) Justify analyze personal aesthetic criteria used for evaluating works of music or critiquing musical performances.; and~~
  - ~~3. analyze the value of musical performance to society~~
- ~~HIAR.485~~ The student will demonstrate collaboration and communication skills for music, musicianship and personal engagement by
- ~~1. making adjustments to facilitate correct intonation as an ensemble member and soloist; [Moved to HIAD.16]~~

- ~~2. identifying and producing the characteristic sound of the instrument being studied; [Moved to HIAD.16]~~
- ~~3. monitoring individual practice with a level of refinement that reflects artistic-musical goals; [Moved to HIAD.2]~~
4. a) Participating in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. (e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events; and
- ~~5. b) Participating in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).~~
  - c) Model exemplary concert etiquette as an active listener.

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

- ~~HIAR.206~~ The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~
- ~~1. a) Comparing and contrasting the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied; and~~
  - ~~2. b) Assessing musical periods and styles; using music terminology; and~~
  - ~~3. c) Analyzing the characteristics of instrumental music from a variety of cultures; and~~
  - ~~4. analyzing and evaluating opportunities for music performance and advocacy within the community; [Moved to HII.7]~~
  - ~~5. investigating career pathways in the music field; and [Moved to HII.9]~~
  - ~~6. assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to HII.8].~~
  - ~~7. modeling exemplary concert etiquette as an active listener.~~

HIAR.7 The student will ~~analyze~~ analyze and ~~evaluate~~ evaluate opportunities for music performance and advocacy within the community; ~~[Moved from HIAR.20]~~

HIAR.8 The student will ~~assess~~ assess the use and misuse of ethical standards as applied to intellectual property, social media and copyrighted materials; and ~~[Moved from HIAR.20]~~

### **Innovation in the Arts**

HIAR.9 The student will ~~investigate~~ investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music. ~~[Moved from HIAR.20]~~

HIAR.10 The student will evaluate the influence of emerging technologies and innovative media, tools, and processes on instrumental music.

HIAR.11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

HIAR.412 The student will demonstrate music literacy, echo, read, and notate music, including

1. ~~a) Identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and~~
2. ~~b) Notate student-created compositions using standard notation; using contemporary technology.~~
3. ~~c) Singing assigned parts while others sing or play contrasting parts.~~
  - d) ~~HIAR.2 The student will R~~read, analyze, count (using a counting system), perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision, commensurate with VBODA Levels 5 and 6.
  - e) ~~HIAR.8 The student will I~~dentify, explain, and apply music terminology found in the music literature being studied.
  - f) ~~HIAR.14 The student will R~~read and interpret standard music notation while performing music of varying styles and levels of difficulty; in accordance with VBODA Levels 5 and 6.
  - g) ~~HIAR.16 The student will C~~reate and perform rhythmic and melodic examples in sonata-allegro form.
  - h) ~~HIAR.19 The student will S~~ight-read music of varying styles and levels of difficulty.

HIAR.13 The student will read, notate, and perform scales.

- a) ~~HIAR.3 The student will I~~dentify and notate all key signatures.
- b) ~~HIAR.4 The student will R~~read, notate, and perform all ascending and descending major scales, as per VBODA All Virginia audition requirements, as well as selected minor scales and tonic arpeggios in eighth notes.
- c) ~~HIAD.5 The W~~wind /mallet student will perform an ascending and descending chromatic scale; as per VBODA All Virginia audition requirements.
- a) ~~d) Guitar Student—~~Read, analyze, notate, and perform scales, and chords in root position and in inversions. Ascending and descending major, natural minor, and harmonic minor scales, melodic minor scales that cover the range of the instrument. Ascending and descending chromatic scales up to the 19th fret. Dorian, Phrygian, and Mixolydian modes in all positions. Major 7, Dominant 9, Dominant 13, Minor 7 (b5), diminished and substitute chords. Chord progression in a variety of jazz standards. Chord progression in a variety of blues standards. Utilize correct finger patterns in performing scales and repertoire in all major and minor keys. Perform moveable scale and mode patterns from memory.

~~HIAR.44~~14 The student will demonstrate preparatory procedures for playing; including

1. ~~a) P~~rocedures for care and maintenance of the instrument; and
2. ~~b) D~~escribing and demonstrating the process for tuning the instrument; and
3. ~~c) I~~dentifying and repairing minor problems of the instrument; and
4. ~~d) A~~nalyzing, describing, and demonstrating proper posture, instrument position, and hand positions; and
5. ~~e) W~~wind student—Analyzing, describing, and demonstrating proper embouchure; and
6. ~~identifying intonation problems within the ensemble, and providing a solution.~~

~~HIAR.42~~15 The student will demonstrate and describe proper instrumental techniques; including

1. ~~a) C~~eonsistently adjusting and perfecting intonation, ~~while playing;~~
2. ~~b) P~~roduceing characteristic sound and tone quality. ~~tones that are clear, free of tension, sustained, and unwavering in pitch;~~
3. ~~c) D~~escribeing and demonstrateing contrasting articulations in the music literature being studied.;
4. ~~using vibrato, alternate fingerings, trills, and grace notes when performing;~~
5. ~~wind student — proper breathing techniques and embouchure; double tongue, triple tongue, breath attacks, and flutter tongue;~~
6. ~~string student — advanced tuning and artistic bowing techniques; shifting (violin or viola — fifth position and higher; cello or bass — beyond thumb position); playing chords; and~~
7. ~~percussion student — artist level techniques; 40 PAS drum rudiments, open-close-open, on snare drum; four-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on four or more drums; tuning drums to reference pitches; making changes during performance.~~
  - d) Advanced techniques including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing.

HIAR.4316 The student will demonstrate, describe, and analyze musicianship and ensemble skills, at an advanced level, including

1. ~~a) B~~alanceing and blending instrumental timbres.;
2. ~~b) M~~akeing adjustments to facilitate correct intonation as an ensemble member and soloist.;
3. ~~c) M~~atching dynamic levels and playing style.;
4. ~~d) R~~esponding to advanced conducting patterns and gestures.;
5. ~~e) D~~emonstrateing conducting patterns and gestures.; ~~and~~
  - f) Maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.

# High School Guitar I

The standards for High School Guitar I enable students to begin receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become familiar with its history and technology, including different types of guitars. They demonstrate basic positions, right-hand and left hand techniques, and tone production. Students read and perform music of varying styles and levels of difficulty. They describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They investigate career options in music. Students may use standard method books in class settings.

## Music Theory/Literacy

- HGI.1 — The student will echo, read, and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
  2. using chord charts;
  3. using guitar tablature; and
  4. singing selected lines from the music being studied.
- HGI.2 — The student will echo, read, and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.
- HGI.3 — The student will identify, read, and perform music in simple meters ( $\frac{2}{4}$ ,  $\frac{3}{4}$ ,  $\frac{4}{4}$ , C,  $\frac{6}{8}$ ).
- HGI.4 — The student will read, analyze, notate, and perform scales and chords, including
1. one octave ascending and descending C, G, D, A, and E major scales; A, D, E, and B harmonic minor scales; a chromatic scale;
  2. one form of the moveable, one octave pentatonic scale;
  3. D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords;
  4. power chords with roots on the E and A strings;
  5. a I IV V<sup>7</sup> I chord progression in the keys of C, G, D, and A major, and A and E minor; and
  6. 12 bar blues in a variety of keys.
- HGI.5 — The student will identify and perform music written in binary and theme and variations forms.
- HGI.6 — The student will use music composition as a means of expression by
1. composing a four measure rhythmic melodic variation; and
  2. notating the composition in standard notation, using contemporary technology.
- HGI.7 — The student will define and apply music terminology found in the music literature being studied.

**Performance**

- HGI.8 — The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification of the parts of the instrument;
  2. procedures for care of the instrument;
  3. proper playing posture and instrument position;
  4. proper left hand and right hand positions; and
  5. tuning of the instrument, with and without an electronic tuner.
- HGI.9 — The student will demonstrate proper guitar techniques, including
1. production of clear tone;
  2. right hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and
  3. left hand techniques (first position, finger technique).
- HGI.10 — The student will demonstrate ensemble skills at a beginning level, including
1. blending and balancing;
  2. making adjustments to facilitate correct intonation;
  3. matching dynamic levels and playing style;
  4. responding to conducting patterns and gestures; and
  5. maintaining a steady beat at various tempos in the music literature being studied.
- HGI.11 — The student will read and interpret standard music notation and tablature while performing music of varying styles and levels of difficulty.
- HGI.12 — The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression, including legato, staccato, and ascending and descending slurs.
- HGI.13 — The student will perform and improvise simple rhythmic and melodic examples in call and response styles.
- HGI.14 — The student will improvise rhythmic variations of four measure excerpts taken from folk songs, exercises, or etudes.
- HGI.15 — The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
  2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
  3. participating in school performances; and
  4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGI.16 — The student will sight read music of varying styles and levels of difficulty.

## **Music History and Cultural Context**

- HGI.17 — The student will explore historical and cultural aspects of music by
1. ~~describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~
  2. ~~describing ways in which culture and technology influence the development of instruments, instrumental music, and instrumental music styles;~~
  3. ~~describing the relationship of instrumental music to the other fine arts and other fields of knowledge;~~
  4. ~~describing career options in music;~~
  5. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and~~
  6. ~~demonstrating concert etiquette as an active listener.~~

## **Analysis, Evaluation, and Critique**

- HGI.18 — The student will analyze and evaluate music by
1. ~~describing the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;~~
  2. ~~describing and interpreting works of music, using inquiry skills and music terminology;~~
  3. ~~describing accepted criteria used for evaluating works of music;~~
  4. ~~describing performances of music, using music terminology; and~~
  5. ~~describing accepted criteria used for critiquing musical performances of self and others.~~

## **Aesthetics**

- HGI.19 — The student will investigate aesthetic concepts related to music by
1. ~~proposing a definition of *music* and supporting that definition;~~
  2. ~~identifying reasons for preferences among works of music, using music terminology;~~
  3. ~~identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive;~~
  4. ~~describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and~~
  5. ~~explaining the value of musical performance to the school community.~~

## High School Guitar II

The standards for High School Guitar II enable students to continue receiving instruction on acoustic guitar at any high school grade level. Students demonstrate proper care of the instrument and become increasingly familiar with its history and technology. They demonstrate different positions, right hand and left hand techniques, tone production, intonation, and chord structures. Students read and perform music of varying styles and levels of difficulty. They describe, respond to, interpret, analyze, and evaluate works of music. Students improvise and create variations of simple melodies, and they have opportunities to perform in small ensembles. They compare and contrast career options in music. Students may use standard method books in class settings.

### Music Theory/Literacy

- HGII.1 — The student will echo, read, and notate music, including
1. identifying, defining, and using standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music;
  2. using chord charts;
  3. using guitar tablature; and
  4. singing assigned parts while others sing or play other contrasting parts from the music being studied.
- HGII.2 — The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, quarter note triplets, eighth note triplets, and corresponding rests.
- HGII.3 — The student will identify, read, and perform music in simple duple meters and compound duple meters.
- HGII.4 — The student will read, analyze, notate, and perform scales and chords in root position and in inversions, including
1. one octave ascending and descending C, F, B flat, G, D, A, and E major scales and A, D, E, and B natural and harmonic minor scales;
  2. ascending and descending chromatic scale over the full range of the instrument;
  3. one form of the movable, two octave pentatonic scale;
  4. B flat, D, D<sup>7</sup>, Dm, A, A<sup>7</sup>, Am, E, E<sup>7</sup>, Em, G, G<sup>7</sup>, B, B<sup>7</sup>, C, C<sup>7</sup>, and F chords;
  5. barre chords, using eight basic forms: E, E<sup>7</sup>, Em, Em<sup>7</sup>, A, A<sup>7</sup>, Am, Am<sup>7</sup>;
  6. power chords with roots on the E and A strings, with greater fluency;
  7. a I IV V<sup>7</sup> I chord progression in the keys of F, C, G, D, A, and E major, and A and E minor; and
  8. 12 bar blues in a variety of keys.
- HGII.5 — The student will identify and perform music written in ABA and strophic forms.
- HGII.6 — The student will use music composition as a means of expression by
1. composing a four measure rhythmic melodic variation; and
  2. notating the composition in standard notation, using contemporary technology.
- HGII.7 — The student will define and apply music terminology found in the music literature being studied.

**Performance**

- HGII.8 — The student will identify, describe, demonstrate, and evaluate preparatory instrumental basics and playing procedures, including
1. the parts of the instrument;
  2. procedures for care of the instrument;
  3. changing a string;
  4. proper playing posture and instrument position;
  5. proper left hand and right hand positions; and
  6. tuning of the instrument, with and without an electronic tuner.
- HGII.9 — The student will demonstrate proper guitar techniques, including
1. production of clear tone;
  2. right hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and
  3. left hand techniques (first position, finger technique, barre techniques).
- HGII.10 — The student will demonstrate and evaluate ensemble skills, including
1. blending and balancing;
  2. making adjustments to facilitate correct intonation;
  3. matching dynamic levels and playing style;
  4. responding to conducting patterns and gestures; and
  5. maintaining a steady beat at various tempos in the music literature being studied.
- HGII.11 — The student will read and interpret all aspects of standard music notation and tablature while performing music of varying styles and levels of difficulty.
- HGII.12 — The student will use articulations, dynamic contrasts, and phrasing as means of expression.
- HGII.13 — The student will perform and improvise melodies and accompaniments in various musical styles (e.g., blues, rock, folk, classical) over chord progressions.
- HGII.14 — The student will improvise rhythmic and melodic variations of eight to twelve measure excerpts taken from blues, folk songs, exercises, or etudes with accompaniment.
- HGII.15 — The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the guitar;
  2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
  3. participating in school performances; and
  4. describing and demonstrating rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).
- HGII.16 — The student will sight read music of varying styles based upon the literature being studied.

## **Music History and Cultural Context**

- HGII.17 — The student will explore historical and cultural aspects of music by
1. ~~analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;~~
  2. ~~comparing and contrasting a variety of musical periods and styles, using music terminology;~~
  3. ~~comparing and contrasting the functions of instrumental music in a variety of cultures;~~
  4. ~~describing how musicians, consumers of music, and music advocates impact the community;~~
  5. ~~comparing and contrasting career options in music;~~
  6. ~~analyzing the relationship of instrumental music to the other fine arts;~~
  7. ~~applying ethical standards to the use of social media and copyrighted materials; and~~
  8. ~~consistently demonstrating concert etiquette as an active listener.~~

## **Analysis, Evaluation, and Critique**

- HGII.18 — The student will analyze and evaluate music by
1. ~~explaining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music;~~
  2. ~~analyzing and interpreting works of music, using inquiry skills and music terminology;~~
  3. ~~applying accepted criteria for analyzing and evaluating works of music;~~
  4. ~~describing performances of music, using music terminology; and~~
  5. ~~applying accepted criteria for critiquing musical performances of self and others.~~

## **Aesthetics**

- HGII.19 — The student will investigate aesthetic concepts related to music by
1. ~~analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~
  2. ~~describing personal emotional and intellectual responses to works of music, using music terminology;~~
  3. ~~analyzing ways in which music can evoke emotion and be persuasive;~~
  4. ~~applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
  5. ~~explaining the value of musical performance to the community.~~

## High School ~~Vocal~~/Choral Music, Beginning Level

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

### Music Theory/Literacy

- HCB.1 — The student will read and notate music, including [Moved to HCB.12]
1. ~~identifying the basic components of a vocal score;~~ [Moved to HCB.12]
  2. ~~reading rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth note and quarter note triplets, and corresponding rests;~~ [Moved to HCB.12]
  3. ~~identifying the functions of the sharp, flat, and natural signs;~~ [Moved to HCB.12]
  4. ~~identifying key signatures (C, F, G, D);~~ [Moved to HCB.12]
  5. ~~sight singing eight measure, stepwise melodic patterns, using do, re, mi, fa, sol and maintaining a steady beat;~~ [Moved to HCB.12]
  6. ~~identifying the meaning of the upper and lower numbers of time signatures in duple and triple meters;~~ [Moved to HCB.12]
  7. ~~demonstrating basic conducting patterns;~~ [Moved to HCB.12]
  8. ~~identifying dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo;~~ [Moved to HCB.12]
  9. ~~identifying tempo markings, including presto, allegro, andante, and adagio, rallentando, ritardando, accelerando;~~ [Moved to HCB.12]
  10. ~~identifying the fermata, repeat sign, da capo, dal segno, coda, and fine; and~~ [Moved to HCB.12]
  11. ~~using contemporary technology to reinforce choral skills.~~ [Moved to HCB.12]
- HCB.2 — The student will demonstrate aural skills by [Moved to HCB.13]
1. ~~recognizing and demonstrating diatonic intervals (M2, M3, P4, P5, octave);~~ [Moved to HCB.13]
  2. ~~distinguishing major and minor tonalities;~~ [Moved to HCB.13]
  3. ~~identifying similar and contrasting musical phrases and sections;~~ [Moved to HCB.13]
  4. ~~differentiating melodic and harmonic patterns, including descants; and~~ [Moved to HCB.13]
  5. ~~writing from dictation simple four measure rhythmic phrases.~~ [Moved to HCB.13]

## Performance

- HCB.3 — The student will exhibit vocal techniques and choral skills, including [Moved to HCB.14]
- ~~1. using proper posture for choral singing; [Moved to HCB.14]~~
  - ~~2. using breathing techniques that support vocal production; [Moved to HCB.14]~~
  - ~~3. identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing; [Moved to HCB.14]~~
  - ~~4. developing vocal independence, agility, and range by singing appropriate vocal exercises; [Moved to HCB.14]~~
  - ~~5. demonstrating proper diction (i.e., pure vowel sounds, diphthongs, consonants); [Moved to HCB.14]~~
  - ~~6. blending with other singers on the same vocal part and across sections, using correct intonation; [Moved to HCB.14]~~
  - ~~7. singing an assigned vocal part in simple harmony in an ensemble; [Moved to HCB.14]~~
  - ~~8. singing music literature with and without instrumental accompaniment in at least one language other than English; and [Moved to HCB.14]~~
  - ~~9. singing music literature from memory and from score.~~
- HCB.4 — The student will sing expressively, including [Moved to HCB.15]
- ~~1. applying tempo markings (presto, allegro, andante, adagio, rallentando, ritardando, accelerando); [Moved to HCB.15]~~
  - ~~2. performing rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth note and quarter note triplets, and corresponding rests;~~
  - ~~3. interpreting dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*);~~
  - ~~4. interpreting the fermata, repeat sign, da capo, dal segno, coda, and fine;~~
  - ~~5. demonstrating expressive phrasing;~~
  - ~~6. responding to basic conducting patterns and interpretive gestures; and [Moved to HCB.15]~~
  - ~~7. using facial and physical expressions that reflect the mood and style of the music. [Moved to HCB.15]~~
- HCB.5 — The student will respond to music with movement by performing nonchoreographed and choreographed movements. [Moved to HCB.16]
- HCB.6 — The student will demonstrate collaboration and concert etiquette as a performer by [Moved to HCB.5]
- ~~1. participating in a variety of performances; and [Moved to HCB.5]~~
  - ~~2. cooperating and collaborating as a singer in a rehearsal. [Moved to HCB.5]~~

## Music History and Cultural Context

- HCB.7 — The student will explore historical and cultural aspects of music by [Moved to HCB.6]
- ~~1. identifying the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HCB.6]~~
  - ~~2. identifying ways in which culture and technology influence the development of choral music and vocal styles; [Moved to HCB.6]~~
  - ~~3. identifying the relationship of choral music to the other fine arts and other fields of knowledge; [Moved to HCB.11]~~
  - ~~4. investigating career options in music; [Moved to HCB.9]~~
  - ~~5. identifying ethical standards as applied to the use of social media and copyrighted materials; and [Moved to HCB.8]~~

6. ~~demonstrating concert etiquette as an active listener.~~ [Moved to HCB.5]

### **Analysis, Evaluation, and Critique**

- HCB.8 ~~—The student will analyze and evaluate music by~~ [Moved to HCB.3]
1. ~~describing the importance of cultural influences and historical context for the interpretation of works of music;~~ [Moved to HCB.3]
  2. ~~describing works of music, using inquiry skills and music terminology;~~ [Moved to HCB.3]
  3. ~~examining accepted criteria used for evaluating works of music;~~ [Moved to HCB.3]
  4. ~~describing performances of music, using music terminology; and~~ [Moved to HCB.3]
  5. ~~examining accepted criteria used for critiquing musical performances.~~ [Moved to HCB.3]

### **Aesthetics**

- HCB.9 ~~—The student will investigate aesthetic concepts related to music by~~ [Moved to HCB.4]
1. ~~proposing a definition of *music* and supporting that definition;~~ [Moved to HCB.4]
  2. ~~describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style;~~ [Moved to HCB.4]
  3. ~~explaining preferences for different works of music, using music terminology;~~ [Moved to HCB.4]
  4. ~~identifying ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive; and~~ [Moved to HCB.4]
  5. ~~identifying the value of musical performance to the school community.~~ [Moved to HCB.7]

### **Creative Process**

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

### **Critical Thinking and Communication**

- HCB.83 The student will analyze, interpret, and evaluate choral music. ~~by~~
1. ~~a) Describing the importance of social cultural influences and historical context for the interpretation of works of music;~~
  2. ~~b) Describing works of music, using inquiry skills and music terminology;~~
  3. ~~c) Examining accepted criteria used for evaluating works of music;~~
  4. ~~d) Describing performances of music, using music terminology; and~~
  5. ~~e) Examining accepted criteria used for critiquing musical performances.~~

- HC.B.94 The student will formulate and justify personal responses to music, ~~investigate aesthetic concepts related to music by~~
1. ~~proposing a definition of *music* and supporting that definition;~~
  2. a) ~~Describing aesthetic personal~~ criteria used for determining the quality of a work of music or importance of a musical style.;
  3. b) ~~Explaining~~ preferences for different works of music; using music terminology.;
  4. c) ~~Identifying~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.; ~~and~~
  5. ~~identifying the value of musical performance to the school community.~~ [Moved to HCB.7]
- HC.B.65 The student will identify and demonstrate collaboration skills and concert etiquette as a performer, by
1. a) ~~Participating~~ in a variety of performances.;
  2. b) ~~Cooperating~~ and ~~collaborating~~ as a singer in a rehearsal.
  3. c) ~~Demonstrating concert etiquette as an active listener~~ in rehearsal, performance, and as an audience member. [Moved from HCB.7]

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

- HC.B.76 The student will explore historical and cultural aspects influences of music, by
1. a) ~~Identifying~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.;
  2. b) ~~Identifying~~ ways in which culture ~~and technology~~ influences the development of choral music and vocal styles.;
  3. ~~identifying the relationship of choral music to the other fine arts and other fields of knowledge;~~ [Moved to HCB.11]
  4. ~~investigating career options in music;~~ [Moved to HCB.9]
  5. ~~identify ethical standards as applied to the use of social media and copyrighted materials;~~ ~~and~~ [Moved to HCB.8]
  6. ~~demonstrating concert etiquette as an active listener.~~ [Moved to HCB.5]
- HC.B.7 The student will ~~identifying~~ the value of musical performance to the school community. [Moved from HCB.9]
- HC.B.8 The student will ~~describing~~ ethical standards as applied to the use of intellectual property, ~~social media and copyrighted materials;~~ ~~and~~ [Moved from HCB.7]

### **Innovation in the Arts**

- HC.B.9 The student will ~~investigating~~ career options in music and discuss the future of music-related careers. [Moved from HCB.7]
- HC.B.10 The student will ~~describing~~ ways in which ~~culture and technology~~ innovative tools and media influence the development of vocal music and choral styles. [Moved from HCB.7]

HC.B.11 ~~The student will describe the relationships of vocal music to the other fine arts and other fields of knowledge.~~ [Moved from HCB.7]

### **Technique and Application**

HC.B.12 ~~The student will demonstrate music literacy, read and notate music, including~~

1. ~~a) Identifying the basic components of a vocal score.~~
2. ~~b) Reading and count rhythmic patterns, that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter note triplets, and corresponding rests.~~
3. ~~c) Identifying the functions of the sharp, flat, and natural signs; accidentals.~~
4. ~~d) identifying key signatures (C, F, G, D); Define the rules for identifying key signatures.~~
5. ~~e) Sight-singing eight-measure, stepwise melodic patterns; using scale degrees 1 through 5 of a major scale, with appropriate solmization. do, re, mi, fa, sol and maintaining a steady beat.~~
6. ~~f) identifying the meaning of the upper and lower numbers of time signatures Define the rules for identifying time signatures in duple and triple meters.~~
7. ~~g) Demonstrating basic conducting patterns.~~
8. ~~h) Identifying dynamic markings, including pp, p, mp, mf, f, ff, crescendo, and decrescendo.~~
9. ~~i) Identifying tempo markings, including presto, allegro, andante, and adagio, rallentando, ritardando, and accelerando.~~
10. ~~j) Identifying the fermata, repeat sign, da capo, dal segno, coda, and fine.~~  
~~k) Notate student-created compositions using standard notation.~~
11. ~~using contemporary technology to reinforce choral skills.~~

HC.B.213 ~~The student will demonstrate aural skills, by~~

1. ~~a) Recognizing and demonstrating diatonic intervals (M2, M3, P4, P5, octave).~~
2. ~~b) Distinguishing major and minor tonalities.~~
3. ~~c) Identifying similar and contrasting musical phrases and sections.~~
4. ~~d) Differentiating melodic and harmonic patterns, including descants; and~~
5. ~~e) Writing from dictation simple four-measure rhythmic phrases from dictation.~~

HC.B.314 ~~The student will demonstrate vocal techniques and choral skills, including~~

1. ~~a) Using proper posture and breathing techniques for choral singing that support vocal production.~~
2. ~~using breathing techniques that support vocal production.~~
3. ~~b) Identifying components of the vocal anatomy and vocal health, including the functions of the diaphragm and soft palate in singing.~~
4. ~~c) Developing vocal independence, agility, and range by singing appropriate vocal exercises.~~

- ~~5. d) Demonstrating~~ proper diction (e.g., pure vowel sounds, diphthongs, consonants);
- ~~6. e) Blending~~ with other singers on the same vocal part ~~and across sections~~, using correct intonation;
- ~~7. f) Singing~~ an assigned vocal part in ~~simple harmony~~ in an ensemble;
- ~~8. g) Singing~~ music literature with and without ~~instrumental~~ accompaniment in at least one language other than English; ~~and~~
- ~~9. singing music literature from memory and from score~~
- h) Exhibit audition skills.

HC.B.415 The student will identify and demonstrate expressive qualities of choral music. sing expressively, including

1. a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- ~~2. applying tempo markings (presto, allegro, andante, adagio, rallentando, ritardando, accelerando);~~
- ~~3. performing rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth note and quarter note triplets, and corresponding rests;~~
- ~~4. interpreting dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*);~~
- ~~5. interpreting the fermata, repeat sign, da capo, dal segno, coda, and fine;~~
- ~~6. demonstrating expressive phrasing;~~
7. b) Responding to basic conducting patterns and interpretive gestures; ~~and~~
8. c) Using facial and physical expressions that reflect the mood and style of the music.

HC.B.516 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## High School ~~Vocal~~/Choral Music, Intermediate Level

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

### Music Theory/Literacy

- HCI.1 — The student will read and notate music, including [Moved to HCI.12]
1. ~~identifying components of a vocal score;~~ [Moved to HCI.12]
  2. ~~reading rhythmic patterns that include dotted half quarter, dotted quarter eighth, dotted eighth sixteenth, half note triplets, and corresponding rests;~~ [Moved to HCI.12]
  3. ~~identifying key signatures (C, F, B flat, G, D);~~ [Moved to HCI.12]
  4. ~~sight singing eight measure, stepwise melodic patterns from two part scores while maintaining a steady beat;~~ [Moved to HCI.12]
  5. ~~singing major and minor scales, using a neutral syllable;~~ [Moved to HCI.12]
  6. ~~demonstrating basic conducting patterns, including duple meter;~~ [Moved to HCI.12]
  7. ~~identifying modulation(s) in choral scores;~~
  8. ~~writing four measure melodic phrases from dictation;~~ [Moved to HCI.12]
  9. ~~demonstrating understanding of the grand staff; and~~ [Moved to HCI.12]
  10. ~~using contemporary technology to reinforce choral skills.~~
- HCI.2 — The student will develop aural skills by [Moved to HCI.13]
1. ~~recognizing and demonstrating diatonic intervals (m2, m3, M6, m7);~~ [Moved to HCI.13]
  2. ~~identifying ascending and descending half step and whole step intervals;~~ [Moved to HCI.13]
  3. ~~identifying and explaining AB and ABA musical forms;~~ [Moved to HCI.13]
  4. ~~writing from dictation eight measure rhythmic phrases;~~ [Moved to HCI.13]
  5. ~~writing from dictation four measure melodic phrases from dictation;~~ [Moved to HCI.13]
  6. ~~identifying *a cappella* vs. accompanied singing, including ostinato; and~~ [Moved to HCI.13]
  7. ~~identifying monophonic, homophonic, and polyphonic textures.~~

## Performance

- HCI.3 — The student will apply vocal techniques and choral skills, including [Moved to HCI.14]
- ~~1. consistently using proper posture for choral singing; [Moved to HCI.14]~~
  - ~~2. consistently using breathing techniques that support vocal production;~~
  - ~~3. demonstrating diaphragmatic breathing; [Moved to HCI.14]~~
  - ~~4. demonstrating the difference between head voice and chest voice; [Moved to HCI.14]~~
  - ~~5. strengthening vocal independence, agility, and range by singing appropriate vocal exercises; [Moved to HCI.14]~~
  - ~~6. consistently using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants); [Moved to HCI.14]~~
  - ~~7. blending with other singers across sections, using correct intonation; [Moved to HCI.14]~~
  - ~~8. singing an assigned vocal part in simple harmony alone or in ensemble; [Moved to HCI.14]~~
  - ~~9. singing music literature with and without instrumental accompaniment in at least one language other than English; and [Moved to HCI.14]~~
  - ~~10. singing music literature from memory and from score.~~
- HCI.4 — The student will sing expressively, including [Moved to HCI.15]
- ~~1. interpreting various tempos while singing;~~
  - ~~2. performing rhythmic patterns that include syncopations, hemiolas, dotted half-quarter, dotted-quarter eighth, dotted-eighth sixteenth, half-note triplets, and corresponding rests;~~
  - ~~3. performing syncopations and hemiolas in music literature;~~
  - ~~4. consistently applying dynamic markings while maintaining correct intonation;~~
  - ~~5. demonstrating consistent use of phrasing;~~
  - ~~6. responding to a wide range of conducting patterns and interpretative gestures; and [Moved to HCI.15]~~
  - ~~7. consistently using facial and physical expressions that reflect the mood and style of the music. [Moved to HCI.15]~~
- HCI.5 — The student will respond to music with movement by applying various styles of choreography to different musical compositions. [Moved to HCI.16]
- HCI.6 — The student will demonstrate collaboration and concert etiquette as a performer by [Moved to HCI.5]
- ~~1. participating in a variety of performances and other music activities; and [Moved to HCI.5]~~
  - ~~2. cooperating and collaborating as a singer in a rehearsal. [Moved to HCI.5]~~

## Music History and Cultural Context

- HCI.7 — The student will explore historical and cultural aspects of music by [Moved to HCI.6]
- ~~1. describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HCI.6]~~
  - ~~2. comparing and contrasting a variety of musical periods and styles, using music terminology; [Moved to HCI.6]~~
  - ~~3. comparing and contrasting the functions of vocal/choral music in a variety of cultures;~~
  - ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to HCI.7]~~
  - ~~5. comparing and contrasting career options in music; [Moved to HCI.9]~~

- ~~6. examining the relationship of choral music to the other fine arts; [Moved to HCI.11]~~
- ~~7. examining ethical standards as applied to the use of social media and copyrighted materials; and [Moved to HCI.8]~~
- ~~8. consistently demonstrating concert etiquette as an active listener. [Moved to HCI.5]~~

### **Analysis, Evaluation, and Critique**

- HCI.8 ~~— The student will analyze and evaluate music by [Moved to HCI.3]~~
- ~~1. explaining the importance of cultural influences and historical context for the interpretation of works of music; [Moved to HCI.3]~~
  - ~~2. interpreting works of music, using inquiry skills and music terminology; [Moved to HCI.3]~~
  - ~~3. applying accepted criteria for evaluating works of music; and [Moved to HCI.3]~~
  - ~~4. applying accepted criteria for critiquing music performances. [Moved to HCI.3]~~

### **Aesthetics**

- HCI.9 ~~— The student will investigate aesthetic concepts related to music by [Moved to HCI.4]~~
- ~~1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music; [Moved to HCI.6]~~
  - ~~2. describing personal emotional and intellectual responses to works of music, using music terminology; [Moved to HCI.4]~~
  - ~~3. analyzing ways in which music can evoke emotion and be persuasive; [Moved to HCI.4]~~
  - ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
  - ~~5. explaining the value of musical performance to the community. [Moved to HCI.7]~~

### **Creative Process**

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

### **Critical Thinking and Communication**

- HCI.83 ~~— The student will analyze, interpret, and evaluate choral music by~~
- ~~1. a) Describe explaining the importance of social, cultural influences and historical context for the interpretation of works of music;~~
  - ~~2. b) Interpreting works of music, using inquiry skills and music terminology;~~

- ~~3. c) Applying~~ accepted criteria for evaluating works of music; ~~and~~
4. d) Applying accepted criteria for critiquing music performances.

- HCI.94 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~
- ~~1. analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music; [Moved to HCI.6]~~
  2. a) Describing personal emotional and intellectual responses to works of music, using music terminology;
  - ~~3. b) Analyzing~~ ways in which music can evoke emotion and be persuasive;
  - ~~4. applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~
  - ~~5. explaining the value of musical performance to the community. [Moved to HCI.7]~~
- HCI.65 The student will describe and demonstrate collaboration skills and concert etiquette as a performer, by
- ~~1. a) Participating~~ in a variety of performances and other music activities; ~~and~~
  - ~~2. b) Cooperating~~ and ~~collaborating~~ as a singer in a rehearsal.
  - ~~13. c) Apply active listening in rehearsal and performance.~~

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

- HCI.76 The student will explore historical and cultural ~~aspects~~ influences of music, by
- ~~1. a) Describing~~ the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied;
  - ~~2. b) Comparing~~ and ~~contrasting~~ a variety of musical periods and styles; ~~using music terminology;~~
  - ~~3. comparing and contrasting the functions of vocal/choral music in a variety of cultures;~~
  - ~~4. describing how musicians, consumers of music, and music advocates impact the community; [Moved to new HCI.7]~~
  - ~~5. comparing and contrasting career options in music; [Moved to HCI.9]~~
  - ~~6. examining the relationship of choral music to the other fine arts; [Moved to HCI.11]~~
  - ~~7. examining ethical standards as applied to the use of social media and copyrighted materials; and [Moved to HCI.8]~~
  - ~~8. consistently demonstrating concert etiquette as an active listener. [Moved to HCI.5]~~
- HCI.7 The student will ~~describing~~ how musicians, consumers of music, and music advocates impact the community. [Moved from previous HCI.7]
- HCI.8 The student will ~~applying~~ ethical standards to the use of intellectual property. ~~social media and copyrighted materials~~ [Moved from HCI.7]

### **Innovation in the Arts**

- HBI.9      The student will compare and contrast career options in music.; [Moved from HCI.7]
- HCI.10     The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music.
- HCI.11     The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

- HCI.112    The student will demonstrate music literacy. ~~read and notate music, including~~
1. ~~a) Identifying the basic components of a vocal score.~~
  2. ~~b) Reading and count rhythmic patterns, that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests;~~
  3. ~~c) identifying key signatures (C, F, B-flat, G, D); Apply the rules for identifying key signatures.~~
  4. ~~d) Sight-singing eight-measure, diatonic melodic patterns in two parts using stepwise and tonic triad skips melodic patterns from two-part scores, with appropriate solmization, while maintaining a steady beat;~~
  5. ~~e) Singing major and minor scales; using appropriate solmization, a neutral syllable;~~
  6. ~~f) Demonstrating basic conducting patterns, including in duple meter;~~
  7. ~~identifying modulation(s) in choral scores;~~
  8. ~~g) Writing four-measure melodic phrases from dictation;~~
  9. ~~h) Demonstrating understanding of the grand staff; and~~  
     ~~i) Notate student-created compositions using standard notation.~~
  10. ~~using contemporary technology to reinforce choral skills.~~
- HCI.213    The student will demonstrate aural skills. ~~by~~
1. ~~a) Recognizing and demonstrating diatonic intervals (m2, m3, M6, m7);~~
  2. ~~b) Identifying ascending and descending half-step and whole-step intervals;~~
  3. ~~c) Identifying and explaining simple AB and ABA musical forms;~~
  4. ~~d) Writing from dictation eight-measure rhythmic phrases;~~
  5. ~~e) Writing from dictation four-measure melodic phrases from dictation;~~
  6. ~~f) Identifying a cappella vs. accompanied singing, including ostinato; and~~
  7. ~~identifying monophonic, homophonic, and polyphonic textures.~~
- HCI.314     The student will demonstrate vocal techniques and choral skills. ~~including~~
1. ~~a) Consistently using proper posture and breathing techniques for choral singing that support vocal production;~~
  2. ~~consistently using breathing techniques that support vocal production;~~
  3. ~~b) demonstrating diaphragmatic breathing Investigate components of the vocal anatomy and vocal health.~~

4. ~~c) D~~demonstrating the difference between head voice and chest voice.;
5. ~~d) S~~strengthening vocal independence, agility, and range by singing appropriate vocal exercises.;
6. ~~e) C~~onsistently using proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants).;
7. ~~f) B~~lending with other singers across sections, using correct intonation.;
8. ~~g) S~~singing an assigned vocal part in simple harmony ~~alone~~ or in ensemble.;
9. ~~h) S~~singing music literature with and without ~~instrumental~~ accompaniment in at least one language other than English.;
10. ~~singing music literature from memory and from score~~
  - i) Exhibit audition skills.

HCI.4.15 The student will identify and demonstrate expressive qualities of choral music. sing expressively, including

1. a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
- ~~2. applying performing rhythmic patterns that include syncopations, hemiolas, dotted-half quarter, dotted quarter eighth, dotted eighth sixteenth, half note triplets, and corresponding rests;~~
- ~~3. performing syncopations and hemiolas in music literature;~~
- ~~4. consistently applying dynamic markings while maintaining correct intonation;~~
- ~~5. demonstrating consistent use of phrasing;~~
6. b) R~~esponding~~ to a wide range of conducting patterns and interpretative gestures.;
7. c) C~~onsistently using~~ facial and physical expressions that reflect the mood and style of the music.

HCI.516 The student will respond to music with movement by applying various styles of choreography to different musical compositions.

## High School ~~Vocal~~/Choral Music, Advanced Level

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

### Music Theory/Literacy

- HCAD.1— ~~The student will read and notate music, including [Moved to HCAD.12]~~
- ~~1. identifying components of three- and four-part choral scores; [Moved to HCAD.12]~~
  - ~~2. reading and interpreting complex rhythmic patterns that include syncopations and hemiolas; [Moved to HCAD.12]~~
  - ~~3. identifying major key signatures (C, G, F, D, B-flat, E-flat) and their related minor keys; [Moved to HCAD.12]~~
  - ~~4. sight-singing eight-measure melodic patterns containing tonic triad skips from two- or three-part scores, while maintaining a steady beat; [Moved to HCAD.12]~~
  - ~~5. singing major and minor scales independently, using a neutral syllable; [Moved to HCAD.12]~~
  - ~~6. demonstrating basic conducting patterns, including triple meter; and [Moved to HCAD.12]~~
  - ~~7. using contemporary technology to reinforce choral skills.~~
- HCAD.2— ~~The student will develop aural skills by [Moved to HCAD.13]~~
- ~~1. recognizing and identifying all diatonic intervals; [Moved to HCAD.13]~~
  - ~~2. writing from dictation eight-measure rhythmic phrases of increasing difficulty; [Moved to HCAD.13]~~
  - ~~3. writing from dictation eight-measure melodic phrases; [Moved to HCAD.13]~~
  - ~~4. identifying and explaining ABBA and rondo musical forms; and [Moved to HCAD.13]~~
  - ~~5. identifying madrigal style. [Moved to HCAD.13]~~

### Performance

- HCAD.3— ~~The student will demonstrate vocal techniques and choral skills, including [Moved to HCAD.14]~~
- ~~1. modeling proper posture for choral singing; [Moved to HCAD.14]~~
  - ~~2. modeling breathing techniques that support proper vocal production; [Moved to HCAD.14]~~
  - ~~3. identifying the effects of physiological changes and external influences on the voice; [Moved to HCAD.14]~~
  - ~~4. integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate); [Moved to HCAD.14]~~

- ~~5. increasing breath control through strength and endurance exercises; [Moved to HCAD.14]~~
- ~~6. increasing vocal independence, agility, and range by singing appropriate vocal exercises, including use of head and chest voices; [Moved to HCAD.14]~~
- ~~7. adjusting intonation for balance and blend; [Moved to HCAD.14]~~
- ~~8. singing an assigned vocal part in complex harmony; [Moved to HCAD.14]~~
- ~~9. consistently applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants); [Moved to HCAD.14]~~
- ~~10. singing music literature with and without instrumental accompaniment in at least two languages other than English; and [Moved to HCAD.14]~~
- ~~11. singing music literature from memory and from score.~~

~~HCAD.4—The student will sing expressively, including [Moved to HCAD.15]~~

- ~~1. interpreting and applying various tempos while singing;~~
- ~~2. performing complex rhythmic patterns that include syncopations and hemiolas in duple and triple meters; [Moved to HCAD.15]~~
- ~~3. consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation;~~
- ~~4. modeling expressive phrasing;~~
- ~~5. responding to advanced conducting patterns and interpretive gestures; and [Moved to HCAD.15]~~
- ~~6. consistently using facial and physical expressions that reflect the mood and style of the music. [Moved to HCAD.15]~~

~~HCAD.5—The student will respond to music with movement by [Moved to HCAD.16]~~

- ~~1. using choreography as a form of expression and communication (e.g., sign language, riser choreography); and [Moved to HCAD.16]~~
- ~~2. creating movement individually or collaboratively. [Moved to HCAD.1]~~

~~HCAD.6—The student will demonstrate collaboration and concert etiquette as a performer by [Moved to HCAD.5]~~

- ~~1. participating in a variety of performances and other music activities; [Moved to HCAD.5]~~
- ~~2. cooperating as a singer in a rehearsal; and [Moved to HCAD.5]~~
- ~~3. respecting student leaders within the choral ensemble. [Moved to HCAD.5]~~

## **Music History and Cultural Context**

~~HCAD.7—The student will explore historical and cultural aspects of music by [Moved to HCAD.6]~~

- ~~1. analyzing the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HCAD.6]~~
- ~~2. comparing and contrasting a variety of musical periods and styles, using music terminology; [Moved to HCAD.6]~~
- ~~3. analyzing the characteristics of vocal/choral music from a variety of cultures; [Moved to HCAD.6]~~
- ~~4. examining opportunities for music performance and advocacy within the community; [Moved to HCAD.7]~~
- ~~5. researching career options in music; [Moved to HCAD.9]~~
- ~~6. analyzing the relationship of choral music to other fields of knowledge;~~
- ~~7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to HCAD.8]~~
- ~~8. modeling exemplary concert etiquette as an active listener.~~

## **Analysis, Evaluation, and Critique**

- HCAD.8 ~~The student will analyze and evaluate music by [Moved to HCAD.3]~~
- ~~1. comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music; [Moved to HCAD.6]~~
  - ~~2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
  - ~~3. comparing and contrasting works of music, using music terminology; [Moved to HCAD.3]~~
  - ~~4. evaluating works of music, using accepted criteria; [Moved to HCAD.3]~~
  - ~~5. comparing and contrasting music performances; and [Moved to HCAD.3]~~
  - ~~6. critiquing music performances of self and others, using critical thinking skills. [Moved to HCAD.3]~~

## **Aesthetics**

- HCAD.9 ~~The student will investigate aesthetic concepts related to music by [Moved to HCAD.4]~~
- ~~1. analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology; [Moved to HCAD.4]~~
  - ~~2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and [Moved to HCAD.4]~~
  - ~~3. explaining the value of musical performance to society. [Moved to HCAD.7]~~

## **Creative Process**

- HCAD.1 The student will use music composition as a means of creative expression.
- a) Compose a rhythmic-melodic variation.
  - b) Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - c) Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
  - d) Create, improvise, and perform rhythmic and melodic examples to a I-IV-V(V<sup>7</sup>)-I chord progression, using call-and-response and improvisation.
  - e) Perform accompanying harmonies and/or counter melodies to a given melody.
  - f) ~~The student will~~ Createing movement individually or collaboratively. [Moved from HCAD.5]
- HCAD.2 The student will apply steps of a creative process.
- a) Develop, compose, improvise, draft, refine, and share choral music ideas.
  - b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
  - c) Document research, inquiry, and analysis of a focused choral music topic of personal interest.
  - d) Develop a portfolio that demonstrates growth and learning of choral music ideas and skills.

## **Critical Thinking and Communication**

- HCAD.8<sub>3</sub> ~~The student will analyze, interpret, and evaluate choral music, by~~

- ~~1. comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music; [Moved to HCAD.6]~~
- ~~2. examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~
- ~~3. a) Comparing and contrasting styles works of choral music; using music terminology.;~~
- ~~4. b) Evaluateing works of music; using accepted criteria.;~~
- ~~5. c) Comparing and contrasting music performances.;~~ ~~and~~
- ~~6. d) Ceritiqueing music performances of self and others; using critical-thinking skills.~~

HCAD.94 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~

- ~~1. a) Aanalyzeing and explaining personal emotional and intellectual responses to works of music; using music terminology.;~~
- ~~2. b) Aanalyzeing aesthetic personal criteria used for evaluating works of music or critiquing musical performances.;~~ ~~and~~
- ~~3. explaining the value of musical performance to society. [Moved to HCAD.7]~~

HCAD.65 The student will analyze and demonstrate collaboration skills and concert etiquette as a performer. ~~by~~

- ~~1. a) Participateing in a variety of performances and other music activities.;~~
- ~~2. b) Cooperateing as a singer in a rehearsal.;~~ ~~and~~
- ~~3. c) Demonstrate respecting to student leaders within the choral ensemble.~~
- ~~14. d) Apply active listening in rehearsal and performance.~~

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

HCAD.76 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~

- ~~1. a) Aalyzeing the culturesal incluses, musical styles, composers, and historical periods associated with the music literature being studied.;~~
- ~~2. b) Comparing and contrasting a variety of musical periods and styles; using music terminology.;~~
- ~~3. c) Aalyzeing the characteristics of vocal/choral music from a variety of cultures.;~~
- ~~4. examining opportunities for music performance and advocacy within the community; [Moved to new HCAD.7]~~
- ~~5. researching career options in music;~~
- ~~6. analyzing the relationship of choral music to other fields of knowledge;~~
- ~~7. researching the use and misuse of ethical standards as applied to social media, and copyrighted materials.~~
- ~~8. modeling exemplary concert etiquette as an active listener.~~

HCAD.7 The student will examineing opportunities for music performance and advocacy within the community. [Moved from previous HCAD.7]

HCAD.8 ~~The student will researching the use and misuse of ethical standards as applied to intellectual property, social media and copyrighted materials and~~ [Moved from HCAD.7]

### **Innovation in the Arts**

HCAD.9 ~~The student will researching career options in music and a variety of careers that involve skills learned in music.;~~ [Moved from HCAD.7]

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

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

### **Technique and Application**

HCAD.12 ~~The student will demonstrate music literacy, read and notate music, including~~

- ~~1. a) Identifying components of three and four part choral vocal scores.;~~
- ~~2. b) Reading, count, interpreting complex rhythmic patterns, that include syncopations and hemiolas;~~
- ~~3. c) Identifying major key signatures, (C, G, F, D, B flat, E flat) and their related minor keys;~~
- ~~4. d) Sight-singing eight-measure diatonic melodic patterns in multiple parts using containing tonic triad steps and diatonic skips with appropriate solmization from two or three part scores, while maintaining a steady beat;~~
- ~~5. e) Singing major and minor scales independently; using a neutral syllable appropriate solmization.~~
- ~~6. f) Demonstrating basic conducting patterns; including triple meter.;~~
- ~~g) Notate student-created compositions using standard notation.~~
- ~~7. using contemporary technology to reinforce choral skills.~~

HCAD.213 ~~The student will demonstrate aural skills, by~~

- ~~1. a) Recognizing and demonstrating all diatonic intervals.;~~
- ~~2. b) Writing from dictation eight-measure rhythmic and melodic phrases of increasing difficulty from dictation.;~~
- ~~3. c) Writing from dictation eight-measure melodic phrases from dictation.;~~
- ~~4. d) Identifying and explaining complex ABBA and rondo musical forms.;~~ and
- ~~5. e) Identifying a variety of musical styles. madrigal style.~~

HCAD.314 ~~The student will demonstrate vocal techniques and choral skills, including~~

- ~~1. a) Modeling proper posture and breathing techniques that support proper vocal production for choral singing;~~
- ~~2. modeling breathing techniques that support proper vocal production;~~
- ~~3. b) Identifying the effects of physiological changes and external influences on the voice.;~~

4. ~~c) Integrating~~ principles of vocal health ~~in~~ while singing (e.g., diaphragmatic support, open throat, raised soft palate);
5. ~~d) Increase~~ing breath control through strength and endurance exercises;
6. ~~e) Increase~~ing vocal ~~independence~~, agility, and range by singing appropriate vocal exercises, including use of head and chest voices;
7. ~~f) Adjust~~ing intonation for balance and blend;
8. ~~g) Sing~~ing an assigned vocal part in complex harmony;
9. ~~h) Ce~~onsistently applying proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
10. ~~i) Sing~~ing music literature with and without ~~instrumental~~ accompaniment in at least two languages other than English; ~~and~~
11. ~~singing music literature from memory and from score.~~
12. ~~j) E~~xhibiting audition skills.

HCAD.415 The student will identify and demonstrate expressive qualities of choral music, sing expressively, including

1. ~~a) Interpreting the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.~~
2. ~~applying interpreting and applying various tempos while singing;~~
3. ~~b) P~~performing complex rhythmic patterns ~~that include syncopations and hemiolas in duple and triple meters;~~
4. ~~consistently applying dynamic markings in musical scores and exercises while maintaining correct intonation;~~
5. ~~modeling expressive phrasing;~~
6. ~~c) R~~esponding to interpretive gestures and advanced conducting patterns in multiple meters; ~~and~~
7. ~~d) Ce~~onsistently using facial and physical expressions that reflect the mood and style of the music.

HCAD.516 The student will ~~respond to music with movement by~~

1. ~~using~~ choreography as a form of expression and communication ~~(e.g., sign language, riser choreography); and~~  
creating movement individually or collaboratively. [Moved to HCAD.1]

## High School ~~Vocal~~/Choral Music, Artist Level

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

### Music Theory/Literacy

- HCAR.1—~~The student will read and notate music, including~~ [Moved to HCAR.12]
- ~~1. identifying all components of music scores;~~ [Moved to HCAR.12]
  - ~~2. reading and notating complex rhythmic patterns;~~ [Moved to HCAR.12]
  - ~~3. identifying major key signatures and their related minor keys;~~ [Moved to HCAR.12]
  - ~~4. sight singing eight measure melodic patterns containing skips of thirds, fourths, and fifths from three or four part scores, while maintaining a steady beat;~~ [Moved to HCAR.12]
  - ~~5. singing major, minor, and chromatic scales, using a neutral syllable;~~ [Moved to HCAR.12]
  - ~~6. identifying various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music;~~ [Moved to HCAR.12]
  - ~~7. demonstrating conducting patterns, including those for compound meters; and~~ [Moved to HCAR.12]
  - ~~8. using contemporary technology to reinforce choral skills.~~
- HCAR.2—~~The student will develop aural skills by~~ [Moved to HCAR.13]
- ~~1. singing all diatonic intervals individually;~~ [Moved to HCAR.13]
  - ~~2. writing from dictation complex rhythmic phrases and complex melodic phrases that are eight measures in length; and~~ [Moved to HCAR.13]
  - ~~3. transposing a cappella music into one or more keys.~~ [Moved to HCAR.13]

### Performance

- HCAR.3—~~The student will demonstrate advanced vocal techniques and solo/choral skills, including~~ [Moved to HCAR.14]
- ~~1. modeling proper posture for solo/choral singing;~~ [Moved to HCAR.14]
  - ~~2. using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range;~~ [Moved to HCAR.14]

- ~~3. using advanced vocal techniques to control dynamics and articulation; [Moved to HCAR.14]~~
- ~~4. using advanced vocal development exercises to improve intonation; [Moved to HCAR.14]~~
- ~~5. modeling adjustment of intonation by applying listening skills; [Moved to HCAR.14]~~
- ~~6. modeling blend and balance with other singers; [Moved to HCAR.14]~~
- ~~7. singing songs with complex and/or nontraditional harmonies; [Moved to HCAR.14]~~
- ~~8. modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants); [Moved to HCAR.14]~~
- ~~9. exhibiting audition skills; [Moved to HCAR.14]~~
- ~~10. singing advanced, representative solo and choral music in various forms, styles, and languages; and [Moved to HCAR.14]~~
- ~~11. singing music literature from memory as well as from score.~~

~~HCAR.4—The student will sing expressively, including [Moved to HCAR.15]~~

- ~~1. modeling blending vocal timbres and matching dynamic levels;~~
- ~~2. applying various tempos while singing;~~
- ~~3. performing complex rhythmic patterns; [Moved to HCAR.15]~~
- ~~4. modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation;~~
- ~~5. interpreting and applying expressive phrasing independently;~~
- ~~6. responding to advanced conducting patterns and interpretive gestures; and [Moved to HCAR.15]~~
- ~~7. modeling facial and physical expressions that reflect the mood and style of the music. [Moved to HCAR.15]~~

~~HCAR.5—The student will respond to music with movement by~~

- ~~1. demonstrating choreography as a form of expression and communication (e.g., sign language, riser choreography); and~~
- ~~2. improvising movement individually or collaboratively.~~

~~HCAR.6—The student will demonstrate collaboration and rehearsal and concert etiquette as a performer by [Moved to HCAR.5]~~

- ~~1. participating in a variety of performances and other music activities; [Moved to HCAR.5]~~
- ~~2. respecting student leaders within the choral ensemble; and [Moved to HCAR.5]~~
- ~~3. fulfilling leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor). [Moved to HCAR.5]~~

## **Music History and Cultural Context**

~~HCAR.7—The student will explore historical and cultural aspects of music by [Moved to HCAR.6]~~

- ~~1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied; [Moved to HCAR.6]~~
- ~~2. assessing musical periods and styles, using music terminology; [Moved to HCAR.6]~~
- ~~3. analyzing the characteristics of vocal/choral music from a variety of cultures; [Moved to HCAR.6]~~
- ~~4. exploring and evaluating opportunities for music performance and advocacy within the community; [Moved to HCAR.7]~~
- ~~5. researching career pathways in the music field; [Moved to HCAR.9]~~
- ~~6. assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and [Moved to HCAR.8]~~
- ~~7. modeling exemplary concert etiquette as an active listener.~~

## **Analysis, Evaluation, and Critique**

- ~~HCAR.8~~ The student will analyze and evaluate music by [Moved to HCAR.3]
- ~~1.~~ ~~formulating criteria to be used for critiquing musical performances; and~~ [Moved to HCAR.3]
  - ~~2.~~ ~~applying formulated criteria for critiquing musical performances of self and others.~~ [Moved to HCAR.3]

## **Aesthetics**

- ~~HCAR.9~~ The student will investigate aesthetic concepts related to music by [Moved to HCAR.4]
- ~~1.~~ ~~analyzing and explaining personal emotional and intellectual responses to works of music, using music terminology;~~ [Moved to HCAR.4]
  - ~~2.~~ ~~analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and~~ [Moved to HCAR.4]
  - ~~3.~~ ~~analyzing the value of musical performance to society.~~

## **Creative Process**

- HCAR.1 The student will use music composition as a means of creative expression.
- a) Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.
  - b) Compose a rhythmic-melodic variation.;~~and~~
  - c) Improvise a melody to a I-IV-V(V<sup>7</sup>)-I chord progression.
  - d) Arrange or compose accompanying harmonies and/or counter melodies to a given melody.
  - e) The student will improviseing movement individually or collaboratively. [Moved from HCAR.5]
- HCAR.2 The student will apply steps of a creative process.
- a) Develop, compose, improvise, draft, refine, and share choral music ideas in a variety of contexts.
  - b) Refine choral music ideas and skills collaboratively with peers and the teacher by giving and receiving constructive criticism to improve performance.
  - c) Analyze research of a focused choral music topic of personal interest.
  - d) Document growth, skill development, and learning in the development of an individual musical repertoire that includes documentation of a creative process as well as final products.

## **Critical Thinking and Communication**

- ~~HCAR.83~~ The student will analyze, interpret, and evaluate choral music, ~~by~~
- ~~1.~~ ~~a)~~ ~~Formulateing~~ criteria to be used for critiquing musical performances.;~~and~~
  - ~~2.~~ ~~b)~~ ~~Applying~~ formulated criteria for critiquing musical performances of self and others.
- HCAR.94 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~

1. ~~a) Justify analyzing and explaining~~ personal emotional and intellectual responses to works of music; using music terminology;;
2. ~~b) Justify analyzing aesthetic personal~~ criteria used for evaluating works of music; ~~or critiquing musical performances; and~~
3. ~~analyzing the values of musical performance to society~~

HCAR.65 The student will evaluate and demonstrate collaboration skills and concert etiquette as a performer, by

1. ~~a) Participateing~~ in a variety of performances and other music activities;;
2. ~~b) Demonstrate respecting to~~ student leaders within the choral ensemble; ~~and~~
3. ~~c) Ffulfilling~~ leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).

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

HCAR.76 The student will explore historical and cultural aspects influences of music, by

1. ~~Ceompareing and contrasting~~ the culturesal influences, musical styles, composers, and historical periods associated with the music literature being studied;;
2. ~~Aassessing~~ musical periods and styles; ~~using music terminology;~~
3. ~~Aanalyzeing~~ the characteristics of vocal/choral music from a variety of cultures;;
4. ~~explore and evaluating opportunities for music performance and advocacy within the community;~~
5. ~~researching career pathways in the music field;~~
6. ~~assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and~~
7. ~~modeling exemplary concert etiquette as an active listener.~~

HCAR.7 The student will analyzeing and evaluateing opportunities for music performance and advocacy within the community; [Moved from previous HCAD.7]

HCAR.8 The student will assessing the use and misuse of ethical standards as applied to intellectual property. ~~social media and copyrighted materials; and~~ [Moved from HCAR.7]

### **Innovation in the Arts**

HCAR.9 The student will investigateing career pathways in the music field, and discuss opportunities

HCAR.10 The student will analyze how innovative media, tools, and processes are influencing vocal music.

HCAR.11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems.

### **Technique and Application**

HCAR.412 The student will demonstrate music literacy. ~~read and notate music, including~~

1. a) ~~I~~dentifying all components of music scores;;

2. ~~b) Reading, count, and notating~~ complex rhythmic patterns;
3. ~~c) Identifying~~ major key signatures ~~and their related minor keys~~ and relative and parallel minor keys.
4. ~~d) Sight-singing~~ eight-measure melodic patterns containing varied intervals ~~skips of thirds, fourths, and fifths~~ from three- or four-part scores, ~~while maintaining a steady beat;~~
5. ~~e) Singing~~ major, minor, and chromatic scales; using a ~~neutral syllable~~ appropriate solmization.
6. ~~f) Identifying~~ various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music; ~~and~~
7. ~~g) Demonstrating~~ conducting patterns; ~~including those for compound meters; and including mixed meters.~~
  - h) Notate student-created compositions using standard notation using contemporary technology.
8. ~~using contemporary technology to reinforce choral skills.~~

HCAR.213 The student will demonstrate aural skills, ~~by~~

1. ~~a) Singing~~ all diatonic intervals individually;
2. ~~b) Writing from dictation~~ complex rhythmic phrases and complex melodic phrases from dictation that are eight measures in length; ~~and~~
3. ~~c) Transposing~~ a *cappella* music into one or more keys.

HCAR.314 The student will demonstrate vocal techniques and choral skills, ~~including~~

1. ~~a) Modeling~~ proper posture for solo/choral singing;
2. ~~b) Using~~ breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range;
3. ~~c) Using~~ advanced vocal techniques to control dynamics and articulation;
4. ~~d) Using~~ advanced vocal development exercises to improve intonation;
5. ~~e) Modeling~~ adjustment of intonation by applying listening skills;
6. ~~f) Modeling~~ blend and balance with other singers;
7. ~~g) Singing~~ songs with complex and/or nontraditional harmonies;
8. ~~h) Modelin~~
9. ~~g~~ proper diction (e.g., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
10. ~~i) Exhibiting~~ audition skills; ~~and~~
11. ~~j) Singing~~ advanced, representative solo and choral music in various forms, styles, and languages; ~~and~~
12. ~~singing music literature from memory as well as from score.~~

HCAR.415 The student will identify and demonstrate expressive qualities of choral music. sing expressively, including

a) Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.

- ~~1) modeling blending vocal timbres and matching dynamic levels;~~
- ~~2) applying various tempos while singing;~~
- 3) b) Performing complex rhythmic patterns.;
- ~~4) modeling application of dynamic markings in musical scores and exercises while maintaining correct intonation;~~
- ~~5) interpreting and applying expressive phrasing independently;~~
- 6) c) Responding to advanced conducting patterns and interpretive gestures.;
- 7) d) Modeling facial and physical expressions that reflect the mood and style of the music.

HCAR.516 The student will ~~respond to music with movement by~~

- ~~1. demonstrating choreography as a form of expression and communication. (e.g., sign language, riser choreography); and~~
- ~~2. improvising movement individually or collaboratively. [Moved to HCAR.1]~~



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



**Board of Education  
Commonwealth of Virginia  
March 2020**

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

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

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## Foreword

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

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

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

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

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

## Introduction

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

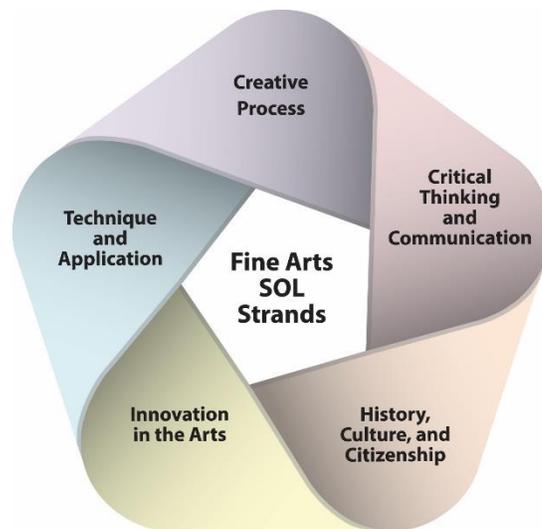
A comprehensive music program provides students with the ability to achieve the goals established in these standards, and to understand personal responses, and the responses of others, to the many forms of musical experience. Students develop individual voice and expression through individualized instruction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

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

## Goals

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

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



## Strands

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

## **Innovation in the Arts**

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

## **Technique and Application**

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



# Kindergarten General Music

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

## Creative Process

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

## Critical Thinking and Communication

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

## History, Culture, and Citizenship

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

## Innovation in the Arts

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

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

**Technique and Application**

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

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

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

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

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

K.15 The student will classify and perform rhythmic patterns based on functions that suggest duple and triple meter.

- a) Include patterns that suggest duple and triple meter.
- b) Use instruments, body percussion, and voice.
- c) Include sounds and silence.
- d) Include quarter notes, paired eighth notes, and quarter rests.

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

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

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

# Grade One General Music

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

## Creative Process

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

## Critical Thinking and Communication

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

## History, Culture, and Citizenship

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

- b) Describe how people participate in music experiences.
- 1.7 The student will identify musicians in the school, community, and media.
- 1.8 The student will identify appropriate sources of information for learning about music.

**Innovation in the Arts**

- 1.9 The student will describe the roles of music and musicians.
- 1.10 The student will recognize how music can be created using innovative tools and new media.
- 1.11 The student will identify relationships between music and concepts learned in another content area.

**Technique and Application**

- 1.12 The student will demonstrate music literacy.
  - a) Identify high and low pitches represented by a variety of notational systems.
  - b) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests represented by a variety of notational systems.
  - c) Identify basic music symbols.
- 1.13 The student will develop skills for individual and ensemble singing performance.
  - a) Sing high/low pitches and melodic contour.
  - b) Use the head voice.
  - c) Demonstrate expressive qualities of music, including changes in dynamics and tempo.
  - d) Match pitches using the head voice.
  - e) Sing songs using echo and ensemble singing.
- 1.14 The student will develop skills for individual and ensemble instrumental performance.
  - a) Play two-pitch melodies using imitation.
  - b) Play expressively with appropriate dynamics and tempo.
  - c) Accompany songs and chants using body percussion as well as instruments.
  - d) Use proper playing techniques.
- 1.15 The student will classify and perform rhythmic patterns based on function that suggest duple and triple meter.
  - a) Include patterns that suggest duple and triple meter.
  - b) Use instruments, body percussion, and voice.
  - c) Include half notes, half rests, whole notes, and whole rests.
- 1.16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice.
- 1.17 The student will respond to music with movement.
  - a) Use locomotor and non-locomotor movements.

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

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## Grade Two General Music

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

### Creative Process

- 2.1 The student will improvise and compose music.
- a) Improvise simple rhythmic question-and-answer phrases.
  - b) Improvise accompaniments, including ostinatos.
  - c) Improvise to enhance stories, songs, and poems.
  - d) Compose simple pentatonic melodies represented by a variety of notational systems.
- 2.2 The student will apply a creative process for music.
- a) Collaborate with others in a music performance and identify what was successful and what could be improved.
  - b) Identify how steps of a creative process can be used to develop ideas for creating music.

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

- a) Identify music representing heritage, customs, and traditions of a variety of cultures.
  - b) Explore styles of musical examples from various historical periods.
- 2.7 The student will describe roles of music and musicians in communities.
- 2.8 The student will identify appropriate sources for listening to music.

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

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## Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued development of musical understanding through the study of rhythm, musical form, and melodic notation. Students investigate the role of music in various world cultures and reflect on their personal motivations for making music.

### Creative Process

- 3.1 The student will improvise and compose music.
  - a) Improvise rhythmic question-and-answer phrases.
  - b) Improvise accompaniments, including ostinatos.
  - c) Compose melodies represented by a variety of notational systems.
- 3.2 The student will apply a creative process for music.
  - a) Brainstorm ideas for creating music.
  - b) Reflect on the outcome and process of creating music.
  - c) Revise work based on peer and teacher feedback.

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

3.8 The student will recognize ethical use of the Internet for exploring music topics.

### **Innovation in the Arts**

3.9 The student will investigate a variety of careers in music.

3.10 The student will identify how music can be created using innovative tools and new media.

3.11 The student will describe relationships between music and other fields of knowledge.

### **Technique and Application**

3.12 The student will demonstrate music literacy.

- a) Identify written melodic movement as step, leap, or repeat.
- b) Demonstrate the melodic shape (contour) of a written musical phrase.
- c) Use a variety of notational systems.
- d) Read melodies of increasing complexity based on a pentatonic scale.
- e) Divide rhythms into measures.
- f) Read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- g) Explain the functions of basic music symbols.

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

- a) Sing in tune with a clear tone quality.
- b) Sing melodies within the range of an octave.
- c) Sing melodies notated in varying forms.
- d) Sing with expression using a wide range of tempos and dynamics.
- e) Sing rounds, partner songs, and ostinatos in two-part ensembles.
- f) Maintain proper posture for singing.

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

- a) Play music in two-part ensembles.
- b) Play melodies notated in varying forms.
- c) Play a given melody on an instrument.
- d) Play with expression using a wide range of tempos and dynamics.
- e) Accompany songs and chants with tonic and dominant chords.
- f) Demonstrate proper playing techniques.

3.15 The student will classify, perform, and count rhythmic patterns.

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

- 3.16 The student will demonstrate understanding of meter.
- a) Determine strong and weak beats.
  - b) Perform sets of beats grouped in twos and threes.
- 3.17 The student will respond to music with movement.
- a) Illustrate rondo form (ABACA).
  - b) Perform non-choreographed and choreographed movements,
  - c) Perform dances and other music activities.

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## Grade Four General Music

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

### Creative Process

- 4.1 The student will improvise and compose music.
- a) Improvise melodies and rhythms using a variety of sound sources.
  - b) Compose short melodic and rhythmic phrases within specified guidelines.
- 4.2 The student will apply a creative process for music.
- a) Brainstorm and expand on ideas for creating music as a group.
  - b) Develop questions for personal inquiry of music ideas.
  - c) Reflect on the quality and technical skill of a personal or group music performance.

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

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

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

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

### **Innovation in the Arts**

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

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

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

### **Technique and Application**

4.12 The student will demonstrate music literacy.

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

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

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

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

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

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

## Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. Students apply a creative process for music as they document the process of independent research on a music topic of personal interest. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

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## Elementary Instrumental Music

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

### Creative Process

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

### Critical Thinking and Communication

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

**History, Culture, and Citizenship**

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

**Innovation in the Arts**

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

**Technique and Application**

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

- d) Proper playing posture and instrument position.
- e) Basic tuning of the instrument with a visual aid or electronic tuner.

EI.15 The student will demonstrate proper instrumental techniques.

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

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

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

## Grade Six General Music

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

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

- 6.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.
- 6.8 The student will explain intellectual property as it relates to music.

### **Innovation in the Arts**

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

### **Technique and Application**

- 6.12 The student will read and notate music.
- Identify tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.
  - Recognize diatonic intervals.
  - Identify and notate melodies on the musical staff.
  - Read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
  - Identify the meaning of the upper and lower numbers of time signatures.
- 6.13 The student will perform a variety of music.
- Sing or play music in unison and simple harmony.
  - Follow dynamic and tempo markings.
  - Identifying appropriate performance practices.
- 6.14 The student will perform melodies and accompaniments.
- Sing or play instruments with and without notation.
  - Perform music in a variety of ensembles.
- 6.15 The student will read, count, and perform rhythmic patterns.
- Use a counting system.
  - Include patterns that suggest duple and triple meter.
  - Use instruments, body percussion, and voice.
  - Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- 6.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## Grade Seven General Music

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

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

## Grade Eight General Music

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

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

## Middle School Instrumental Music, Beginning Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

## Middle School Instrumental Music, Intermediate Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

- MII.12 The student will demonstrate music literacy.
- a) Identify, define, and use standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.
  - b) Notate student-created compositions using standard notation.
  - c) Sing independent parts selected from the music being studied.
  - d) Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.
  - e) Identify, read, and perform music in  $\frac{2}{2}$  (alla breve or cut time) and  $\frac{6}{8}$  meters.
  - f) Identify and perform music written in rondo and ternary forms.
  - g) Guitar student—identify and perform music written in ABA and strophic forms.
  - h) Define and apply music terminology found in the music literature being studied.
  - i) Sight-read music of varying styles and levels of difficulty.
- MII.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.

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

## Middle School Instrumental Music, Advanced Level

The standards for Middle School Instrumental Music, Advanced Level enable students to advance technical and expressive skills and demonstrate a maturing level of musicianship. Students demonstrate the use of a creative process to develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts. Students extend their knowledge of instrument-specific techniques while expanding their vocabulary of scales, arpeggios, and rudiments in more complex rhythmic patterns. Ensemble skills become more developed as students participate and collaborate with others to create and recreate music. Music literacy and performance skills are emphasized and improved through performing and sight-reading progressively challenging literature. Students respond to, describe, interpret, and evaluate music both as performers and listeners, and experience music from a variety of cultures, styles, composers, and historical periods. Students investigate connections between music skills and college, career, and workplace skills and analyze cross-disciplinary connections with music. Opportunities are provided for students to participate in local, district, regional, and state events as appropriate to level, ability, and interest.

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

## Middle School Choral Music, Beginning

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

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

- MCB.6 The student will explore historical and cultural influences of music,
- a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.
  - b) Identify ways in which culture and technology influences the development of choral music and vocal music styles.

MIB.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.

MCB.8 The student will identify ethical standards as applied to the use of intellectual property.

### **Innovation in the Arts**

MCB.9 The student will examine career options in music.

MCB.10 The student will explore ways in which new media and technology influence the development and performance of music and musical styles.

MCB.11 The student will identify the relationship of choral music to the other fine arts.

### **Technique and Application**

MCB.12 The student will demonstrate music literacy.

- a) Identify, define, and use basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music.
- b) Notate student-created compositions using standard notation.
- c) Echo, read, count, and notate rhythmic patterns.
- d) Sight-sing eight-measure melodic patterns while maintaining a steady beat.
- e) Differentiate by sight call-and-response songs, canons, and partner songs.

MCB.13 The student will develop aural skills.

- a) Identify diatonic intervals.
- b) Distinguish major and minor tonalities.
- c) Identify similar and contrasting musical phrases and sections.
- d) Differentiate melodic and harmonic patterns.

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

- a) Use proper posture and breathing techniques that support vocal production.
- b) Identify components of the vocal anatomy and vocal health.
- c) Develop vocal agility and range through vocal exercises.
- d) Use correct intonation.
- e) Blend with other singers on the same vocal part.
- f) Use proper diction (e.g., pure vowel sounds, diphthongs, and consonants with emphasis on beginning and ending consonants).
- g) Sing an assigned vocal part in a small group.

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

- a) Interpret tempo markings (*allegro*, *andante*, *adagio*).
- b) Perform, from musical scores and rhythmic exercises, rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests.
- c) Interpret dynamic markings (*p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*).
- d) Demonstrate expressive phrasing techniques.
- e) Respond to basic conducting patterns and interpretive gestures.
- f) Use facial and physical expressions that reflect the mood and style of the music.

MCB.16

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

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## Middle School Choral Music, Intermediate Level

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

### Creative Process

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

### Critical Thinking and Communication

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

### History, Culture, and Citizenship

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

MCI.15

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

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

MCI.16

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

## Middle School Choral Music, Advanced Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

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

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

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

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

## High School Music

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

## High School Music Theory

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

- HMT.12 The student will demonstrate understanding of the musical staff and pitch locations in keyboard and notation activities.
- a) Identify clefs, including treble, bass, and movable C-clefs.
  - b) Label pitches and octaves, both on the staff and on ledger lines.
  - c) Correlate pitch locations to placements on the keyboard.
  - d) Explain the symbols for accidentals.
  - e) Identify enharmonic equivalents.
- HMT.13 The student will identify and define common music symbols and terminology, including those associated with rhythm, melody, harmony, dynamics, texture, and form.
- a) Demonstrate understanding of rhythmic notation.
  - b) Explain *beat*, *rhythm*, and *tempo*.

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

- f) Explain and notate the figured bass system using uppercase and lowercase Roman numerals and chord abbreviations to designate diatonic triad qualities.
- g) Explain and notate chord symbols.
- h) Analyze chord progressions from classical and popular musical scores.
- i) Recognize and explain types and uses of non-chord tones.

HMT.19 The student will demonstrate aural skills.

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

## High School Instrumental Music, Beginning Level

The standards for High School Instrumental Music, Beginning Level enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any high school grade level. Students will identify parts of the instrument and demonstrate proper instrument care, playing posture, instrument positions, fingerings, embouchure, and tone production. Students identify steps of a creative process and apply emerging music skills to create and notate original work. Music literacy skills are emphasized as students read, notate, and perform music. Students use critical thinking to respond to, describe, interpret, and evaluate works of music both as performers and listeners. They describe career options in music, discuss opportunities for music-making beyond the classroom, and explore connections between music and other fields of knowledge. Opportunities are provided for students to participate in local, district, and regional music events as appropriate to level, ability, and interest.

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

- j) Guitar student—use chord charts and tablature; read basic rhythm guitar using first position chords.
- HIB.13 The student will read, notate, and perform scales.
- a) Identify and demonstrate half-step and whole-step patterns.
  - b) Wind/mallet student—one-octave ascending and descending concert C, F, B-flat, E-flat, A-flat, and G major scales; G harmonic minor scale; a chromatic scale.
  - c) Orchestral string student—one-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale.
  - d) Guitar student—read, analyze, notate, and perform scales and chords. One-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat. A chromatic scale and one form of the moveable, one-octave pentatonic scale. Open position chords and power chords with roots on the sixth and fifth strings. A I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor. 12-bar blues in a variety of keys.
- HIB.14 The student will demonstrate preparatory instrumental basics and playing procedures.
- a) Identify and select an appropriate instrument.
  - b) Identify parts of the instrument.
  - c) Procedures for care of the instrument.
  - d) Proper playing posture and instrument position.
  - e) Guitar student—demonstrate the ability to change a guitar string.
- HIB.15 The student will demonstrate proper instrumental techniques.
- a) Correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns.
  - b) Match pitches and begin to make adjustments to facilitate correct intonation.
  - c) Production of tones that are clear, free of tension, and sustained.
  - d) Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).
  - e) Orchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs).
  - f) Percussion student—single stroke, double stroke, and multiple-bounce rudiment.
  - g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and left-hand techniques (first position, finger technique).
- HIB.16 The student will demonstrate musicianship and ensemble skills.
- a) Identify the characteristic sound of the instrument being studied.
  - b) Balance instrumental timbres.
  - c) Make adjustments to facilitate correct intonation.
  - d) Match dynamic levels and playing style.

- e) Respond to conducting patterns and gestures.
- f) Maintain a steady beat at various tempos in the music literature being studied.

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## High School Instrumental Music, Intermediate Level

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

### Creative Process

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

### Critical Thinking and Communication

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

**History, Culture, and Citizenship**

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

**Innovation in the Arts**

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

**Technique and Application**

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

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

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

- a) Care and basic maintenance of the instrument.
- b) Identify and repair minor problems of the instrument.
- c) Basic tuning of the instrument, with and without an electronic tuner.
- d) Describe and demonstrate proper posture, instrument position, and hand positions.
- e) Wind student—describe and demonstrate proper embouchure.
- f) Orchestral string student—describe and demonstrate proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato); and shifting.
- g) Percussion student—describe and demonstrate stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.
- h) Guitar student—demonstrate correct left hand position and finger placement, and right hand strumming position with thumb and with pick, while increasing the level of technical difficulty.

HIII.15 The student will demonstrate proper instrumental techniques.

- a) Adjust and control intonation while playing.
- b) Produce characteristic tones that are clear, free of tension, sustained, and unwavering in pitch.
- c) Wind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto).
- d) Orchestral string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato).
- e) Percussion student—open-close-open on snare drum; tuning timpani while playing; playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.

- f) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicia, media, anular [pima]); and left-hand techniques (first position, finger technique, barre techniques).

HIII.16

The student will demonstrate and describe musicianship and ensemble skills.

- a) Balance and blend instrumental timbres.
- b) Make adjustments to facilitate correct intonation.
- c) Match dynamic levels and playing style.
- d) Respond to conducting patterns and gestures.
- e) Maintain a steady beat at various tempos in the music literature being studied.

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## High School Instrumental Music, Advanced Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

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

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

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

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

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

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

## High School Instrumental Music, Artist Level

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

### Creative Process

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

### Critical Thinking and Communication

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

- c) Model exemplary concert etiquette as an active listener.

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

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

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

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

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

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

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

## High School Choral Music, Beginning Level

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

### Creative Process

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

### Critical Thinking and Communication

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

- HC.B.5 The student will identify and demonstrate collaboration skills and concert etiquette as a performer.
- Participate in a variety of performances.
  - Cooperate and collaborate as a singer in a rehearsal.
  - Demonstrate active listening in rehearsal, performance, and as an audience member.

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

- HC.B.13 The student will demonstrate aural skills.
- Recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).
  - Distinguish major and minor tonalities.
  - Identify similar and contrasting musical phrases and sections.
  - Differentiate melodic and harmonic patterns.
  - Write simple four-measure rhythmic phrases from dictation.
- HC.B.14 The student will demonstrate vocal techniques and choral skills.
- Use proper posture and breathing techniques for choral singing that support vocal production.
  - Identify components of the vocal anatomy and vocal health.
  - Develop vocal agility and range by singing appropriate vocal exercises.
  - Demonstrate proper diction (e.g., pure vowel sounds, diphthongs, consonants).
  - Blend with other singers on the same vocal part using correct intonation.
  - Sing an assigned vocal part in an ensemble.
  - Sing music literature with and without accompaniment in at least one language other than English.
  - Exhibit audition skills.
- HC.B.15 The student will identify and demonstrate expressive qualities of choral music.
- Interpret the components of a vocal score, dynamic markings, tempo markings, musical road signs/form features, and articulations, style, and phrasing.
  - Respond to basic conducting patterns and interpretive gestures.
  - Use facial and physical expressions that reflect the mood and style of the music.
- HC.B.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.

## High School Choral Music, Intermediate Level

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

### Creative Process

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

### Critical Thinking and Communication

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

- c) Apply active listening in rehearsal and performance.

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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

HCI.15

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

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

HCI.16

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

## High School Choral Music, Advanced Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

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

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

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

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

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

### **Innovation in the Arts**

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

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

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

### **Technique and Application**

HCAD.12 The student will demonstrate music literacy.

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

HCAD.13 The student will demonstrate aural skills.

- a) Recognize and demonstrate all diatonic intervals.

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

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

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

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

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

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

## High School Choral Music, Artist Level

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

### Creative Process

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

### Critical Thinking and Communication

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

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

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

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

### **Innovation in the Arts**

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

### **Technique and Application**

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

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