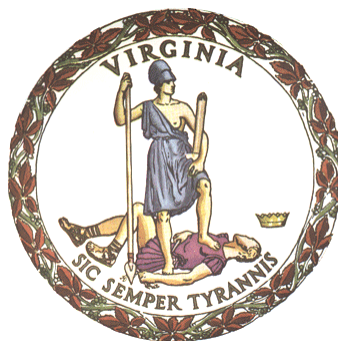

Music Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

April 2006

Music Standards of Learning

for Virginia Public Schools

**Adopted in April 2006 by the
Board of Education**

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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 April 2006 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 creatively, make informed judgments, work cooperatively within groups, appreciate different cultures, imagine, and create.

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 two sites across the state.

Copies of the Fine Arts Standards of Learning were distributed to public schools throughout Virginia for teachers to use in developing curricula and lesson plans to support the standards. The standards are 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 continue the process for achieving that objective.

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Music Standards of Learning

Introduction

The Music Standards of Learning identify the essential content and skills required in the music curriculum for each grade level or course in Virginia’s public schools. Standards are identified by each grade level for kindergarten through grade five and by grade clusters (6–8 and 9–12) at the middle and high school levels.

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The four strands—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the basis for all instructional strategies that are appropriate to each category. The standards provide the framework for students to learn ways in which the content of disciplines within and outside the arts are interrelated with the content of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

The standards are not intended 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 these standards and select instructional strategies and assessment methods appropriate for their students. Teachers will 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 understanding of music through experiences in singing, moving, listening, and playing instruments.
- Develop the ability to read and notate music.
- Create compositions that transcribe their thoughts and emotions into concrete musical forms of human expression.
- Exercise critical thinking skills by investigating and analyzing all facets of the music discipline.
- Demonstrate awareness 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.
- Demonstrate the ability to apply aesthetic criteria for making artistic choices.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.

Strands

The scope and sequence of the Music Standards of Learning reflect the gradual progression in musical development that culminates in a high level of artistic attainment. The standards are organized by grade levels and areas of instruction—Music K–12 (K, 1, 2, 3, 4, 5, 6–8, and 9–12), Instrumental Music (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral Music (Beginning, Intermediate, Advanced, and Artist). Within each level or area, the standards are organized into four related strands—

Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout all music instruction, regardless of the particular classroom or ensemble experience. They shape the music experience and guide the instructional process at all grade levels.

Performance and Production

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 production and demonstrate appropriate use of related materials, methods, and technologies.

Cultural Context and Music Theory

Students will understand music within the contexts of culture, music history, and music theory. They will study and practice music theory through music reading, notation, and sight-reading. They will use critical thinking skills to analyze the manner in which music is organized. Students will identify the style and distinctive characteristics of music that delineate each of the basic music historical periods as well as the influence of technology and compositional techniques employed in all genres of music. They will investigate the vocal timbres that are unique to children, adolescents, and adults. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will examine the interrelationships of current events, developing technologies, and music in society.

Judgment and Criticism

Students will observe, listen, respond, reflect, analyze, interpret, and evaluate music. They will articulate an objective evaluation of musical works by analyzing creative musical elements and production as a whole. Students will be guided in the development of criteria for making informed artistic judgments about music, as well as about the other arts, and for evaluating the role of music in society. They will apply these processes in creating and evaluating their own musical works.

Aesthetics

Students will reflect on and respond to the sensory, emotional, and intellectual qualities of music. They will examine various cultural perspectives and the factors that shape aesthetics responses. By viewing and evaluating the works of musical artists, students will become aware of the contribution of music to the quality of the human experience.

Kindergarten–Grade Five

Introduction

The Music Standards of Learning for kindergarten through grade five introduce basic music concepts through singing, playing instruments, moving, and listening. Students will gradually develop their singing voices, a repertoire of songs, and a sense of rhythm beginning with the steady beat and continuing toward complex rhythms and meters. Movement experiences are included as a means of demonstrating an understanding of concepts such as pitch, rhythm, and form. Listening experiences include traditional and contemporary classical works, American folk music, and music of other cultures. Through these experiences, students will have the opportunity to demonstrate and apply an understanding of music concepts.

Kindergarten

Performance and Production

- K.1 The student will sing songs and play instruments.
1. Participate individually and in groups.
 2. Accompany songs and chants with body percussion and classroom instruments.
 3. Imitate two-pitch (*sol-mi*) patterns sung or played.
- K.2 The student will perform rhythmic patterns that include sounds and silences.
- K.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- K.4 The student will respond to music with movement.
1. Match movement to rhythmic patterns.
 2. Employ large body movement.
 3. Employ locomotor and non-locomotor movements.
 4. Use movement to enhance music, stories, and poems.
 5. Perform dances and games from various cultures.
 6. Use the body to illustrate moods and contrasts in music.
- K.5 The student will demonstrate the difference between a singing voice and a speaking voice.
- K.6 The student will demonstrate steady beat.
1. Use body percussion, instruments, and movement.
 2. Use children's literature, chant, and song.
- K.7 The student will create music through a variety of experiences.
1. Use classroom instruments, body percussion, or movement.
 2. Use the voice in speech and song.
 3. Dramatize songs, stories, and poems.

Cultural Context and Music Theory

- K.8 The student will recognize and demonstrate expressive qualities of music: fast/slow and loud/soft.
- K.9 The student will identify classroom instruments by sight and sound.
- K.10 The student will distinguish between tone colors.
1. Identify voices and instruments.
 2. Identify men's, women's, and children's voices.

Judgment and Criticism

- K.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- K.12 The student will recognize the relationships between music and other disciplines.

Grade One

Performance and Production

- 1.1 The student will sing a repertoire of songs and play instruments.
 - 1. Sing songs that contain *sol*, *mi*, and *la* pitches.
 - 2. Sing a variety of songs individually and in groups.
 - 3. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythmic patterns.
 - 1. Perform and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests.
 - 2. Demonstrate melodic rhythm.
- 1.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate locomotor and non-locomotor movements.
 - 4. Dramatize songs, stories, and poems.
- 1.4 The student will create music through a variety of experiences.
 - 1. Improvise, using classroom instruments, body percussion, and movement.
 - 2. Use the voice in speech and song.
 - 3. Create music to enhance songs, stories, and poems.
 - 4. Create melodies to familiar nursery rhymes or chants.

Cultural Context and Music Theory

- 1.5 The student will distinguish between melodic rhythm and steady beat, using sight and sound.
- 1.6 The student will recognize when music changes from one section to a contrasting section.
- 1.7 The student will recognize and describe sudden changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics vocally, instrumentally, or with movement.
 - 2. Demonstrate changes in tempo vocally, instrumentally, or with movement.
- 1.8 The student will identify high pitches and low pitches.
 - 1. Demonstrate different pitches vocally, instrumentally, and with movement.
 - 2. Distinguish between extreme contrasts of sound.
- 1.9 The student will identify pitched and non-pitched classroom instruments, using sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

Judgment and Criticism

- 1.11 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- 1.12 The student will identify the relationships between music and other disciplines.

Grade Two

Performance and Production

- 2.1 The student will sing a repertoire of songs and play instruments.
 - 1. Sing melodies within the range of a sixth.
 - 2. Sing a variety of songs individually and in groups.
 - 3. Play ostinato and single-chord accompaniments on classroom instruments.
- 2.2 The student will perform and notate rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, and whole notes.
- 2.3 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Demonstrate locomotor and non-locomotor movements.
 - 4. Dramatize songs, stories, and poems.
 - 5. Perform choreographed and non-choreographed movements.
- 2.4 The student will read lyrics containing more than one verse and including words divided into syllables.
- 2.5 The student will create music through a variety of experiences.
 - 1. Create lyrics to familiar melodies.
 - 2. Create new verses to songs.
 - 3. Create accompaniments and ostinatos.
 - 4. Create music to enhance songs, stories, and poems.
 - 5. Create movement to illustrate meter and form.

Cultural Context and Music Theory

- 2.6 The student will recognize form in music.
 - 1. Identify like and unlike melodic phrases.
 - 2. Identify and perform music in AB and ABA forms.
 - 3. Identify the beginning and end of phrases.
- 2.7 The student will recognize sudden and gradual changes in expressive qualities of music.
 - 1. Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
 - 2. Use music terminology to describe changes.
- 2.8 The student will identify selected orchestral and folk instruments, using sight and sound.
- 2.9 The student will identify melodic patterns that move upward, downward, and remain the same.
 - 1. Use the voice, instruments, and movement.
 - 2. Use music terminology.
 - 3. Use the seven letters of the music alphabet.

Judgment and Criticism

- 2.10 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- 2.11 The student will identify and discuss the relationships between music and other disciplines.

Grade Three

Performance and Production

- 3.1 The student will sing a repertoire of songs in tune with a clear tone quality.
 - 1. Sing melodies within the range of an octave.
 - 2. Perform in a two-part music ensemble.
 - 3. Accompany singing with rhythm and/or melody instruments.
 - 4. Use music terminology to interpret a music selection.
- 3.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, paired eighth notes, quarter notes, quarter rests, half notes, dotted half notes, and whole notes, using body percussion, melodic percussion instruments, or non-pitched percussion instruments.
- 3.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Use voice or melodic instruments.
 - 2. Use a wide range of tempos and dynamics.
 - 3. Recognize that music is divided into measures.
- 3.4 The student will respond to music with movement.
 - 1. Perform line and circle dances.
 - 2. Perform dances and games from various cultures.
 - 3. Dramatize songs, stories, and poems.
 - 4. Perform choreographed and non-choreographed movements.
- 3.5 The student will perform in a two-part ensemble, using pitched and non-pitched instruments.
- 3.6 The student will perform I and V (V^7) chords to accompany a two-chord melody, using classroom instruments.
- 3.7 The student will create music through a variety of experiences.
 - 1. Create accompaniments and ostinatos for songs and chants.
 - 2. Create movement to illustrate meter and form.
 - 3. Create lyrics to familiar melodies.
 - 4. Create new verses to songs.

Cultural Context and Music Theory

- 3.8 The student will identify and perform sets of beats that are grouped in twos and threes, using descriptive terminology to identify which beats are strong and which beats are weak.
- 3.9 The student will identify ABC form.
- 3.10 The student will recognize music symbols within a musical score and use music terminology to explain their functions.

- 3.11 The student will explore the music of world cultures through song, dance, and movement.
1. Study folk tales and musical settings of folk tales.
 2. Listen to examples of instruments not traditionally found in bands or orchestras.
 3. Interpret music through movement.
 4. Perform traditional dances.
- 3.12 The student will identify the four orchestral families (woodwind, string, brass, percussion), using sight and sound.
- 3.13 The student will demonstrate the melodic shape (contour) of a musical phrase, using music terminology to describe how pitches may move upward, downward, or stay the same.

Judgment and Criticism

- 3.14 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- 3.15 The student will describe the relationships between music and other disciplines.

Grade Four

Performance and Production

- 4.1 The student will sing a repertoire of songs in tune with a clear tone quality.
 - 1. Sing with expression, using indicated dynamics and phrasing.
 - 2. Sing in a group performing songs in simple harmony.
- 4.2 The student will notate and perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.
- 4.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Identify melodic movement as step, leap, or repeat.
 - 2. Use voice or instruments.
- 4.4 The student will respond to music with movement.
 - 1. Perform choreographed and non-choreographed movements.
 - 2. Perform traditional folk dances.
 - 3. Use body percussion.
- 4.5 The student will perform in a two-part musical ensemble, using pitched and non-pitched instruments.
- 4.6 The student will play I, IV, and V (or V⁷) chords to accompany a three-chord melody.
- 4.7 The student will create music through a variety of experiences.
 - 1. Improvise simple melodic and rhythmic accompaniments.
 - 2. Create melodic or rhythmic motives to enhance literature, using a variety of sound sources, including technology.
 - 3. Create movement to illustrate meter and form.

Cultural Context and Music Theory

- 4.8 The student will identify rondo form.
- 4.9 The student will recognize dynamic markings and interpret them in performance.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.12 The student will distinguish between major and minor tonality.

- 4.13 The student will use music terminology to describe various styles of music.
1. Place musical examples into broad categories of style.
 2. Recognize a composer and a music composition from each of four different periods of music history.

Judgment and Criticism

- 4.14 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- 4.15 The student will compare the relationships between music and other disciplines.

Grade Five

Performance and Production

- 5.1 The student will sing a repertoire of songs in tune with a clear tone quality.
 - 1. Demonstrate beginning choral behaviors and skills in group singing.
 - 2. Participate in group singing involving two-part or three-part harmony.
 - 3. Develop age-appropriate ability in singing skills.

- 5.2 The student will notate and perform rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using body percussion, voice, pitched instruments, or non-pitched instruments.

- 5.3 The student will notate and perform melodies from the treble staff, using traditional notation.
 - 1. Use voice or instruments.
 - 2. Use computer technology.

- 5.4 The student will respond to music with movement.
 - 1. Perform choreographed and non-choreographed movements.
 - 2. Perform dances and games from various cultures, including traditional folk dances.
 - 3. Use body percussion.

- 5.5 The student will perform music of increasing difficulty in musical ensembles, using pitched and rhythm instruments.

- 5.6 The student will create music through a variety of experiences.
 - 1. Improvise melodies and rhythms of increasing complexity.
 - 2. Create movement to illustrate meter and form.
 - 3. Compose short melodic or rhythmic phrases within specified guidelines.

Cultural Context and Music Theory

- 5.7 The student will identify theme and variations form.

- 5.8 The student will use music terminology to describe music performances and compositions.

- 5.9 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.

- 5.10 The student will identify the functions of the top and bottom numbers of meter signatures in duple and triple meters.

- 5.11 The student will place music examples into broad categories of style.
 - 1. Use music terminology to compare and contrast a variety of music styles.
 - 2. Explore how vocal style contributes to the quality and enjoyment of musical selections.
 - 3. Explore and perform a variety of music styles.
 - 4. Identify notable characteristics of the music of world cultures.
 - 5. Identify a composer and one musical composition from each of four different periods of music history.

Judgment and Criticism

- 5.12 The student will exhibit respect for the contributions of self and others in a music setting.
1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.

Aesthetics

- 5.13 The student will compare and contrast the relationships between music and other disciplines.

Grades Six–Eight General Music

The middle school general music standards involve students in a higher level of music concepts and the further development of music skills through singing, playing instruments, moving, and listening. The standards encourage the reading of music notation and the assimilation of previous music study toward understanding the mechanics of a music score. Students will explore the creative and expressive aspects of music through composing and arranging. Evaluation of music performances will allow students opportunities to apply music knowledge and experiences to new situations.

Performance and Production

- MS.1 The student will read and perform rhythmic, melodic, and harmonic patterns.
- MS.2 The student will sing and play music written in two or more parts.
- MS.3 The student will participate in a variety of movement activities in the study of music.
 - 1. Demonstrate a variety of styles, periods, and forms through structured and unstructured dance and movement.
 - 2. Demonstrate elements of music, using body percussion and other physical responses.
- MS.4 The student will create music through a variety of experiences.
 - 1. Discuss how a composer communicates ideas by manipulating elements of music.
 - 2. Improvise melodies, rhythms, and harmonies.
 - 3. Compose melodies, rhythms, and harmonies.
 - 4. Create arrangements of known melodies, using traditional or nontraditional sound sources, including computer-related technology.

Cultural Context and Music Theory

- MS.5 The student will investigate musical sounds, forms, styles, and genres through listening, discussing, writing, and performing.
- MS.6 The student will investigate the role of music in society.
 - 1. Identify career pathways in music.
 - 2. Identify the influence of daily music experience in one's personal life.

Judgment and Criticism

- MS.7 The student will describe performances, live or recorded, using music terminology.
 - 1. Develop criteria for evaluating music performances.
 - 2. Identify music of diverse cultures, including representative composers.
 - 3. Identify instruments, voice classifications (soprano, alto, tenor, bass), and a variety of performing ensembles aurally and visually.
 - 4. Use traditional and nontraditional sound sources.
- MS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
 - 1. Exhibit respect for the contributions of self and others within a music setting.
 - 2. Demonstrate appropriate audience behavior for the context and style of music performed.

Aesthetics

MS.9 The student will identify and compare the relationships between music and other disciplines.

Grades Nine–Twelve General Music

The high school general music standards extend the study of music concepts and are applicable to non-performance music courses. Students will continue to develop skills in reading and understanding music notation and to explore the expression and organization of musical ideas. The study of music as it relates to human experience, and the student’s ability to make aesthetic judgments are also a part of the high school standards.

Performance and Production

- HS.1 The student will participate in a variety of music experiences.
1. Develop skills in music individually and in groups.
 2. Listen and respond to music.
- HS.2 The student will read and notate music.
1. Notate original musical ideas in treble and bass clefs.
 2. Notate music from dictation.
 3. Employ technology to notate and/or read music.

Cultural Context and Music Theory

- HS.3 The student will organize and express musical ideas and sounds.
1. Improvise music.
 2. Arrange music, using a choice of notation and form.
 3. Compose music, using a choice of notation and form.
 4. Use music terminology in explaining music, music notation, instruments, voices, and performances.
- HS.4 The student will investigate characteristics of musical sounds.
1. Employ elements of music, including melody, rhythm, harmony, form, and texture.
 2. Employ technology to explore musical sounds.
 3. Investigate traditional and nontraditional sound sources.
- HS.5 The student will investigate the role of music in the human experience.
1. Explore the development and function of music in diverse cultures throughout history through oral and written traditions.
 2. Explore various opportunities to experience music in the community.
 3. Identify the various uses of music.
 4. Discuss the role of technology in the development of music.

Judgment and Criticism

- HS.6 The student will develop evaluative criteria to make aesthetic judgments.
1. Develop skills in evaluating music individually and in groups.
 2. Defend individual judgments regarding the function of the elements of music.

Aesthetics

- HS.7 The student will explore music styles and genres through listening, performing, writing, and discussing.

- HS.8 The student will demonstrate appropriate performance behavior as a participant and/or listener.
1. Exhibit respect for the contributions of self and others within a musical setting.
 2. Demonstrate appropriate audience behavior for the context and style of music performed.
- HS.9 The student will identify and compare relationships between music and other disciplines.

Instrumental Music

Introduction

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Advanced, and Artist. These levels are based on the sequential development of skills rather than on grade levels. Since students in Virginia may begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate Levels 1-2, 2-4, 4-5, and 5-6 of the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for Solo Repertoire.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the organization for all of the instructional strategies in the standards. Opportunities are provided for students to explore the relationship between music and the other arts and between music and disciplines outside the arts.

The standards includes wording for both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

Instrumental Music: Beginning Level

Students will begin instruction on a band or string instrument of their choice. Instruction begins at any grade level and continues until the skill levels are mastered. Students will demonstrate proper care of the instrument and will be familiar with the technology of the instrument. They will demonstrate basic positions, tone production, and fingerings, and will count, read, and perform the beginning level of music being studied (VBODA Solo Repertoire, Level 1-2). Teachers will use available standard method books to deliver instruction in either homogeneous or heterogeneous class settings with limited ensemble work.

Performance and Production

- IB.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IB.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IB.3 The student will adjust intonation while playing an instrument.
- IB.4 The student will maintain a steady tempo while performing materials being studied.
- IB.5 The student will use contrasting articulation.
 - 1. Use tonguing and slurring when performing on wind instruments.
 - 2. Use détaché, pizzicato, and slurring when performing on stringed instruments.
- IB.6 The student will perform one-octave major scales, ascending and descending.
 - 1. Play F, B-flat, E-flat, and A-flat one-octave scales on wind and mallet instruments.
 - 2. Play D, G, C, and F one-octave scales on stringed instruments.
- IB.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, and drag from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IB.8 The wind/mallet student will perform a one-octave chromatic scale, ascending and descending.
- IB.9 The student will use dynamic contrast as a means of expression.
- IB.10 The student will demonstrate musical phrasing through the use of melodic contour, natural accents, and proper use of breath or bow.
- IB.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels.
 - 3. Respond to basic conducting gestures.
 - 4. Maintain a steady tempo.
- IB.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 1-2.
- IB.13 The student will sing selected lines from the material being studied.

- IB.14 The student will perform music from a variety of cultures, styles, and historical periods.
- IB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.
- IB.16 The student will demonstrate knowledge of the instrument being studied.
1. Identify instrumental parts.
 2. Demonstrate proper care and maintenance.
- IB.17 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and/or practice.
 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- IB.18 The student will compose a two- to four-measure melody, using available technology and teacher-specified rhythms and pitches.
- IB.19 The student will read and notate music.
1. Use a syllable, number, or letter system to read and write simple pitch notation in the appropriate clef.
 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter.
 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- IB.20 The student will identify career options in music.
- IB.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Judgment and Criticism

- IB.22 The student will analyze and discuss individual and group performances.

Aesthetics

- IB.23 The student will associate terminology common to music with the other fine arts and other disciplines.
- IB.24 The student will demonstrate concert etiquette as an active listener.
- IB.25 The student will discuss musical performance and its value to the community.

Instrumental Music: Intermediate Level

Developing basic musicianship skills continues to be a priority at the Intermediate Level. Students will begin to use more articulations and bowings, perform scales and music in more difficult key signatures, demonstrate shifting and vibrato, and perform music at an intermediate level of difficulty (VBODA Solo Repertoire, Level 2-4). Ensemble skills will become more developed as students participate in band and orchestral settings. Students will describe concepts common to music and other disciplines, and will be involved in discussing various cultures, styles, composers, and historical periods.

Performance and Production

- II.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- II.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- II.3 The student will adjust intonation and match pitches.
- II.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- II.5 The student will demonstrate a variety of articulations or bowings.
 - 1. Play staccato, legato tongue, accent, marcato, and tenuto on wind instruments.
 - 2. Play staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, and multiple-note slurs on stringed instruments.
- II.6 The student will perform major scales, ascending and descending, in eighth notes (M.M. quarter note = 72).
 - 1. Play D, G, C, F, B-flat, E-flat, A-flat, and D-flat one-octave scales on wind and mallet instruments.
 - 2. Play C, G, D, A, B-flat, and A-flat two-octave scales on violin.
 - 3. Play C, G, D, E, F, and E-flat two-octave scales on viola or cello.
 - 4. Play C, G, D, A, E, F, B-flat, and A-flat one-octave scales on string bass.
- II.7 The percussion student will perform multiple bounce roll, five stroke roll, nine stroke roll, flam, single paradiddle, drag, drag paradiddle, flam accent, flam tap, flamacue, single drag tap, double drag tap, and lesson 25 from the Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- II.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).
- II.9 The student will use dynamic contrast and technical skills as means of expression.
 - 1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
 - 2. Use multiple mallets technique on two timpani, and techniques on auxiliary instruments when performing on percussion instruments.
 - 3. Use shifting (violin or viola—up to third position; cello or bass—up to fourth position), alternate fingerings, and vibrato when performing on stringed instruments.

- II.10 The student will demonstrate musical phrasing through the use of dynamics, tempo, and melodic contour.
- II.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels, style, and intonation.
 - 3. Respond to conducting gestures.
- II.12 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Level 2-4.
- II.13 The student will sing a part while other students sing or play contrasting parts.
- II.14 The student will perform music from a variety of cultures, styles, and historical periods.
- II.15 The student will identify and repair minor problems of the instrument being studied.
- II.16 The student will demonstrate increased learning through a variety of music activities.
 - 1. Maintain attendance with required materials.
 - 2. Demonstrate completion of assignments and/or practice.
 - 3. Participate in concerts, performances, cross disciplinary activities, and co-curricular activities.
 - 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- II.17 The student will embellish four to eight measures of a folk song by creating rhythmic and melodic variations.
- II.18 The student will compose an eight-measure melody, using available technology, within teacher-specified parameters.
- II.19 The student will read and notate music.
 - 1. Use a syllable, number, or letter system to read and write simple melodies in the appropriate clef, individually and in large ensembles.
 - 2. Use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes, rests, and dotted notes, and triplets in simple and compound meters.
 - 3. Identify, define, and demonstrate standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- II.20 The student will identify career and avocational options in music.
- II.21 The student will identify and analyze cultures, styles, composers, and historical periods from materials being studied.

Judgment and Criticism

- II.22 The student will evaluate individual and group performances.

Aesthetics

- II.23 The student will describe concepts common to music, the other fine arts, and other disciplines.
- II.24 The student will demonstrate concert etiquette as an active listener.
- II.25 The student will discuss musical performance and its value to the community.

Instrumental Music: Advanced Level

Students at the Advanced Level (VBODA Solo Repertoire, Level 4-5) will participate regularly in an orchestra or band setting. Technical and expressive skills will increase in difficulty as the student demonstrates 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 will become more proficient in the use of mallet instruments, timpani, and auxiliary instruments. Advanced instrumental students will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. Students will discuss relationships between music concepts and other disciplines, and be involved in discussing various cultures, styles, composers, and historical periods.

Performance and Production

- IAD.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IAD.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAD.3 The student will adjust intonation and match pitches.
- IAD.4 The student will incorporate tempo changes and a variety of rhythms and meters in materials being studied.
- IAD.5 The student will demonstrate a variety of articulations or bowings.
 - 1. Use double-tongue, triple-tongue, and breath attacks on wind instruments.
 - 2. Use spiccato, sforzando, louré, and flautando on stringed instruments.
- IAD.6 The student will perform all major scales and selected melodic minor scales with one-octave tonic arpeggios, ascending and descending, in eighth notes (M.M. quarter note = 72).
 - 1. Play e, a, d, g, c, f, b-flat, and e-flat melodic minor scales and one-octave tonic arpeggios on wind and mallet instruments.
 - 2. Play g, a, b-flat, and c three-octave melodic minor scales and one-octave tonic arpeggios on violin.
 - 3. Play c and d three-octave melodic minor scales and one-octave tonic arpeggios on viola or cello.
 - 4. Play e, f, and g two-octave melodic minor scales and one-octave tonic arpeggios on string bass.
- IAD.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IAD.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 72) throughout the practical range of the instrument.

- IAD.9 The student will use dynamic contrast and technical skills as a means of expression.
1. Use vibrato, alternate fingerings, trills, and grace notes when performing on wind instruments.
 2. Use three-mallet technique when performing on mallet percussion.
 3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
 4. Use timpani technique on three or four drums, tuning drums to reference pitches and making changes during performance of an instrumental work.
 5. Use shifting (violin or viola—up to fifth position; cello or bass—up to thumb position), alternate fingerings, and vibrato when performing on stringed instruments.
- IAD.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.
- IAD.11 The student will demonstrate ensemble skills.
1. Blend instrumental timbres.
 2. Match dynamic levels, style, and intonation.
 3. Respond to conducting gestures.
 4. Use conducting gestures.
- IAD.12 The student will sight-read music of varying styles and levels of difficulty.
- IAD.13 The student will sing a part while other students sing or play contrasting parts.
- IAD.14 The student will perform music from a variety of cultures, styles, and historical periods.
- IAD.15 The student will identify and repair minor problems of the instrument being studied.
- IAD.16 The student will demonstrate increased learning through a variety of music activities.
1. Maintain attendance with required materials.
 2. Demonstrate completion of assignments and/or practice.
 3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.
 4. Demonstrate concert etiquette as a performer and listener.

Cultural Context and Music Theory

- IAD.17 The student will improvise a melody to a I-IV-V-I chord progression.
- IAD.18 The student will arrange accompanying harmonies or counter melodies to a given melody.
- IAD.19 The student will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 4-5.
- IAD.20 The student will research career and avocational options in music, using available technology.
- IAD.21 The student will identify, define, and apply music terms and symbols from materials being studied.
- IAD.22 The student will compare and contrast materials being studied in its historical and cultural context.

Judgment and Criticism

IAD.23 The student will diagnose and correct personal performance errors.

Aesthetics

IAD.24 The student will discuss relationships between music concepts and the concepts of other disciplines.

1. Identify how the characteristic qualities of sound, visual stimuli, other stimuli, movement, and human interrelationships can influence the fine arts.
2. Describe interrelationships between music and other disciplines.

IAD.25 The student will demonstrate concert etiquette as an active listener.

IAD.26 The student will articulate expressive qualities of music.

Instrumental Music: Artist Level

Students who perform at the Artist Level (VBODA Solo Repertoire, Level 5-6) have built upon the previous skill levels of Beginning, Intermediate, and Advanced. The Artist Level instrumental student will perform, discuss, and critically evaluate characteristics of more elaborate music compositions. The students will analyze concepts common to music and other disciplines and will be involved in the study of aural examples of music representing a variety of cultures, styles, and historical periods.

Performance and Production

- IAR.1 The student will demonstrate proper posture, embouchure, hand position, and playing position.
- IAR.2 The student will produce tones that are clear, free of tension, sustained, and unwavering in pitch.
- IAR.3 The student will adjust intonation and match pitches.
- IAR.4 The student will incorporate tempo changes and a variety of rhythms and meters while performing materials being studied.
- IAR.5 The student will perform all articulations or bowings indicated in materials being studied.
- IAR.6 The student will perform all major and melodic minor scales, ascending and descending, in a variety of rhythmic patterns and articulations.
- IAR.7 The percussion student will perform the 40 Percussive Arts Society (PAS) International Drum Rudiments, open-close-open.
- IAR.8 The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M.M. quarter note = 96) throughout the practical range of the instrument.
- IAR.9 The student will use dynamic contrast and technical skills as means of expression.
 - 1. Use embellishments, extreme tessitura, and a variety of timbre effects when performing on wind instruments.
 - 2. Use four-mallet technique when performing on mallet percussion.
 - 3. Use multiple percussion techniques when performing on auxiliary percussion instruments.
 - 4. Use timpani technique on four or more drums, tuning all drums in reference to a single pitch and making changes during performance of a piece, using intervallic pitches.
 - 5. Use shifting (violin or viola—5th position and higher; cello or bass—thumb position and higher), varying speeds of vibrato, harmonics, and a variety of timbre effects when performing on stringed instruments.
- IAR.10 The student will demonstrate musical phrasing through the use of dynamic emphasis and tempo modification.
- IAR.11 The student will demonstrate ensemble skills.
 - 1. Blend instrumental timbres.
 - 2. Match dynamic levels, style, and intonation.
 - 3. Respond to conducting gestures.
 - 4. Use conducting gestures.

- IAR.12 The student will sight-read music of varying styles and levels of difficulty.
- IAR.13 The student will sing a part while other students sing or play contrasting parts.
- IAR.14 The student will perform music from a variety of cultures, styles, and historical periods.
- IAR.15 The student will improvise a melody to a 12-bar blues progression.
- IAR.16 The student will arrange a selection for two or more instruments, using available technology.
- IAR.17 The student will identify and repair minor problems of the instrument being studied.
- IAR.18 The student will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with VBODA Level 6.
- IAR.19 The student will demonstrate increased learning through a variety of music activities.
 - 1. Maintain attendance with required materials.
 - 2. Demonstrate completion of assignments and/or practice.
 - 3. Participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-Virginia events.
 - 4. Demonstrate concert etiquette as a performer and listener.
 - 5. Serve as a peer mentor.

Cultural Context and Music Theory

- IAR.20 The student will research career and avocational options in music, using available technology.
- IAR.21 The student will associate aural examples of music with a variety of cultures, styles, and historical periods.
- IAR.22 The student will analyze a specific work and discuss how the music elements are used to create expression.
- IAR.23 The student will identify, define, and apply music terms and symbols from materials being studied.

Judgment and Criticism

- IAR.24 The student will analyze concepts common to music and other disciplines.
 - 1. Identify how the characteristic qualities of sound, visual stimuli, other stimuli, movement, and human interrelationships can influence the fine arts.
 - 2. Describe interrelationships between music and other disciplines.

Aesthetics

- IAR.25 The student will evaluate and improve personal performance as compared to an exemplary model.
- IAR.26 The student will demonstrate concert etiquette as an active listener.
- IAR.27 The student will articulate expressive qualities of music.

Vocal/Choral Music

Introduction

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels—Beginning, Intermediate, Advanced, and Artist. These four descriptors are based on vocal maturation and increasing musicianship skills. The Artist Level is the culminating vocal/choral experience in which the singer is prepared for future musical development and career opportunities. Since students in Virginia may be introduced to the choral ensemble experience at varying grade levels, the use of the four sequential and developmental levels allows for consistency and instructional flexibility.

The standards are to be used as guidelines and benchmarks for student achievement. The four strands—Performance and Production, Cultural Context and Music Theory, Judgment and Criticism, and Aesthetics—provide the organization for these instructional strategies. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts.

Vocal/Choral Music: Beginning Level

The Beginning Level standards are designed for students experiencing their first vocal/choral class. Beginning choral students may be found at any grade level within the elementary, middle, and secondary school setting, as prescribed by the local school district. The Beginning Level standards emphasize fundamental vocal development, traditional notation, and the introduction to ensemble singing. These standards require performance, creativity, and investigation at a fundamental level. Opportunities are provided for students to explore the relationship between music and the other fine arts and between music and disciplines outside the arts.

Performance and Production

- CB.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
1. Identify vocal anatomy, including the function of the diaphragm and larynx in singing.
 2. Use breathing techniques to support vocal production.
 3. Demonstrate the operation of the vocal mechanism.
- CB.2 The student will sing with a free and clear tone, using accurate intonation.
1. Sing developmentally appropriate vocal exercises.
 2. Perform assigned vocal parts in repertoire accurately.
- CB.3 The student will sing with purity of vowels and clarity of consonants.
1. Produce pure vowel sounds—ah, eh, ee, oh, and oo.
 2. Articulate consonant sounds.
- CB.4 The student will perform dynamics and tempos as indicated by markings in the score in both solo and ensemble singing.
1. Apply dynamic markings, including *p*, *mp*, *mf*, *f*, *crescendo*, *decrescendo*.
 2. Apply tempo markings, including *allegro*, *andante*, and *lento*.
- CB.5 The student will perform an assigned vocal part in unison and in simple harmony.
1. Sing at least three of the following: rounds, canons, descants, partner songs.
 2. Sing literature in two-part harmony.
 3. Sing literature with and without instrumental accompaniment.
- CB.6 The student will respond to basic conducting gestures.
- CB.7 The student will respond to music through movement.
1. Use movement to illustrate contrasting styles of music.
 2. Use body percussion to practice and perform rhythms.
- CB.8 The student will improvise short melodic and rhythmic patterns in response to aural prompts.
1. Improvise “responses” in a style similar to given rhythmic and melodic phrases.
 2. Use multimedia applications in creating original music.

Cultural Context and Music Theory

- CB.9 The student will read and write basic music notation.
1. Identify notes and rests (eighth, quarter, half, whole), basic symbols, and terms.
 2. Analyze and sight-read simple four-measure phrases, using a symbol system.
 3. Read and write rhythmic patterns in simple meter at various tempos.
 4. Utilize available technology and related software.
- CB.10 The student will identify simple musical forms.
1. Identify similar and contrasting phrases.
 2. Recognize visually and aurally AB and ABA forms.
- CB.11 The student will study selections that represent various historical, stylistic, and cultural contexts of choral music.
1. Compare and contrast the functions of vocal/choral music in various cultures.
 2. Identify distinguishing characteristics of representative choral music from a variety of cultures.
 3. Classify an exemplary vocal/choral work by historical period, composer, and title.

Judgment and Criticism

- CB.12 The student will apply choral techniques and musicianship in the evaluation of music performances.
1. Provide answers to questions regarding criteria for evaluating vocal/choral performances and compositions.
 2. Develop and apply criteria for evaluating vocal/choral performances.

Aesthetics

- CB.13 The student will compare music to the other fine arts.
1. Identify common elements and descriptive terms used in music with those used in the dance arts, theatre arts, and visual arts.
 2. Identify careers in music.
- CB.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Intermediate Level

The Intermediate Level standards are designed for students who have achieved competency in beginning vocal/choral skills. Emphasis is placed on the continuing development of vocal production techniques and ensemble participation. The standards require performance, creativity, and investigation at a level of increased ability, as well as an understanding and application of traditional music notation. Opportunities are continued for students to explore the relationship between music and the other fine arts and between music and disciplines outside of the arts.

Performance and Production

- CI.1 The student will demonstrate proper posture and breathing techniques to support vocal production.
 - 1. Demonstrate a consistent application of proper breath control.
 - 2. Demonstrate a consistent application of proper singing posture.
 - 3. Demonstrate knowledge of vocal anatomy through vocal production.

- CI.2 The student will sing with a free and clear tone, using accurate intonation.
 - 1. Identify the basic components of the phonation process as they relate to vocal production.
 - 2. Use vocalises to develop desired tone and intonation.

- CI.3 The student will sing with purity of vowels and clarity of consonants.
 - 1. Produce pure vowels—ah, eh, ee, oh, and oo—across the vocal range.
 - 2. Identify and articulate consonants, with emphasis on beginning and final consonants.

- CI.4 The student will use dynamics, tempo, blend, and balance in a group performance.
 - 1. Apply dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, *crescendo*, *decrescendo*.
 - 2. Respond to conducting prompts regarding blend and balance.

- CI.5 The student will sing music written in three or more parts.
 - 1. Maintain voice part in small ensemble.
 - 2. Sight-read four-measure phrases, using a symbol system.
 - 3. Sing with and without instrumental accompaniment.

- CI.6 The student will respond to conducting patterns and interpretive gestures.
 - 1. Demonstrate and respond to basic conducting patterns of one, two, three, and four beats.
 - 2. Demonstrate and respond to expressive conducting gestures as they relate to style and interpretation.

- CI.7 The student will respond to music through movement.
 - 1. Create movement to illustrate diverse styles of music.
 - 2. Design body percussion for rhythm studies.

- CI.8 The student will improvise within limited parameters.
 - 1. Improvise short rhythmic and melodic phrases.
 - 2. Create vocal harmony to a given melody.
 - 3. Use available multimedia applications and technology in creating original music.

Cultural Context and Music Theory

- CI.9 The student will read and write music notation.
1. Identify dotted notes and rests, sixteenth notes and rests, basic symbols, and terms.
 2. Perform harmonic analysis of eight-measure phrases.
 3. Read and write rhythmic patterns in simple and compound meters and various tempos.
 4. Use available technology and related software.
- CI.10 The student will identify musical forms and textures.
1. Identify monophonic, homophonic, and polyphonic textures.
 2. Recognize and perform music in various forms, including AB, ABA, and strophic.
- CI.11 The student will study and perform selections representing diverse historical periods, styles, and cultures.
1. Describe distinguishing characteristics of representative vocal/choral music from a variety of historical periods and cultures.
 2. Compare and contrast the functions of vocal/choral music in various cultures.
 3. Associate an exemplary vocal/choral work with its historical period, composer, and title.

Judgment and Criticism

- CI.12 The student will use choral techniques and musicianship in the evaluation of music performances.
1. Formulate questions related to criteria for self-evaluation of vocal/choral performances.
 2. Design a rubric for the evaluation of individual and group performances.

Aesthetics

- CI.13 The student will investigate the relationship of music to the other fine arts and to disciplines outside the arts.
1. Identify characteristics of various arts from a particular historical period and from various cultures, using common elements and characteristic terms.
 2. Research careers in music as related to the other fine arts.
- CI.14 The student will demonstrate an awareness of the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Advanced Level

The Advanced Level student will continue to acquire proficiency in ensemble singing and will begin to develop competency in individual performance. Singing with refined expressive qualities, the student will perform vocal/choral selections and sight-reading material of increased levels of difficulty. Students will demonstrate expanded abilities in performance, creativity, and analytical investigation and will gain experiential knowledge of leadership and evaluative skills in group and individual settings. Opportunities are continued for students to explore the relationship between music and other disciplines.

Performance and Production

- CAD.1 The student will demonstrate proper vocal technique as applied to advanced literature.
1. Consistently demonstrate proper vocal production.
 2. Consistently demonstrate knowledge of vocal anatomy.
 3. Consistently apply proper vocal technique in control of dynamics and articulation.
 4. Exhibit increased ability to use efficient and effective breathing techniques.
- CAD.2 The student will consistently perform with accurate intonation in solo and ensemble singing.
1. Perform vocalises to achieve consistent and accurate intonation.
 2. Apply aural skills to adjust individual intonation within the ensemble.
- CAD.3 The student will sing with purity of vowels and clarity of consonants.
1. Demonstrate the difference between voiced and unvoiced consonants.
 2. Demonstrate the use of vowel placement to adjust tone.
 3. Demonstrate the difference between pure vowels and diphthongs.
- CAD.4 The student will sing in a manner reflecting the expressive qualities of music in rehearsal and performance.
1. Interpret mood, tempo, dynamics, and tone color in performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Sing with expressive phrasing.
- CAD.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one student voice on a part.
 2. Perform music with traditional and nontraditional harmonies.
- CAD.6 The student will respond to various conducting patterns and interpretive gestures.
1. Respond to conducting patterns for changing and mixed meters.
 2. Demonstrate conducting patterns in duple, triple, and compound meters.
- CAD.7 The student will sing independently.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Perform a song and/or a vocal part alone.
- CAD.8 The student will respond to music through movement.

Cultural Context and Music Theory

- CAD.9 The student will read and write notation.
1. Use a symbol system to sight-read melodic lines in major keys.
 2. Read and write rhythmic and melodic notation.
 3. Sight-read an individual voice part in a vocal score.
 4. Use available technology and related software.
- CAD.10 The student will create music through composing, improvising, and arranging.
1. Create harmonies to a given melody.
 2. Improvise a simple melody vocally.
 3. Create arrangements of known melodies.
 4. Use available multimedia applications and technology.
- CAD.11 The student will identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.
- CAD.12 The student will study and sing selections representing various historical periods, styles, and cultures, including selections in a variety of foreign languages.

Judgment and Criticism

- CAD.13 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for improvement of personal and group performances.
 2. Articulate musical preferences through the use of music terminology.
- CAD.14 The student will make informed decisions as a consumer of music.
1. Identify opportunities to participate in vocal/choral ensembles in the community.
 2. Demonstrate knowledge of opportunities for attendance at professional and community concerts.

Aesthetics

- CAD.15 The student will discuss the relationship between music and the other fine arts and between music and disciplines outside the arts.
1. Name and describe the correlation between vocal/choral music and other disciplines.
 2. Research the responsibilities of careers in music as related to the other fine arts.
- CAD.16 The student will identify the collaborative nature of the choral art.
1. Contribute to the success of the ensemble.
 2. Demonstrate concert etiquette as a performer and listener.

Vocal/Choral Music: Artist Level

The student at the Artist Level will acquire refined musicianship skills in individual and ensemble performance. The student will continue to develop the ability to evaluate music performances and articulate preferences and choices through the use of cognitive skills and analytical thinking. Connections with music in the community and the world will be expanded, and an individual performance portfolio will be developed. Competency in solo and/or ensemble singing and the use of foreign languages will assist in preparing the singer for future musical and vocal development and career opportunities. Increasing awareness of the interrelation among music, the other fine arts, and other disciplines will be emphasized.

Performance and Production

- CAR.1 The student will demonstrate a command of proper vocal technique in advanced vocal/choral literature.
1. Demonstrate knowledge of the singing mechanism in vocal production.
 2. Use proper vocal technique in the control of dynamics and articulation.
 3. Use proper breathing techniques while singing.
 4. Demonstrate control throughout the vocal range.
- CAR.2 The student will consistently demonstrate accurate intonation in solo and ensemble singing.
1. Apply listening skills to adjust individual intonation within the ensemble.
 2. Use advanced vocal development exercises to improve intonation.
 3. Demonstrate the ability to transpose *a cappella* music into one or more keys.
- CAR.3 The student will sing with purity of vowels and clarity of consonants.
1. Use the International Phonetic Alphabet (IPA) as a resource tool.
 2. Demonstrate difference between voiced and unvoiced consonants.
 3. Demonstrate difference between pure vowels and diphthongs.
- CAR.4 The student will sing in a manner reflecting expressive qualities of music.
1. Incorporate mood, tempo, dynamics, and tone color into performance.
 2. Demonstrate blending vocal timbres and matching dynamic levels.
 3. Demonstrate the ability to sing with expressive phrasing.
- CAR.5 The student will perform music written in four or more parts with and without accompaniment.
1. Sing in small ensembles with one voice on a part.
 2. Perform music with complex harmonies and music with nontraditional harmonies.
- CAR.6 The student will respond to and perform various conducting patterns and interpretive gestures.
1. Respond to and perform conducting patterns for changing and mixed meters.
 2. Demonstrate conducting patterns, including those for duple, triple, and compound meters.
- CAR.7 The student will perform a solo and sing a voice part in advanced choral literature.
1. Demonstrate audition skills.
 2. Demonstrate memorization skills.
 3. Sing a selection from standard solo repertoire.

- CAR.8 The student will respond to and perform music through movement.
1. Create movement for selected styles of music.
 2. Perform movement for selected styles of music.

Cultural Context and Music Theory

- CAR.9 The student will read and write complex notation.
1. Play an individual voice part on a melodic instrument.
 2. Sight-read melodic lines in major and minor keys.
 3. Read and write complex rhythmic patterns in various meters.
 4. Sight-read any voice part in a full vocal score.
- CAR.10 The student will create through improvising, composing, and arranging.
1. Create a descant or ostinato to a previously learned melody.
 2. Create harmonies to a given melody.
 3. Improvise on a simple melody.
 4. Create an arrangement to a given melody.
 5. Use available multimedia and technology.
- CAR.11 The student will identify various compositional methods, including fugue, word painting, modulation, and aleatory music, encountered in the music being studied.
- CAR.12 The student will study and sing selections representing various historical periods, styles, and cultures, including music of the twentieth and twenty-first centuries.
1. Choose selections from more than one foreign language.
 2. Develop a portfolio of repertoire.

Judgment and Criticism

- CAR.13 The student will evaluate music performances.
1. Evaluate and offer constructive suggestions for the improvement of personal and group performances.
 2. Articulate music preferences through the use of music terminology.
 3. Examine professional music reviews, as found in available publications.
- CAR.14 The student will make informed decisions as a consumer of music.
1. Identify opportunities to contribute to the musical community.
 2. Identify opportunities for attendance at professional and community concerts.

Aesthetics

- CAR.15 The student will articulate the relationship of music to the other fine arts and to disciplines outside the arts.
1. Identify and describe the correlation between vocal/choral music and other disciplines.
 2. Research careers in music as related to the other fine arts.
- CAR.16 The student will display leadership skills in the vocal/choral setting.
1. Demonstrate the ability to fulfill leadership roles, including one or more of the following: section leader, student conductor, accompanist, officer, peer mentor.
 2. Demonstrate concert etiquette during performances in a variety of settings.



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