
Music Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

June 2013

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for Virginia Public Schools

Adopted in June 2013 by the Board of Education

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The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 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—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, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise 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, fine arts 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.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

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 young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Music Standards of Learning identify the essential knowledge 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. A comprehensive music program provides students with the ability to understand their own responses and the responses of others to the many forms of musical experience. Through individualized instruction and multiple group educational opportunities, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are intended neither to 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 appropriate use of copyrighted and royalty-protected materials.

Goals

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

- 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.

Strands

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.

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.

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.

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.

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.

Kindergarten General Music

The standards for Kindergarten General Music serve as the foundation for further music instruction. Students are introduced to basic musical concepts through singing, playing instruments, listening, and moving. Emphasis is placed on beginning to obtain musical knowledge, skills, and understanding as performers, composers, and listeners. Students investigate personal feelings 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.

Performance

- 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. matching pitches within an appropriate range; and
 3. demonstrating expressive qualities of music, including loud/soft and fast/slow.
- K.3 The student will sing a variety of songs of limited range alone and with others, including
1. singing two-pitch (*sol, mi*) songs, using echo and ensemble singing; and
 2. singing at the appropriate time following a musical introduction.
- K.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. demonstrating high and low;
 2. demonstrating loud/soft and fast/slow; and
 3. accompanying songs and chants, using body percussion as well as instruments.
- K.5 The student will perform rhythmic patterns that include sounds and silences, using instruments, body percussion, and voice.
- K.6 The student will demonstrate a steady beat, using body percussion, instruments, and voice.
- K.7 The student will respond to music with movement, including
1. matching locomotor and nonlocomotor movements to rhythmic patterns;
 2. demonstrating expressive qualities of music, including loud/soft and fast/slow;
 3. illustrating moods and contrast in music and children's literature;
 4. performing dances and other music activities from various cultures; and
 5. exhibiting respect for the personal space of others when moving.
- K.8 The student will create music by
1. improvising simple melodic or rhythmic patterns; and
 2. improvising to enhance stories and poems.

Music History and Cultural Context

- K.9 The student will explore historical and cultural aspects of music by
1. listening to and recognizing patriotic and seasonal songs; and
 2. identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors).

K.10 The student will participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship.

K.11 The student will recognize the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

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

Aesthetics

K.13 The student will express personal feelings evoked by a musical experience.

K.14 The student will communicate personal response to expressive features of music through movement.

Grade One General Music

The standards for Grade One General Music emphasize the language and production of music. Instruction focuses on the development of skills in singing, playing instruments, listening, moving, and responding to music. 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.

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
 - 1. singing high and low pitches;
 - 2. using the voice in speech and song; and
 - 3. 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. matching pitches, using the head voice; and
 - 2. singing three-pitch (*sol, mi, la*) songs, using echo and ensemble singing.
- 1.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including
 - 1. playing two-pitch melodies, using imitation;
 - 2. playing expressively with appropriate dynamics and tempo;
 - 3. accompanying songs and chants, using body percussion as well as instruments; and
 - 4. using proper playing techniques.
- 1.5 The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice.
- 1.6 The student will demonstrate the difference between melodic rhythm and steady beat.
- 1.7 The student will demonstrate melodic rhythm, using instruments, body percussion, and voice.
- 1.8 The student will respond to music with movement, including
 - 1. using locomotor and nonlocomotor movements;
 - 2. demonstrating high and low pitches;
 - 3. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 - 4. performing line and circle dances;
 - 5. performing dances and other music activities from a variety of cultures; and
 - 6. dramatizing songs, stories, and poems.

- 1.9 The student will create music by
1. improvising vocal responses to given melodic questions;
 2. improvising body percussion;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple rhythmic patterns, using traditional or nontraditional notation.

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

- 1.13 The student will analyze music by
1. identifying and classifying the timbres of pitched and nonpitched instruments by sounds;
 2. differentiating vocal and instrumental music;
 3. distinguishing between accompanied and unaccompanied vocal music; and
 4. recognizing differences in melodic and rhythmic patterns and dynamics.
- 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.

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. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying orchestral instruments. Students investigate the roles of 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
1. identifying written melodic patterns that move upward, downward, and stay the same;
 2. using the musical alphabet to notate melodic patterns;
 3. reading melodies based on a pentatonic scale;
 4. reading and notating rhythmic patterns that include half notes, half rests, whole notes, and whole rests; and
 5. using basic music symbols.

Performance

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

- 2.6 The student will create music by
1. improvising simple rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple pentatonic melodies, using traditional notation.

Music History and Cultural Context

- 2.7 The student will explore historical and cultural aspects of music by
1. 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
 4. identifying the styles of musical examples from various historical periods.
- 2.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 2.9 The student will identify the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 2.10 The student will analyze music by
1. identifying selected orchestral and folk instruments visually and aurally;
 2. describing sudden and gradual changes in dynamics and tempo, using music terminology;
 3. identifying and categorizing selected musical forms; and
 4. using music vocabulary to describe music.
- 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.

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.

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 also develop skills and understanding through the study of rhythm, musical form, and melodic notation. Students investigate the roles of music in various cultures and reflect on their personal motivations for making music.

Music Theory/Literacy

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

Performance

- 3.2 The student will sing a varied repertoire of songs alone and with others, including
1. singing in tune with a clear tone quality;
 2. singing melodies within the range of an octave;
 3. singing melodies written on the treble staff;
 4. singing with expression, using a wide range of tempos and dynamics;
 5. singing rounds, partner songs, and ostinatos in two-part ensembles; and
 6. maintaining proper posture for singing.
- 3.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music in two-part ensembles;
 2. playing melodies written on the treble staff;
 3. playing with expression, using a wide range of tempos and dynamics;
 4. accompanying songs and chants with I and V(V⁷) chords; and
 5. demonstrating proper playing techniques.
- 3.4 The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.5 The student will demonstrate understanding of meter by
1. determining strong and weak beats; and
 2. performing sets of beats grouped in twos and threes.
- 3.6 The student will respond to music with movement by
1. illustrating sets of beats grouped in twos and threes;
 2. creating movement to illustrate rondo form;
 3. performing nonchoreographed and choreographed movements, including line and circle dances; and
 4. performing dances and other music activities from a variety of cultures.

- 3.7 The student will create music by
1. improvising rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos; and
 3. composing pentatonic melodies, using traditional notation.

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

- 3.11 The student will analyze music by
1. identifying and explaining examples of musical form;
 2. identifying instruments from the four orchestral families visually and aurally;
 3. listening to and describing basic music elements, using music terminology; and
 4. comparing and contrasting stylistic differences in music from various styles and cultures.
- 3.12 The student will evaluate and critique music by describing music compositions and performances.
- 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.
- 3.16 The student will describe why music has quality and value.

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 continue to expand their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze, and describe music.

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 (bordun);
 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
1. singing with a clear tone quality and correct intonation;
 2. singing diatonic melodies;
 3. singing melodies written on the treble staff;
 4. singing with expression, using dynamics and phrasing;
 5. singing in simple harmony; and
 6. demonstrating proper posture for singing.
- 4.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in two-part ensembles;
 2. playing melodies of increasing difficulty written on the treble staff;
 3. playing a given melody on a recorder or other similar instrument;
 4. playing with expression, using dynamics and phrasing;
 5. accompanying songs and chants with I, IV, and V(V^7) chords; and
 6. demonstrating proper playing techniques.
- 4.4 The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note.
- 4.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements;
 2. performing traditional folk dances and other music activities; and
 3. creating movement to illustrate rondo (ABACA) musical form.
- 4.6 The student will create music by
1. improvising melodies and rhythms, using a variety of sound sources;
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

- 4.10 The student will analyze music by
1. identifying instruments from a variety of music ensembles visually and aurally;
 2. distinguishing between major and minor tonality;
 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;
 4. identifying elements of music through listening, using music terminology; and
 5. identifying rondo form (ABACA).
- 4.11 The student will evaluate and critique music by
1. reviewing criteria used to evaluate compositions and performances; and
 2. describing performances and offering constructive feedback.
- 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.
- 4.14 The student will explain how criteria used to value music may vary from one culture to another.
- 4.15 The student will describe how personal beliefs influence responses to music.

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

Performance

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

Music History and Cultural Context

- 5.7 The student will explore historical and cultural aspects of music by
1. identifying representative composers and music compositions from four different periods of music history;
 2. 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
 4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
- 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.
- 5.9 The student will compare and contrast the relationships between music and other fields of knowledge.
- 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
1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced;
 2. experimenting with the science of sound;
 3. analyzing elements of music through listening, using music terminology; and
 4. explaining theme-and-variations form.
- 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.

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.
- 5.17 The student will examine factors that may inspire musicians to perform or compose.

Elementary Instrumental Music

The standards for Elementary Instrumental Music 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 elementary school grade level. Students demonstrate proper care of the instrument and basic positions, fingerings, 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). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local and district music events.

Music Theory/Literacy

- EI.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; and
 2. singing selected lines from music being studied.
- 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.
- EI.3 The student will identify and demonstrate half-step and whole-step patterns.
- EI.4 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C).
- EI.5 The student will identify and notate key signatures of scales and literature being performed.
- EI.6 The student will read, notate, and perform scales, including
1. wind/mallet student—one-octave ascending and descending concert F and B-flat major scales; and
 2. string student—one-octave ascending and descending D and G major scales.
- EI.7 The student will identify and perform music written in binary form.
- EI.8 The student will use music composition as a means of expression by
1. composing a four-measure rhythmic or melodic variation; and
 2. using contemporary technology to notate the composition.
- EI.9 The student will define and use musical terminology found in the music literature being studied.

Performance

- EI.10 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification and selection of an appropriate instrument;
 2. identification of the parts of the instrument;
 3. procedures for care of the instrument;
 4. proper playing posture and instrument position;
 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
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. production of tones that are clear, free of tension, and sustained;
 3. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 4. string student—bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and
 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.
- EI.12 The student will demonstrate ensemble skills at a beginning level, including
1. playing unisons, in accordance with VBODA Levels 0 and 1;
 2. differentiating between unisons that are too high or low in order to match pitches, and making adjustments to facilitate correct intonation;
 3. balancing instrumental timbres;
 4. matching dynamic levels and playing style;
 5. responding to conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos in the music literature being studied.
- 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.
- 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.
- EI.16 The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.
- EI.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local or district events, as appropriate to level, ability, and interest; 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).

Music History and Cultural Context

- EI.18 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. 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. identifying the relationship of music to the other fine arts and other fields of knowledge;
 5. identifying career options in music;
 6. identifying ethical standards as applied to the use of social media and copyrighted materials; and
 7. demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

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

Aesthetics

- EI.20 The student will investigate aesthetic concepts related to music by
1. proposing a definition of *music*;
 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; and
 4. explaining the value of musical performance to the school community.

Grade Six General Music

The standards for Grade Six General Music enable students to continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, moving to music, composing, and improvising. Students explore 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 music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.

Music Theory/Literacy

- 6.1 The student will read and notate music, including
1. identifying melodic patterns;
 2. recognizing diatonic intervals;
 3. identifying notes written on the bass staff;
 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
 6. identifying the meaning of the upper and lower numbers of time signatures.

Performance

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

Music History and Cultural Context

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

Analysis, Evaluation, and Critique

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

Aesthetics

- 6.10 The student will investigate aesthetic concepts related to music by
1. identifying reasons for preferences among works of music;
 2. 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.

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. Exploration of music theory continues as students read and write increasingly complex music notation. Students compare and contrast the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, technology, and other fields of knowledge.

Music Theory/Literacy

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

Performance

- 7.2 The student will perform a varied repertoire of music, including
1. demonstrating acceptable performance behaviors;
 2. singing or playing music written in two or more parts; and
 3. playing melodies and accompaniments written on the treble staff and/or bass staff.
- 7.3 The student will play music of increasing levels of difficulty on a variety of pitched and nonpitched instruments.
- 7.4 The student will perform rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.
- 7.5 The student will respond to music with movement by
1. using movement to illustrate musical styles; and
 2. using choreography to interpret aspects of musical expression.
- 7.6 The student will create music through a variety of sound and notational sources by
1. improvising eight-measure melodic and rhythmic phrases of increasing complexity;
 2. composing eight-measure melodies and rhythms; and
 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
1. identifying and describing the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. comparing and contrasting musical periods and styles;
 3. comparing and contrasting the functions of 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. examining the relationship of music to the other fine arts and other fields of knowledge;
 7. explaining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener or participant.

Analysis, Evaluation, and Critique

- 7.8 The student will analyze and interpret music by
1. explaining the importance of cultural influences and historical context for the interpretation of works of music; and
 2. 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.

Aesthetics

- 7.10 The student will investigate aesthetic concepts related to music by
1. describing how time and place influence the characteristics that give meaning and value to a work of music;
 2. describing 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 the community.

Grade Eight General Music

The standards for Grade Eight General Music enable students to use critical-thinking skills to gain an understanding of music. Students perform a variety of music literature and create music in a variety of ensembles. They increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, students make connections between the elements of music and other fields of knowledge. Students examine the cultural perspectives of music and the value of music in society.

Music Theory/Literacy

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

Performance

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

Music History and Cultural Context

- 8.7 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. comparing and contrasting musical periods and styles;
 3. comparing and contrasting the functions of 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. explaining the relationship of music to the other fine arts and other fields of knowledge;
 7. explaining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener or participant.

Analysis, Evaluation, and Critique

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

Aesthetics

- 8.10 The student will investigate aesthetic concepts related to music by
1. analyzing how time and place influence the characteristics that give meaning and value to a work of music;
 2. describing 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.

Middle School Instrumental Music, Beginning Level

The standards for Middle 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 middle school grade level. Students demonstrate proper care of the instrument and become familiar with the technology of the instrument. They demonstrate basic positions, fingerings, 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 begin to 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 either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MIB.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; and
 2. singing selected lines from music being studied.
- 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.
- 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).
- MIB.5 The student will identify and notate key signatures of scales and literature being performed.
- MIB.6 The student will read, notate, and perform scales, including
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
 2. string student—one-octave ascending and descending G and D major scales and a D harmonic minor scale.
- MIB.7 The student will identify and perform music written in binary form.
- MIB.8 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.
- MIB.9 The student will define and apply music terminology found in the music literature being studied.

Performance

- MIB.10 The student will demonstrate preparatory instrumental basics and playing procedures, including
1. identification and selection of an appropriate instrument;
 2. identification of the parts of the instrument;
 3. procedures for care of the instrument;
 4. 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.
- MIB.11 The student will demonstrate proper instrumental techniques, including
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. matching pitches and beginning to make adjustments to facilitate correct intonation;
 3. production of tones that are clear, free of tension, and sustained;
 4. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 5. string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs); and
 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.
- MIB.12 The student will demonstrate ensemble skills at a beginning level, including
1. balancing instrumental timbres;
 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.
- 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.
- 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.
- MIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.

- MIB.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; 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).
- MIB.18 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 0 and 1.

Music History and Cultural Context

- MIB.19 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

- MIB.20 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

- MIB.21 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; and
 4. describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style.

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 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). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. 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 are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MII.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; and
 2. singing independent parts selected from the music being studied.
- 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.
- MII.3 The student will identify, read, and perform music in $\frac{2}{2}$ (alla breve or cut time) and $\frac{6}{8}$ meters.
- MII.4 The student will identify and notate key signatures of scales and literature being performed.
- MII.5 The student will read, perform, and notate scales, including
1. wind/mallet student—ascending and descending concert C, G, and D major scales; a G harmonic minor scale; a chromatic scale; and
 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).
- MII.6 The student will identify and perform music written in rondo and ternary forms.
- MII.7 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.
- MII.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- MII.9 The student will demonstrate preparatory playing procedures, including
1. care and basic maintenance of the instrument;
 2. consistent use of proper playing posture, instrument position, and hand positions;
 3. basic 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.10 The student will demonstrate proper instrumental techniques, including
1. adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. wind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato);
 4. string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando); and
 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.
- MII.11 The student will demonstrate ensemble skills at an intermediate level, including
1. balancing and blending instrumental timbres;
 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.
- 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.
- 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.
- MII.15 The student will create, through playing and writing, rhythmic and melodic variations of four-to-eight-measure selections taken from folk songs, exercises, or etudes.
- MII.16 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects specific musical goals;
 4. participating in curricular and co-curricular school 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).
- MII.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 1 and 2.

Music History and Cultural Context

- MII.18 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. comparing and contrasting a variety of musical 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. relating instrumental music to the other fine arts;
 7. applying ethical standards in the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MII.19 The student will analyze and evaluate music by
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;
 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

- MII.20 The student will investigate aesthetic concepts related to music by
1. explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal responses to works of music, using music terminology;
 3. 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 or importance of a musical style.

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 level of musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required 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). Students discuss and evaluate characteristics of personal performances and compositions, as well as the works of others. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- MIAD.1 The student will read and notate music, including
1. identifying, defining, and using advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing assigned parts in combination with other parts from the music being studied.
- MIAD.2 The student will read, perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.
- MIAD.3 The student will identify, read, and perform music in complex meters, including
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.
- MIAD.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, G, D, A, and E major scales; G and D harmonic minor scales; an extended chromatic scale, commensurate with VBODA district requirements; and
 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.
- MIAD.6 The student will identify and perform music written in theme-and-variations form.
- MIAD.7 The student will use music composition as a means of expression by
1. composing an eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- MIAD.8 The student will define and consistently apply music terminology found in the music literature being studied.

Performance

- MIAD.9 The student will independently demonstrate preparatory playing procedures, including
1. procedures for care and maintenance of the instrument;
 2. consistent use of proper playing posture, instrument position, and hand positions;
 3. 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.10 The student will demonstrate proper instrumental techniques, including
1. consistently adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and centered in pitch;
 3. wind student—proper breathing techniques and embouchure; various articulations (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
 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.
- MIAD.11 The student will demonstrate ensemble skills at an advanced level, including
1. balancing and blending instrumental timbres;
 2. matching dynamic levels, playing style, and intonation;
 3. responding to conducting patterns and gestures; and
 4. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- 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.
- 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.
- 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.
- 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;
 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.

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;
 5. researching career options in music;
 6. explaining the relationship of instrumental music to other fields of knowledge;
 7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 8. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- MIAD.19 The student will analyze 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;
 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
1. analyzing personal responses to works of music, using music terminology;
 2. analyzing aesthetic criteria used for evaluating works of music or critiquing musical performances; and
 3. identifying the value of musical performance to society.

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, D⁷, Dm, A, A⁷, Am, E, Em, G, G⁷, C, C⁷, and F chords; and
 4. a I-IV-V⁷-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 learn to read, write, and compose music, using basic music theory. They explore and perform music in a variety of music styles. In addition, students develop an understanding of acceptable concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- MCB.1 The student will read and notate music, including
1. identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music;
 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;
 3. sight-singing eight-measure melodic patterns, while maintaining a steady beat;
 4. 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.2 The student will develop aural skills by
1. identifying diatonic intervals (M2, M3, P4, P5, and octave);
 2. distinguishing major and minor tonalities;
 3. identifying similar and contrasting musical phrases and sections;
 4. differentiating melodic and harmonic patterns; and
 5. using contemporary media.

Performance

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

- MCB.4 The student will sing expressively, including
1. interpreting tempo markings (*allegro*, *andante*, *adagio*);
 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;
 3. interpreting dynamic markings (*p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*);
 4. demonstrating expressive phrasing techniques;
 5. responding to basic conducting patterns and interpretive gestures; and
 6. using facial and physical expressions that reflect the mood and style of the music.
- MCB.5 The student will respond to music with movement by performing nonchoreographed and choreographed movements.
- MCB.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances; and
 2. cooperating and collaborating as a singer during rehearsal.

Music History and Cultural Context

- MCB.7 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. identifying ways in which culture and technology influence choral music and vocal music styles;
 3. identifying the relationship of choral music to the other fine arts and other fields of knowledge;
 4. examining career options in music;
 5. identifying 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

- MCB.8 The student will analyze and evaluate music by
1. describing works of music, using inquiry skills and music terminology;
 2. examining accepted criteria used for evaluating works of music;
 3. describing performances of music, using music terminology; and
 4. examining accepted criteria used for critiquing musical performances.

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.

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. Opportunities are provided for 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. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

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

Performance

- MCI.3 The student will demonstrate vocal techniques and choral skills, including
1. maintaining proper posture for choral singing;
 2. using breathing techniques that support vocal production;
 3. demonstrating diaphragmatic breathing;
 4. identifying the difference between head voice and chest voice;
 5. strengthening vocal independence, agility, and range by singing developmentally appropriate vocal exercises;
 6. using correct intonation;
 7. blending with other singers on the same vocal part;
 8. using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 9. singing an assigned vocal part in music written in two or three parts;
 10. singing *a cappella* and with accompaniment;
 11. singing in at least one language other than English; and
 12. singing music literature from memory and from score.

- MCI.4 The student will sing expressively, including
1. interpreting tempo markings (presto, allegro, andante, adagio, ritardando, accelerando);
 2. performing rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, and corresponding rests;
 3. applying dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo);
 4. applying phrasing techniques;
 5. responding to a wide range of conducting patterns and interpretative gestures; and
 6. consistently using facial and physical expressions that reflect the mood and style of the music.
- MCI.5 The student will respond to music with movement by performing choreography associated with various styles of music.
- MCI.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances; and
 2. cooperating and collaborating as a singer during rehearsal.

Music History and Cultural Context

- MCI.7 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 how musicians, consumers of music, and music advocates impact the community;
 3. comparing and contrasting career options in music;
 4. examining the relationship of choral music to the other fine arts;
 5. examining ethical standards as applied to the use of social media and copyrighted materials; and
 6. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

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

Aesthetics

- MCI.9 The student will investigate aesthetic concepts related to music by
1. explaining how the factors of time and place influence the characteristics that give meaning and value to a work of music;
 2. describing personal responses to music, using music terminology;
 3. 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.

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 sight-read materials, 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 are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- MCAD.1 The student will read and notate music, including
1. identifying, defining, and using advanced standard 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;
 3. sight-singing eight-measure, stepwise melodic patterns from two-part scores, using the major scale and maintaining a steady beat;
 4. identifying components of a three-part choral score;
 5. composing and performing basic rhythmic patterns;
 6. identifying key signatures (C, F, and G); and
 7. applying contemporary technology to reinforce advanced choral skills.
- MCAD.2 The student will develop aural skills by
1. identifying all diatonic intervals;
 2. distinguishing descending half-step and whole-step intervals;
 3. identifying ABBA and rondo musical forms;
 4. recognizing monophonic and homophonic textures;
 5. recognizing *a cappella* vs. accompanied singing, descants, and ostinatos; and
 6. writing from dictation complex melodic and rhythmic phrases.

Performance

- MCAD.3 The student will demonstrate vocal techniques and choral skills, including
1. consistently maintaining proper posture for choral singing;
 2. consistently using breathing techniques that support vocal production;
 3. identifying the effect of physiological changes on the voice;
 4. increasing breath control through strength and endurance exercises;
 5. integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);
 6. enhancing vocal independence, agility, and range by singing developmentally appropriate vocal exercises, including use of head and chest voices;
 7. blending with other singers on the same vocal part and across sections, using correct intonation;
 8. singing an assigned vocal part in music written in three or more parts;
 9. applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 10. 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.4 The student will sing expressively, including
1. following and maintaining indicated tempos while singing;
 2. performing rhythmic patterns that include eighth-note, half-note, and quarter-note triplets;
 3. consistently applying dynamic markings while maintaining correct intonation;
 4. interpreting expressive phrasing techniques;
 5. responding to advanced conducting patterns and interpretive gestures; and
 6. consistently using facial and physical expressions that reflect the mood and style of the music.

- MCAD.5 The student will respond to music with movement by
1. creating movement individually or collaboratively to interpret a musical composition; and
 2. applying choreography as a form of expression and communication (e.g., sign language, riser choreography).

- MCAD.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances;
 2. applying expected rehearsal skills; and
 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
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 styles, using music terminology;
 3. investigating opportunities for music performance and advocacy within the community;
 4. researching career options in music;
 5. examining the relationship of choral music to other fields of knowledge;
 6. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 7. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

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

Aesthetics

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

High School General Music

The standards for High School General Music enable students to use critical-thinking skills to study the musical concepts applicable to nonperformance music courses. Students continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical 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.

Music Theory/Literacy

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

Performance

- HG.3 The student will perform a varied repertoire of music, including
1. singing with increased vocal proficiency;
 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
1. improvising melodic and rhythmic patterns and accompaniments in a variety of styles; and
 2. improvising variations on a simple melody.
- 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;
 4. researching career options in music; and
 5. explaining ethical standards as applied to the use of social media and copyrighted materials.

- 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;
 2. examining various opportunities to experience music in the community; and
 3. describing the role of technology and social media in the development of music.

- HG.8 The student will demonstrate concert etiquette at musical performances by
1. comparing and contrasting audience behavior appropriate for various musical settings;
 2. exhibiting acceptable behavior as an active listener; and
 3. showing respect for the contributions of others within performance settings.

Analysis, Evaluation, and Critique

- HG.9 The student will analyze music by
1. describing music styles and forms through listening;
 2. defining and classifying various musical styles that represent different historical periods and cultures;
 3. examining the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music; and
 4. describing and interpreting works of music, using inquiry skills and music terminology.

- HG.10 The student will evaluate and critique music by
1. examining and applying accepted criteria for evaluating works of music;
 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.

Aesthetics

- HG.11 The student will investigate aesthetic concepts related to music by
1. explaining how the context of a musical work's creation may influence its meaning and value;
 2. analyzing and 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.

High School Music Theory

The standards for High School Music Theory integrate aspects of melody, harmony, rhythm, form, analysis, and composition. Emphasis is placed on reading and writing musical notation, 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.

- HMT.1 The student will demonstrate understanding of the elements of the grand staff by
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
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
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
 5. notating simple rhythmic dictation from aural examples.
- HMT.4 The student will demonstrate understanding of the components of meter by
1. defining *measure*, *bar line*, and *time signature*; and
 2. explaining meters, including simple, compound, and complex/asymmetrical.
- HMT.5 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. 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.
- HMT.6 The student will demonstrate understanding of key signatures by
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
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
 6. performing simple intervals.
- HMT.8 The student will identify diatonic scale degrees by
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
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
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.
- 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.

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 demonstrate proper care of the instrument and become familiar with the technology of the instrument. They demonstrate basic positions, fingerings, 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 begin to 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 either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local, district, and regional events.

Music Theory/Literacy

- HIB.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; and
 2. singing selected lines from music being studied.
- 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.
- HIB.3 The student will identify and demonstrate half-step and whole-step patterns.
- HIB.4 The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C, $\frac{6}{8}$).
- 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
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
 2. string student—one-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale.
- HIB.7 The student will identify and perform music written in binary, ternary, and theme-and-variations forms.
- HIB.8 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.
- 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
1. identification and selection of an appropriate instrument;
 2. identification of the parts of the instrument;
 3. procedures for care of the instrument;
 4. 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.
- HIB.11 The student will demonstrate proper instrumental techniques, including
1. finger/slide placement, using finger/slide patterns and fingerings/positions;
 2. matching pitches and beginning to make adjustments to facilitate correct intonation;
 3. production of tones that are clear, free of tension, and sustained;
 4. wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent);
 5. string student—proper bow placement, weight, angle, speed, and pressure; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs); and
 6. 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.
- HIB.12 The student will demonstrate ensemble skills at a beginning level, including
1. balancing instrumental timbres;
 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.
- 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.
- HIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.
- HIB.17 The student will demonstrate musicianship and personal engagement by
1. identifying the characteristic sound of the instrument being studied;
 2. monitoring individual practice through the use of practice records or journals that identify specific musical goals;
 3. participating in school performances and local, district, or regional events, as appropriate to level, ability, and interest; 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).
- 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
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

- HIB.20 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

- HIB.21 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 Instrumental Music, Intermediate Level

The standards for High School Instrumental Music, Intermediate Level enable students to continue to develop musicianship and music literacy. 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). Ensemble skills become more developed as students participate in intermediate-level ensemble settings. 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.

Music Theory/Literacy

- HII.1 The student will echo, read, and notate music, including
1. identifying, defining, and applying standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing similar and contrasting parts from the music being studied.
- 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.
- 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.
- HII.4 The student will identify and notate key signatures of scales and literature being performed.
- 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
 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.
- HII.6 The student will identify, compare, contrast, and perform music written in sonata, theme-and-variations, and compound binary forms.
- HII.7 The student will use music composition as a means of expression by
1. composing an eight-measure rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- HII.8 The student will define and apply music terminology found in the music literature being studied.

Performance

- HII.9 The student will demonstrate preparatory playing procedures, including
1. care and basic maintenance of the instrument;
 2. identifying and repairing minor problems of the instrument;
 3. basic tuning of the instrument, with and without an electronic tuner;
 4. describing and demonstrating proper posture, instrument position, and hand positions;
 5. wind student—describing and demonstrating proper embouchure; and
 6. percussion student—stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.
- HII.10 The student will demonstrate and describe proper instrumental techniques, including
1. adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. wind student—proper breathing techniques and consistent embouchure; contrasting articulations (*marcato*, *sforzando*, *forte-piano*, *tenuto*);
 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
 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.
- HII.11 The student will demonstrate and describe ensemble skills at an intermediate level, including
1. balancing and blending instrumental timbres;
 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.
- 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.
- HII.13 The student will apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.
- HII.14 The student will create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation.
- HII.15 The student will compose and perform rhythmic and melodic variations based upon original ideas or folk songs, exercises, or etudes.
- HII.16 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects specific musical goals;
 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
 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).

- HII.17 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

- HII.18 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. comparing and contrasting a variety of musical 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. relating 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

- HII.19 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. 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

- HII.20 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 Instrumental Music, Advanced Level

The standards for High School Instrumental Music, Advanced Level enable students to acquire more advanced technical and expressive skills and demonstrate a mature level of musicianship. Students demonstrate a variety of articulations, bowings, positions, alternate fingerings, and vibrato while playing the required 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, improvising, and writing, students create expressive rhythmic and melodic variations. Students research career options in music. They perform music at Solo Literature Grade Levels 4 and 5 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. They discuss relationships between musical concepts and the concepts of other disciplines, and they are involved in exploring various cultures, styles, composers, and historical periods. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HIAD.1 The student will read and notate music, including
 1. identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing assigned parts while others sing or play contrasting parts from the music being studied.
- 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.
- HIAD.3 The student will identify and notate all key signatures.
- 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.
- HIAD.5 The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All-Virginia audition requirements.
- HIAD.6 The student will identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.
- HIAD.7 The student will use music composition as a means of expression by
 1. composing a rhythmic-melodic variation; and
 2. notating the composition in standard notation, using contemporary technology.
- HIAD.8 The student will apply and differentiate music terminology found in the music literature being studied.
- HIAD.9 The student will improvise a melody to a I-IV-V(V⁷)-I chord progression.
- HIAD.10 The student will arrange or compose accompanying harmonies and/or counter melodies to a given melody.

Performance

- HIAD.11 The student will demonstrate preparatory procedures for playing, including
1. procedures for care and basic maintenance of the instrument;
 2. describing and demonstrating the process for tuning the instrument;
 3. identifying and repairing minor problems of the instrument;
 4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions;
 5. wind student—analyzing, describing, and demonstrating proper embouchure; and
 6. identifying intonation problems within the ensemble, and providing a solution.
- HIAD.12 The student will demonstrate and describe proper instrumental techniques, including
1. adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. 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.
- HIAD.13 The student will demonstrate, describe, and analyze ensemble skills at an advanced level, including
1. balancing and blending instrumental timbres;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to advanced conducting patterns and gestures;
 5. demonstrating conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- 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(V⁷)-I chord progression, using call-and-response and improvisation.
- HIAD.17 The student will perform accompanying harmonies and/or counter melodies to a given melody.

- HIAD.18 The student will demonstrate musicianship and personal engagement by
1. making adjustments to facilitate correct intonation;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects advanced musical goals;
 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
 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).
- 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
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;
 5. researching career options in music;
 6. explaining the relationship of instrumental music to other fields of knowledge;
 7. researching the use and misuse of ethical standards as applied to social media and copyrighted materials; and
 8. consistently demonstrating exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HIAD.21 The student will analyze 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;
 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. assessing performances of music, using music terminology; and
 5. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

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

High School Instrumental Music, Artist Level

The standards for High School Instrumental Music, Artist Level enable students to acquire technical and expressive skills at an artist level of musicianship. Through playing, improvising, and writing, students create expressive rhythmic and melodic variations. 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 are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

- HIAR.1 The student will read and notate music, including
 1. identifying, defining, and applying advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music; and
 2. singing assigned parts while others sing or play contrasting parts.
- 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.
- HIAR.3 The student will identify and notate all key signatures.
- 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.
- HIAR.5 The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All-Virginia audition requirements.
- 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
 1. composing a rhythmic-melodic variation for two or more instruments; and
 2. notating the composition in standard notation, using contemporary technology.
- HIAR.8 The student will identify, explain, and apply music terminology found in the music literature being studied.
- 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.

Performance

- HIAR.11 The student will demonstrate preparatory procedures for playing, including
1. procedures for care and maintenance of the instrument;
 2. describing and demonstrating the process for tuning the instrument;
 3. identifying and repairing minor problems of the instrument;
 4. analyzing, describing, and demonstrating proper posture, instrument position, and hand positions;
 5. wind student—analyzing, describing, and demonstrating proper embouchure; and
 6. identifying intonation problems within the ensemble, and providing a solution.
- HIAR.12 The student will demonstrate and describe proper instrumental techniques, including
1. consistently adjusting and perfecting intonation while playing;
 2. producing tones that are clear, free of tension, sustained, and unwavering in pitch;
 3. 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, 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
1. balancing and blending instrumental timbres;
 2. making adjustments to facilitate correct intonation;
 3. matching dynamic levels and playing style;
 4. responding to advanced conducting patterns and gestures;
 5. demonstrating conducting patterns and gestures; and
 6. maintaining a steady beat at various tempos and performing tempo changes in the music literature being studied.
- 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.
- 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.
- 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
1. making adjustments to facilitate correct intonation as an ensemble member and soloist;
 2. identifying and producing the characteristic sound of the instrument being studied;
 3. monitoring individual practice with a level of refinement that reflects artistic musical goals;
 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
 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).
- HIAR.19 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 4 or higher.

Music History and Cultural Context

- HIAR.20 The student will explore historical and cultural aspects of music by
1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. assessing musical periods and styles, using music terminology;
 3. analyzing the characteristics of instrumental music from a variety of cultures;
 4. analyzing and evaluating opportunities for music performance and advocacy within the community;
 5. investigating 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.

Analysis, Evaluation, and Critique

- HIAR.21 The student will analyze 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;
 2. analyzing 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; and
 4. applying accepted criteria for critiquing musical performances of self and others.

Aesthetics

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

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, D⁷, Dm, A, A⁷, Am, E, E⁷, Em, G, G⁷, B, B⁷, C, C⁷, and F chords;
 4. power chords with roots on the E and A strings;
 5. a I-IV-V⁷-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, D⁷, Dm, A, A⁷, Am, E, E⁷, Em, G, G⁷, B, B⁷, C, C⁷, and F chords;
 5. barre chords, using eight basic forms: E, E⁷, Em, Em⁷, A, A⁷, Am, Am⁷;
 6. power chords with roots on the E and A strings, with greater fluency;
 7. a I-IV-V⁷-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 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 compose music, using basic music theory. Students explore and perform music in a variety of music styles. They develop an understanding of expected concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

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

Performance

- HCB.3 The student will exhibit vocal techniques and choral skills, including
1. using proper posture for choral singing;
 2. using breathing techniques that support vocal production;
 3. identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing;
 4. developing vocal independence, agility, and range by singing appropriate vocal exercises;
 5. demonstrating proper diction (i.e., pure vowel sounds, diphthongs, consonants);
 6. blending with other singers on the same vocal part and across sections, using correct intonation;
 7. singing an assigned vocal part in simple harmony in an ensemble;
 8. 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.

- HCB.4 The student will sing expressively, including
1. applying tempo markings (presto, allegro, andante, adagio, rallentando, ritardando, accelerando);
 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
 7. using facial and physical expressions that reflect the mood and style of the music.
- HCB.5 The student will respond to music with movement by performing nonchoreographed and choreographed movements.
- HCB.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances; and
 2. cooperating and collaborating as a singer in a rehearsal.

Music History and Cultural Context

- HCB.7 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. identifying ways in which culture and technology influence 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;
 4. investigating career options in music;
 5. identifying 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

- HCB.8 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 works of music, using inquiry skills and music terminology;
 3. examining accepted criteria used for evaluating works of music;
 4. describing performances of music, using music terminology; and
 5. examining accepted criteria used for critiquing musical performances.

Aesthetics

- HCB.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 or importance of a musical style;
 3. explaining preferences for different works of music, using music terminology;
 4. 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.

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. Opportunities are provided for 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. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

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

Performance

- HCI.3 The student will apply vocal techniques and choral skills, including
1. consistently using proper posture for choral singing;
 2. consistently using breathing techniques that support vocal production;
 3. demonstrating diaphragmatic breathing;
 4. demonstrating the difference between head voice and chest voice;
 5. strengthening vocal independence, agility, and range by singing appropriate vocal exercises;
 6. consistently using proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 7. blending with other singers across sections, using correct intonation;
 8. singing an assigned vocal part in simple harmony alone or in ensemble;
 9. singing music literature with and without instrumental accompaniment in at least one language other than English; and
 10. singing music literature from memory and from score.

- HCI.4 The student will sing expressively, including
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
 7. consistently using facial and physical expressions that reflect the mood and style of the music.
- HCI.5 The student will respond to music with movement by applying various styles of choreography to different musical compositions.
- HCI.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances and other music activities; and
 2. cooperating and collaborating as a singer in a rehearsal.

Music History and Cultural Context

- HCI.7 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. 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;
 5. comparing and contrasting career options in music;
 6. examining the relationship of choral music to the other fine arts;
 7. examining ethical standards as applied to the use of social media and copyrighted materials; and
 8. consistently demonstrating concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HCI.8 The student will analyze and evaluate music by
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;
 3. applying accepted criteria for evaluating works of music; and
 4. applying accepted criteria for critiquing music performances.

Aesthetics

- HCI.9 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, 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. 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 are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

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

Performance

- HCAD.3 The student will demonstrate vocal techniques and choral skills, including
1. modeling proper posture for choral singing;
 2. modeling breathing techniques that support proper vocal production;
 3. identifying the effects of physiological changes and external influences on the voice;
 4. integrating principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate);
 5. increasing breath control through strength and endurance exercises;
 6. increasing vocal independence, agility, and range by singing appropriate vocal exercises, including use of head and chest voices;
 7. adjusting intonation for balance and blend;
 8. singing an assigned vocal part in complex harmony;
 9. consistently applying proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 10. singing 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.

- HCAD.4 The student will sing expressively, including
1. interpreting and applying various tempos while singing;
 2. performing complex rhythmic patterns that include syncopations and hemiolas in duple and triple meters;
 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
 6. consistently using facial and physical expressions that reflect the mood and style of the music.
- HCAD.5 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
 2. creating movement individually or collaboratively.
- HCAD.6 The student will demonstrate collaboration and concert etiquette as a performer by
1. participating in a variety of performances and other music activities;
 2. cooperating as a singer in a rehearsal; and
 3. respecting student leaders within the choral ensemble.

Music History and Cultural Context

- HCAD.7 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 vocal/choral music from a variety of cultures;
 4. examining opportunities for music performance and advocacy within the community;
 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; and
 8. modeling exemplary concert etiquette as an active listener.

Analysis, Evaluation, and Critique

- HCAD.8 The student will analyze and evaluate music by
1. comparing and contrasting the importance of cultural influences and historical context for the interpretation of works of music;
 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;
 4. evaluating works of music, using accepted criteria;
 5. comparing and contrasting music performances; and
 6. critiquing music performances of self and others, using critical-thinking skills.

Aesthetics

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

High School Vocal/Choral Music, Artist Level

The standards for High School Vocal/Choral Music, Artist Level enable students to refine musicianship skills in individual and ensemble performance. 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. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines is emphasized.

Music Theory/Literacy

- HCAR.1 The student will read and notate music, including
1. identifying all components of music scores;
 2. reading and notating complex rhythmic patterns;
 3. identifying major key signatures and their related minor keys;
 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;
 5. singing major, minor, and chromatic scales, using a neutral syllable;
 6. identifying various compositional procedures and techniques, including fugue, modulation, word painting, and aleatoric music;
 7. demonstrating conducting patterns, including those for compound meters; and
 8. using contemporary technology to reinforce choral skills.
- HCAR.2 The student will develop aural skills by
1. singing all diatonic intervals individually;
 2. writing from dictation complex rhythmic phrases and complex melodic phrases that are eight measures in length; and
 3. transposing *a cappella* music into one or more keys.

Performance

- HCAR.3 The student will demonstrate advanced vocal techniques and solo/choral skills, including
1. modeling proper posture for solo/choral singing;
 2. using breath control, vocal independence, and agility while singing appropriate vocal exercises throughout the vocal range;
 3. using advanced vocal techniques to control dynamics and articulation;
 4. using advanced vocal development exercises to improve intonation;
 5. modeling adjustment of intonation by applying listening skills;
 6. modeling blend and balance with other singers;
 7. singing songs with complex and/or nontraditional harmonies;
 8. modeling proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants);
 9. exhibiting audition skills;
 10. singing advanced, representative solo and choral music in various forms, styles, and languages; and
 11. singing music literature from memory as well as from score.

- HCAR.4 The student will sing expressively, including
1. modeling blending vocal timbres and matching dynamic levels;
 2. applying various tempos while singing;
 3. 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. responding to advanced conducting patterns and interpretive gestures; and
 7. modeling facial and physical expressions that reflect the mood and style of the music.
- 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
1. participating in a variety of performances and other music activities;
 2. respecting student leaders within the choral ensemble; and
 3. fulfilling leadership roles (e.g., section leader, student conductor, accompanist, choir officer, choir librarian, peer mentor).

Music History and Cultural Context

- HCAR.7 The student will explore historical and cultural aspects of music by
1. comparing and contrasting the cultures, musical styles, composers, and historical periods associated with the music literature being studied;
 2. assessing musical periods and styles, using music terminology;
 3. analyzing the characteristics of vocal/choral music from a variety of cultures;
 4. exploring 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.

Analysis, Evaluation, and Critique

- HCAR.8 The student will analyze and evaluate music by
1. formulating criteria to be used for critiquing musical performances; and
 2. applying formulated criteria for critiquing musical performances of self and others.

Aesthetics

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