



CYSD CURRICULUM ADOPTIONS

2019 – 2020

K – 12 MUSIC

K - Kindergarten

MU - Music (K - Kindergarten)

AR - (4) Aesthetic Response (K - Kindergarten -> MU - Music)

MU.K.4.1 - Aesthetic Interpretation

1. Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

CR - (3) Critical Response (K - Kindergarten -> MU - Music)

MU.K.3.1 - Critical Processes Used in the Examination of Music Works

1. Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

HCC - (2) Historical and Cultural Context (K - Kindergarten -> MU - Music)

MU.K.2.1 - Context of Works in Music

1. Students identify various use of music in their daily experiences and describe characteristics that make certain music suitable for each use.

MU.K.2.4 - Historical and Cultural Perspectives

1. Students demonstrate audience behavior appropriate for the context and style of music performed.

PPE - (1) Production, Performance and Exhibition of Mus (K - Kindergarten -> MU - Music)

MU.K.1.1 - Elements and Principles

1. Students use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef.
2. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

MU.K.1.2 - Demonstrations of Performance Proficiencies

1. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Students perform in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

MU.K.1.4 - Styles in Production, Performance, and Exhibition

1. Students improvise "answers" in the same style to given rhythmic and melodic phrases
2. Students create and arrange music to accompany readings or dramatizations.

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
1	-	Grade 1					
MU	-	Music (1	-	Grade1)			
AR	-	(4) Aesthetic Response (1	-	Grade 1 -> MU	- Music)		
MU.1.4.2			-	Aesthetic Interpretation			
		1.		Students will respond through purposeful movement to selected prominent music characteristics and to specific music events while listening to music.			
CR	-	(3) Critical Response (1	-	Grade 1 -> MU	- Music)		
MU.1.3.3			-	Classifications of Musical Works			
		1.		Students identify simple music forms when presented aurally.			
HCC	-	(2) Historical and Cultural Context (1	-	Grade 1 -> MU	- Music)		
MU.1.2.1			-	Context of Works in Music			
		1.		Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.			
MU.1.2.3			-	Styles and Genres of Music			
		1.		Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representi			
PPE	-	(1) Production, Performance and Exhibition of Mus (1	-	Grade 1 -> MU	- Music)		
MU.1.1.1			-	Elements and Principles			
		1.		Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef.			
		2.		Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.			
MU.1.1.2			-	Demonstrations of Performance Proficiencies			
		1.		Students sing expressively, with appropriate dynamics, phrasing, and interpretation.			
		2.		Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.			
		3.		Students improvise "answers" in the same style to given rhythmic and melodic phrases.			
		4.		Students improvise simple rhythmic and melodic ostinato accompaniments.			
		5.		Students create and arrange music to accompany readings or dramatizations.			
2	-	Grade 2					
MU	-	Music (2	-	Grade2)			
AR	-	(4) Aesthetic Response (2	-	Grade 2 -> MU	- Music)		
MU.2.4.2			-	Aesthetic Interpretation			
		1.		Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.			
CR	-	(3) Critical Response (2	-	Grade 2 -> MU	- Music)		
MU.2.3.4			-	Vocabulary for Criticism			
		1.		Students will use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.			
HCC	-	(2) Historical and Cultural Context (2	-	Grade 2 -> MU	- Music)		
MU.2.2.1			-	Context of Works in Music			

	Type	Year	Entity	Key	Description	Subject	Status
2	- Grade 2 -> MU	- Music -> HCC	- (2) Historical and Cultural Context continued...				
					1. Students will identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.		
					2. Students will identify and describe roles of the musician in various music settings and cultures.		
	MU.2.2.4		- Historical and Cultural Perspectives				
					1. Students will identify by genre or style aural examples of music from various historical periods and cultures.		
					2. Students demonstrate audience behavior appropriate for the context and style of music performed.		
	MU.2.2.6		- Vocabulary for Historical and Cultural Context				
					1. Students will describe in simple terms how elements of music are used in music examples from various cultures of the world		
PPE	- (1) Production, Performance and Exhibition of Mus (2	- Grade 2 -> MU	- Music)				
	MU.2.1.1		- Elements and Principles				
					1. Students will read whole, half, dotted half, quarter, eighth, and sixteenth notes.		
					2. Students will use a system (i.e. syllables, letters, numbers or letters) to read simple pitch notation in the treble clef.		
					3. Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing.		
					4. Students will create and arrange short songs and instrumental pieces within specified guidelines.		
	MU.2.1.2		- Demonstrations of Performance Proficiencies				
					1. Students will sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.		
					2. Students will perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic and melodic instruments.		
	MU.2.1.4		- Styles in Production, Performance, and Exhibition				
					1. Students will create and arrange music to accompany readings or dramatizations.		
	MU.2.1.6		- Historical and Cultural Production, Performance, and Exhibition				
					1. Students will perform expressively a varied repertoire of music representing diverse genres and styles.		
3	- Grade 3						
MU	- Music (3	- Grade3)					
AR	- (4) Aesthetic Response (3	- Grade 3 -> MU	- Music)				
	MU.3.4.2		- Aesthetic Interpretation				
					1. Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.		
CR	- (3) Critical Response (3	- Grade 3 -> MU	- Music)				
	MU.3.3.2		- Characteristics and Principles Used to Describe Music Works				
					1. Students identify the sounds of a variety of instruments and instruments from various cultures, as well as children's voices and male and female voice		
	MU.3.3.7		- Critics in Music				
					1. Students devise criteria for evaluating performances and compositions.		
HCC	- (2) Historical and Cultural Context (3	- Grade 3 -> MU	- Music)				
	MU.3.2.1		- Context of Works in Music				
					1. Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.		
					2. Students identify and describe roles of musician in various music settings and cultures.		
	MU.3.2.3		- Styles and Genres of Music				

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
3	- Grade 3 -> MU	- Music -> HCC	- (2) Historical and Cultural Context continued...				
					1. Students identify by genre or style aural examples of music from various historical periods and cultures.		
	MU.3.2.6		- Vocabulary for Historical and Cultural Context				
					1. Students describe in simple terms how elements of music are used in music examples from various cultures of the world.		
	PPE	- (1) Production, Performance and Exhibition of Mus (3	- Grade 3 -> MU	- Music)			
	MU.3.1.1		- Elements and Principles				
					1. Students read whole, half, dotted half, quarter, and eighth notes and sixteenth and quarter and eighth rests.		
					2. Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef.		
					3. Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.		
					4. Students use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.		
	MU.3.1.2		- Demonstrations of Performance Proficiencies				
					1. Students sing ostinatos, partner songs, and rounds.		
					2. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instrument.		
					3. Students echo short rhythms and melodic patterns.		
					4. Students perform in groups, blending instrumental timbres, matching dynamics levels, and responding to the cues of a conductor.		
					5. Students perform independent instrumental parts while other students sing or play contrasting parts.		
	MU.3.1.4		- Styles in Production, Performance, and Exhibition				
					1. Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.		
					2. Students improvise short songs and instrumental pieces, using a variety of sound sources, such as traditional sounds, nontraditional sounds available		
					3. Students create and arrange music to accompany readings or dramatizations.		
4	- Grade 4						
	MU	- Music (4	- Grade4)				
	CR	- (3) Critical Response (4	- Grade 4 -> MU	- Music)			
	MU.4.3.1		- Critical Processes Used in the Examination of Music Works				
					1. Identify different types of accompaniment.		
					2. Respond to major and minor modes.		
					3. Identify expressive elements in a song.		
					4. Identify the mood of a piece based on musical elements.		
					5. Identify musical elements in a song.		
	HCC	- (2) Historical and Cultural Context (4	- Grade 4 -> MU	- Music)			
	MU.4.2.10		- Differences in Musical Works				
					1. Compare music of different cultures.		
	MU.4.2.3		- Styles and Genres of Music				
					1. Listen to sounds of instruments and modes used in music from other countries.		
	MU.4.2.4		- Historical and Cultural Perspectives				
					1. Demonstrate ability to appreciate others' musical background and tastes.		
	MU.4.2.8		- Artists/Musicians/Composers				
					1. Explore composers' lives and their contributions to music.		
	PPE	- (1) Production, Performance and Exhibition of Mus (4	- Grade 4 -> MU	- Music)			
	MU.4.1.1		- Elements and Principles				

	Type	Year	Entity	Key	Description	Subject	Status
4	- Grade 4 -> MU	- Music -> PPE	- (1) Production, Performance and Exhibition of Mus continued...				
					1. Create simple rhythmic patterns. 2. Perform a rhythm while exhibiting steady beat. 3. Identify tone colors of instruments and voices. 4. Relate notes on the staff to a pitched instrument. 5. Identify the notes on lines and spaces as moving by step, skip or repeat. 6. Read rhythms including whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, whole rests, half rests, and quarter 7. Demonstrate knowledge of high and low on a piano keyboard. 8. Identify middle C on a piano keyboard.		
	MU.4.1.10		- Technologies in Music		1. Demonstrate a basic understanding of music-making software.		
	MU.4.1.2		- Demonstrations of Performance Proficiencies		1. Sing melodies of various modes. 10. Play a melody on a pitched instrument, alone and with others. 2. Echo melodic patterns on a pitched instrument or voice. 3. Perform rounds, canon and partner songs. 4. Sing or play syncopated, dotted or uneven rhythms. 5. Sing or play with proper technique to produce appropriate timbre 6. Speak and sing using chest voice and head voice. 7. Demonstrate appropriate movement to a song. 8. Independently read a line of music. 9. Improvise a simple rhythm ostinato.		
	MU.4.1.3		- Vocabulary		1. Identify instruments and group them into families. 2. Identify the musical alphabet starting from any letter. 3. Identify standard music terminology as used in fourth grade textbooks and materials.		
	MU.4.1.5		- Themes in Musical Forms		1. Identify individual parts in a composition, such as melody and harmony lines 2. Demonstrate ability to follow musical road maps. 3. Locate repeated patterns aurally and visually in a musical work. 4. Follow the contour of a melody while listening to a musical work. 5. Perform music that has varying sections or phrases, representing A and B. 6. Historical and Cultural Production, Performance, and Exhibition		
	MU.4.1.6		- Historical and Cultural Production, Performance, and Exhibition		1. Experience songs of various genres and cultures.		
	MU.4.1.7		- Function and Analysis of Rehearsals and Practice Sessions				
5	- Grade 5						
	MU	- Music (5	- Grade5)				
	CR	- (3) Critical Response (5	- Grade 5 -> MU	- Music)			
	MU.5.3.6		- Comparisons of Musical Works		1. Compare differences between various musical works.		
	MU.5.3.7		- Critics in Music		1. Demonstrate good audience etiquette.		
	HCC	- (2) Historical and Cultural Context (5	- Grade 5 -> MU	- Music)			
	MU.5.2.10		- Differences in Musical Works		1. Describe differences in various styles of music.		
	MU.5.2.3		- Styles and Genres of Music				

	Type	Year	Entity	Key	Description	Subject	Status
5	- Grade 5 -> MU	- Music -> HCC	- (2) Historical and Cultural Context continued...				
					<ol style="list-style-type: none"> 1. Listen to and discuss attributes of music written by composers from different periods in music history in regards to the style they represent. 2. Listen to and discuss the meaning of African-American spirituals or other music related to the slave culture. 3. Discuss and experience world music drumming. 		
PPE	- (1) Production, Performance and Exhibition of Mus	(5	- Grade 5 -> MU	- Music)			
	MU.5.1.1	- Elements and Principles			<ol style="list-style-type: none"> 1. Identify whole steps and half steps on the piano keyboard. 2. Identify and describe time signatures: 2/4, 3/4, and 4/4. 3. Identify notes on the treble clef staff. 4. Identify flats and sharps as they appear in the appropriate literature for this age. 5. Identify standard notation for dynamics and basic articulations. 6. Identify repeat sign, d.s. al coda, dal segno, and dal capo symbols. 7. Know the value of rhythm patterns including eighth, quarter, half, whole, dotted half, and dotted quarter notes. 8. Identify letter names in one octave on the keyboard. 		
	MU.5.1.10	- Technologies in Music			<ol style="list-style-type: none"> 1. Create a song using music-making software. 2. Use the internet to learn about music. 		
	MU.5.1.2	- Demonstrations of Performance Proficiencies			<ol style="list-style-type: none"> 1. Sing alone and in groups. 10. Create and perform percussion patterns reflecting duple and triple. 11. Change a melody from major to minor and perform. 12. Play a melody on a pitched instrument. 13. Improvise a melody using limited pitches. 14. Demonstrate ability to read and count simple rhythm patterns. 2. Play chords on a chordal instrument. 3. Perform rhythms incorporating dotted and syncopated patterns. 4. Perform using a range of dynamic levels including pp, p, mp, mf, f, ff. 5. Sing songs with accompanying ostinato 6. Create and perform a variation to a given theme. 7. Sing using chest voice and head voice registers. 8. Perform on rhythm instruments. 9. Write and perform a melody using the pitches of the C Major pentachord. 		
	MU.5.1.3	- Vocabulary			<ol style="list-style-type: none"> 1. Define elements of music including form, melody, harmony, pitch, duration, meter, and texture. 		
	MU.5.1.5	- Themes in Musical Forms			<ol style="list-style-type: none"> 1. Understand popular music form. 2. Perform music that has varying sections or phrases, representing A and B. 3. Understand rondo form. 4. Understand theme and variations form. 		

6 - Grade 6

MU - Music (6 - Grade6)

CR	- (3) Critical Response (6	- Grade 6 -> MU	- Music)	
	MU.6.3.2	- Characteristics and Principles Used to Describe Music Works		
		<ol style="list-style-type: none"> 1. Identify instruments and musical characteristics in a listening selection. 		
	MU.6.3.3	- Classifications of Musical Works		

Content (Level -> Learning Area)

	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
6	-	Grade 6 ->	MU	-	Music ->	CR	- (3) Critical Response continued...
					1. Identify genres of music.		
	MU.6.3.5				- Types of Analysis		
					1. Respond to music verbally and in writing.		
	MU.6.3.7				- Critics in Music		
					1. Comment on ways that music affects mood and emotion.		
HCC	-	(2) Historical and Cultural Context (6	-	Grade 6 ->	MU	-	Music)
	MU.6.2.3				- Styles and Genres of Music		
					1. Relate works in twentieth-century American music chronologically to historical events.		
	MU.6.2.5				- Historical and Cultural Impact of Works of Music		
					1. Discuss the impact of technology on music through the decades of the twentieth century.		
	MU.6.2.8				- Artists/Musicians/Composers		
					1. Discuss American composers' lives and contributions		
PPE	-	(1) Production, Performance and Exhibition of Mus (6	-	Grade 6 ->	MU	-	Music)
	MU.6.1.1				- Elements and Principles		
					1. identify note names of the treble clef staff.		
					2. Identify the sound of Jazz music and classify songs as American Jazz music.		
					3. Identify instruments used in jazz and sort them into sections of a jazz band.		
					4. Identify American music from each decade in the twentieth century.		
					5. Identify the connection between text and music.		
	MU.6.1.10				- Technologies in Music		
					1. Create a rap and record vocals over a beat using music technology.		
					2. Understand technology uses in music.		
	MU.6.1.11				- Technologies in Humanities		
					1. Show an understanding of using other people's musical works in regard to material that is either copyrighted or public domain.		
	MU.6.1.2				- Demonstrations of Performance Proficiencies		
					1. Play chords on a musical instrument		
					2. Perform twelve-bar blues accompaniment.		
					3. Improvise a pentatonic melody over a given accompaniment.		
					4. Create lines of lyrics that fit into a 4 beat phrase.		
					5. Perform a treble clef song from notation.		
					6. Sing American folk songs alone and with others.		
	MU.6.1.3				- Vocabulary		
					1. Define music vocabulary relating to twentieth century American music.		
	MU.6.1.4				- Styles in Production, Performance, and Exhibition		
					1. Write a verse in AAB line scheme using the blues lyrics format: first two lines the same, third different.		
	MU.6.1.5				- Themes in Musical Forms		
					1. Identify changes in song forms and styles through the decades of the twentieth century.		
					2. Compare 12 bar blues to rock and roll.		
	MU.6.1.8				- Safety Issues in Music		
					1. Discuss appropriate levels for listening to music to prevent future hearing damage.		
					2. Demonstrate proper singing and speaking technique to avoid vocal health issues.		
7	-	Grade 7					
MU	-	Music (7	-	Grade7)			
CR	-	(3) Critical Response (7	-	Grade 7 ->	MU	-	Music)
	MU.7.3.1				- Critical Processes Used in the Examination of Music Works		

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
7	-	Grade 7 ->	MU	-	Music ->	CR	- (3) Critical Response continued...
					1. Critique and evaluate professional and amateur performances of musical works		
					2. Demonstrate the ability to listen critically to a musical performance based on listening		
	MU.7.3.4				- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (7	-	Grade 7 ->	MU	-	Music)
	MU.7.2.1				- Context of Works in Music		
					1. Demonstrate an understanding of the historical context of significant works of music with regards to the instruments and works of music used in the cl		
	MU.7.2.2				- Chronology of Works in Music		
					1. Identify historical time periods in the arts and humanities as it relates to significant works of music with regards to the classroom setting		
	MU.7.2.4				- Historical and Cultural Perspectives		
					1. Demonstrate an understanding of the relationship of works of music to significant historical events.		
					2. Demonstrate an understanding of the relationship of music and musical instruments with regards to technological advancements throughout history		
	MU.7.2.8				- Artists/Musicians/Composers		
					1. Identify biographical context of musicians and composers with regards to the instruments and works of music used in classroom setting		
PPE	-	(1) Production, Performance and Exhibition of Mus (7	-	Grade 7 ->	MU	-	Music)
	MU.7.1.1				- Elements and Principles		
					1. Create and compose rhythmic figures using standard musical notation on various instruments		
					2. Manipulate through performance on various instruments, the elements and conventions of musical notation		
	MU.7.1.10				- Technologies in Music		
					1. Introduce and utilize technologies available to create original musical compositions		
					2. Introduce and utilize technologies available to edit and modify musical compositions		
	MU.7.1.11				- Technologies in Humanities		
					1. Introduce and utilize technologies available to create musical compositions which are reflective of various media with the humanities		
	MU.7.1.2				- Demonstrations of Performance Proficiencies		
					1. Create and perform melodic figures on various instruments		
					2. Create and perform accompanying harmonies to melodic figures on various instruments		
					3. Sing melodies along with various accompanying instruments or recordings		
					4. Perform rhythmic figures while maintaining steady beat		
	MU.7.1.3				- Vocabulary		
					1. Recognize and define common musical terminology specific to instruments and technologies used in classroom setting		
	MU.7.1.4				- Styles in Production, Performance, and Exhibition		
					1. Create and perform music with appropriate stylistic interpretation		
	MU.7.1.5				- Themes in Musical Forms		
					1. Identify and use traditional musical forms in musical compositions		
	MU.7.1.8				- Safety Issues in Music		
					1. Demonstrate appropriate care, cleaning, and maintenance of instruments used in classroom settings.		
9	-	Grade 9					
ELEM	-	Grades 4-6					
BA	-	Band (ELEM - Grades4-6)					
CR	-	(3) Critical Response (ELEM - Grades 4-6 ->	BA	-	Band)		
	BA.ELEM.3.1				- Critical Processes Used in the Examination of Music Works		

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
ELEM - Grades 4-6 -> BA	-	Band	-> CR	-	(3) Critical Response continued...		
					1. Critique and evaluate professional and amateur performances of band music.		
BA.ELEM.3.4					- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (ELEM - Grades 4-6 -> BA	-	Band)			
BA.ELEM.2.1					- Context of Works in Music		
					1. Cite historical context of music used in lessons and rehearsals.		
BA.ELEM.2.4					- Historical and Cultural Perspectives		
					1. Identify key people and events relating to the history of their instrument.		
					2. Introduce music of different cultures.		
BA.ELEM.2.5					- Historical and Cultural Impact on Works of Music		
					1. Cite historical influences of literature used in lessons and rehearsals.		
					2. Demonstrate an understanding of the relationship of band repertoire selections to significant historical events.		
BA.ELEM.2.8					- Artists/Musicians/Composers		
					1. Identify composers' biographical information related to beginning band solo and ensemble music used in class.		
PPE	-	(1) Production, Performance and Exhibition of Mus (ELEM - Grades 4-6 -> BA	-	Band)			
BA.ELEM.1.1					- Elements and Principles		
					1. Manipulate, through performance on a band instrument, the elements of music notation as used in beginning band literature.		
					10. Identify elements of music notation as used in beginning band ensemble and solo literature.		
					11. Identify parts of their instruments.		
					12. Understand the concept of beat.		
					13. Understand the concept of harmony		
					2. Perform simple musical phrases.		
					3. Demonstrate elements of correct posture, embouchure, breathing and air support.		
					4. Correctly assemble instrument.		
					5. Identify and perform music in simple meters.		
					6. Perform rhythms in duple subdivisions as appropriate to beginning band ensemble and solo literature.		
					7. Perform with sensitivity to ensemble balance.		
					8. Perform with sensitivity to ensemble blend.		
					9. Perform ensemble and solo literature with appropriate musical phrasing.		
BA.ELEM.1.10					- Technologies in Music		
					1. Explore websites that offer historical or pedagogical information on individual band instruments, composers or musical groups and organizations		
					2. Utilize music practice and accompaniment software.		
					3. Utilize digital recording hardware/software to analyze elements of individual and group performances.		
BA.ELEM.1.2					- Demonstration of Performance Proficiencies		
					1. Play the B flat major scale in quarter notes @ 60 bpm.		
					2. Play polyphonic music		
					3. Perform with characteristic tone on a band instrument individually, in small homogeneous groups, and in large ensembles.		
					4. Interpret a conductor's pattern and gestures for meter.		
					5. Interpret a conductor's pattern and gestures for beat.		
					6. Interpret a conductor's pattern and gestures for tempo		
					7. Interpret a conductor's gestures with regard to ensemble balance and blend.		
					8. Interpret a conductor's gestures with regard to expressive elements (dynamics, shaping).		

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status
ELEM	- Grades 4-6 -> BA	- Band -> PPE	- (1)	Production, Performance and Exhibition of Mus continued...		
				9. Identify and analyze rhythm patterns in duple subdivision as appropriate to beginning band ensemble and solo literature.		
BA.ELEM.1.3			- Vocabulary			
				1. Demonstrate an understanding of basic music terminology appropriate to beginning band solo and ensemble literature.		
				2. Demonstrate an understanding of musical terminology related to rhythm.		
				3. Demonstrate an understanding of musical terminology related to harmony		
BA.ELEM.1.4			- Styles in Production, Performance and Exhibition			
				1. Perform appropriate dynamic indications in beginning band ensemble and solo literature.		
				2. Perform appropriate articulation indications in beginning band ensemble and solo literature.		
				3. Identify and define stylistic terminology appropriate to beginning band ensemble and solo literature.		
BA.ELEM.1.5			- Themes in Musical Form			
				1. Identify musical phrases and themes.		
				2. Perform music in a variety of instrumental forms appropriate to beginning band ensemble and solo literature.		
BA.ELEM.1.7			- Function and Analysis of Rehearsals and Practice Sessions			
				1. Understand appropriate elements of successful individual practice sessions.		
				2. Understand proper rehearsal etiquette in small and large group settings.		
				3. Understand the importance of comprehensive band warm up.		
BA.ELEM.1.8			- Safety Issues in Music			
				1. Show proper care, cleaning and maintenance of instrument.		
				2. Understand potential ear damage caused by playing instruments too closely to others.		
CH	- Chorus (ELEM - Grades 4-6)					
AR	- (4) Aesthetic Response (ELEM - Grades 4-6 -> CH - Chorus)					
CH.ELEM.4.4			- Artistic Choices			
				1. Evaluate and critique artistic choice in repertoire and performance.		
CR	- (3) Critical Response (ELEM - Grades 4-6 -> CH - Chorus)					
CH.ELEM.3.1			- Critical Processes Used in The Examination of Music Works			
				1. Respond to and evaluate performances.		
CH.ELEM.3.3			- Classification of Musical Works			
				1. Read and sing music written as rounds, partner songs, unison and 2 part.		
HCC	- (2) Historical and Cultural Context (ELEM - Grades 4-6 -> CH - Chorus)					
CH.ELEM.2.3			- Styles and Genres of Music			
				1. Perform multicultural music and folk songs.		
CH.ELEM.2.8			- Artists/Musicians/Composers			
				1. Show and understanding of the biographical and cultural information regarding composer, arranger and lyricist.		
PPE	- (1) Production, Performance and Exhibition of Mus (ELEM - Grades 4-6 -> CH - Chorus)					
CH.ELEM.1.1			- Elements and Principles			
				1. Manipulate, through vocal performance, the elements and conventions of musical notation in ensemble and individual settings.		
				2. Perform musical phrases based on shape and direction.		
				3. Develop pitch matching skills and aural skills.		
				4. Read music in simple meter in duple and triple subdivisions.		
				5. Perform with appropriate dynamic sensitivity, expression and articulation.		

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
ELEM	-	Grades 4-6 ->	CH	-	Chorus ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...
					6. Perform with sensitivity to ensemble blend, balance and timbral subtleties in ensemble settings.		
CH.ELEM.1.2					- Demonstrations of Performance Proficiencies		
					1. Read and sing Sol, Do, Re, Mi from the treble clef staff in unison with the group.		
					2. Sing using proper diction, posture, breathing and vowel shaping.		
					3. Perform accordingly in response to conducting patterns and gestures.		
					4. Perform ensemble literature in public performances, as a realization of the study of choral literature.		
CH.ELEM.1.3					- Vocabulary		
					1. Demonstrate an understanding of the musical terms found in the musical repertoire.		
CH.ELEM.1.4					- Styles in Production, Performance and Exhibition		
					1. Perform music with appropriate stylistic interpretation.		
CH.ELEM.1.7					- Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings.		
CH.ELEM.1.8					- Safety Issues in Music		
					1. Understand and demonstrate proper voice production, breath control and support to avoid vocal damage.		
CH.ELEM.1.9					- Community Performances and Exhibitions		
					1. Demonstrate proper concert performance etiquette.		
					2. Perform ensemble literature in public performances, as a realization of the study of choral literature.		
ST	-	Orchestra (ELEM - Grades 4-6)					
AR	-	(4) Aesthetic Response (ELEM - Grades 4-6 ->	ST	-	Orchestra)		
ST.ELEM.4.1					- Philosophical Studies		
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CR	-	(3) Critical Response (ELEM - Grades 4-6 ->	ST	-	Orchestra)		
ST.ELEM.3.1					- Critical Processes Used in the Examination of Music Works		
					1. Critique and evaluate professional and amateur performances of string music.		
ST.ELEM.3.4					- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (ELEM - Grades 4-6 ->	ST	-	Orchestra)		
ST.ELEM.2.1					- Context of Works in Music		
					1. Demonstrate an understanding of the historical context of string repertoire selections.		
ST.ELEM.2.4					- Historical and Cultural Perspectives		
					1. Identify key people and events relating to the history of their instrument.		
					2. Introduce music of different cultures.		
ST.ELEM.2.5					- Historical and Cultural Impact on Works of Music		
					1. Identify and describe string repertoire selections that have been significant to the development of the string movement.		
					2. Demonstrate an understanding of the relationship of string repertoire selections to significant historical events.		
ST.ELEM.2.8					- Pennsylvania Artist/Musicians/Composers		
					1. Identify significant biographical context with regards to composers of string literature.		
PPE	-	(1) Production, Performance and Exhibition of Mus (ELEM - Grades 4-6 ->	ST	-	Orchestra)		
ST.ELEM.1.1					- Elements and Principles		
					1. Identify parts of the string instrument and bow.		
					10. Manipulate, through performance on a string instrument, the elements of music notation as used in beginning orchestra literature.		

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status
ELEM	- Grades 4-6 ->	ST	- Orchestra ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...	
				<ol style="list-style-type: none"> 11. Perform simple musical phrases. 12. Perform rhythms in duple subdivisions as appropriate to beginning string ensemble and solo literature. 13. Perform with sensitivity to ensemble balance and blend. 2. Use correct body and instrument posture and bow hold. 3. Identify and echo simple melodies and rhythms. 4. Compensate for instrument-specific intonation tendencies in ensemble and individual settings. 5. Perform music in 4/4, 3/4 and 2/4 time 6. Perform with appropriate dynamic sensitivity, expression, and articulation. 7. Identify the elements of music notation as used in beginning string ensemble and solo literature 8. Understand the concept of beat. 9. Understand the concept of harmony 		
		ST.ELEM.1.10	- Technologies in Music	<ol style="list-style-type: none"> 1. Utilize technologies available for improving practice efficiency, e.g. web resources, practice software, metronome. 2. Explore websites that offer historical or pedagogical information on individual string instruments, composers or musical groups and organizations. 3. Utilize music practice and accompaniment software. 		
		ST.ELEM.1.2	- Demonstrations of Performance Proficiencies	<ol style="list-style-type: none"> 1. Perform with proper bow placement, speed and pressure. 2. Perform songs by rote and by reading notation. 3. Demonstrate characteristic tone on a string instrument in ensemble and individual settings. 4. Interpret conductors' gestures with regards to ensemble techniques, expression, and notation conventions. 5. Interpret conductors' gestures for beat and tempo. 6. Play the D major scale in quarter notes @ 60 bpm. 7. Identify and analyze rhythm patterns in duple subdivision as appropriate to beginning string ensemble and solo literature. 8. Play polyphonic music 		
		ST.ELEM.1.3	- Vocabulary	<ol style="list-style-type: none"> 1. Demonstrate an understanding of musical terminology related to rhythm. 2. Demonstrate an understanding of musical terminology related to harmony. 3. Demonstrate an understanding of basic music terminology appropriate to beginning orchestra solo and ensemble literature. 		
		ST.ELEM.1.4	- Styles in Production, Performance, and Exhibition	<ol style="list-style-type: none"> 1. Perform music with by rote and by reading notation. 2. Perform music with appropriate stylistic interpretation. 3. Perform a variety of music appropriate to beginning string ensemble and solo literature. 		
		ST.ELEM.1.5	- Themes in Musical Forms	<ol style="list-style-type: none"> 1. Identify informal structure and themes in conventional string literature musical forms. 2. Perform music in a variety of instrumental forms appropriate to beginning string ensemble and solo literature. 		
		ST.ELEM.1.6	- Historical and Cultural Production, Performance, and Exhibition	<ol style="list-style-type: none"> 1. Identify composers' biographical information. 		
		ST.ELEM.1.7	- Function and Analysis of Rehearsal and Practice Sessions	<ol style="list-style-type: none"> 1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings. 2. Demonstrate appropriate strategies for individual practice. 3. Understand the importance of a comprehensive string orchestra warm up. 		
		ST.ELEM.1.8	- Safety Issues in Music	<ol style="list-style-type: none"> 1. Demonstrate appropriate care, cleaning, and maintenance of a string instrument. 		
		ST.ELEM.1.9	- Community Performances and Exhibitions	<ol style="list-style-type: none"> 1. Perform ensemble literature in public performances, as a realization of the study of string literature. 		
HS	- Grades 9-12					
AM	- Applied Music (HS	- Grades 9-12)				

Content (Level -> Learning Area)

	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
HS	-	Grades 9-12 ->	AM	-	Applied Music continued...		
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	AM	-	Applied Music)
	AM.HS.3.1		-	Critical Processes			
				1. Evaluate and assess personal, peer, and professional performances.			
	AM.HS.3.4		-	Vocabulary for Criticism			
				1. Demonstrate the ability to critique personal, peer, and professional performances through the use of appropriate musical and performance practice term			
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	AM	-	Applied Music)
	AM.HS.2.4		-	Historical and Cultural Perspectives			
				1. Demonstrate an understanding of copyright law as it pertains to performance scenarios in an applied area of musical performance.			
				2. Demonstrate an understanding of copyright law as it pertains to mechanical rights and recording.			
				3. Demonstrate an understanding of careers associated with an applied area of musical performance.			
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	AM	-	Applied Music)
	AM.HS.1.1		-	Elements and Principles			
				1. Perform with accurate stylistic interpretation in solo and ensemble settings.			
				2. Perform with expression in solo and ensemble settings.			
	AM.HS.1.10		-	Technologies in Music			
				1. Demonstrate the use of technology to aid in musical performance and practice.			
	AM.HS.1.2		-	Demonstration			
				1. Demonstrate consistent technical development in an applied musical area.			
				2. Demonstrate mature and characteristic tone production.			
	AM.HS.1.3		-	Vocabulary			
				1. Demonstrate an understanding of conventional terminology associated with an applied area of music and its related performance practices.			
	AM.HS.1.4		-	Styles in Production, Performance, and Exhibition			
				1. Demonstrate an understanding of the different types of performance scenarios within an applied area of musical performance.			
	AM.HS.1.7		-	Function and Analysis of Rehearsals and Practice Sessions			
				1. Demonstrate appropriate productive practice strategies.			
				2. Demonstrate a professional work ethic with regards to practicing.			
				3. Demonstrate an ability to evaluate and assess individual practice techniques and productivity.			
				4. Demonstrate an understanding of professional level skill set proficiency in an applied area of musical performance and the ability to establish long-t			
	AM.HS.1.8		-	Safety Issues in Music			
				1. Identify health issues associated with musical performance.			
	AM.HS.1.9		-	Community Performances			
				1. Demonstrate proper stage etiquette and presence in solo and ensemble performance settings.			
				2. Demonstrate control and confidence in front of an audience.			
				3. Demonstrate the ability to select appropriate repertoire for public performance.			
				4. Demonstrate an understanding of promotion, planning, and management of performance scenarios within an applied area of musical performance.			
AP1	-	Advanced Piano (HS	-	Grades 9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 ->	AP1	-	Advanced Piano)
	AP1.HS.4.2		-	Aesthetic Interpretation			

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	AP1	-	Advanced Piano ->	AR	- (4) Aesthetic Response continued...
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
	AP1.HS.4.4			-	Artistic Choices		
					1. Evaluate and critique choices in rehearsal and recital performance.		
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	AP1	-	Advanced Piano)
	AP1.HS.3.2			-	Characteristics and Principles Used to Describe Music Works		
					1. Respond to student performances		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	AP1	-	Advanced Piano)
	AP1.HS.1.2			-	Demonstration of Performance Proficiencies		
					1. Demonstrate an understanding of playing using correct notes, rhythms and styles in piano literature.		
	AP1.HS.1.3			-	Vocabulary		
					1. Demonstrate an understanding of musical terminology used in piano literature.		
	AP1.HS.1.4			-	Styles in Production, Performance and Exhibi		
					1. Perform music with appropriate stylistic interpretation.		
	AP1.HS.1.5			-	Themes in Musical Forms		
					1. Demonstrate an understanding of themes and structures in piano literature.		
	AP1.HS.1.7			-	Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal and practice procedures.		
					2. Students will plan and evaluate individual practice plans and goals for each cycle.		
	AP1.HS.1.8			-	Safety Issues in Music		
					1. Demonstrate appropriate physical posture when playing the piano.		
	AP1.HS.1.9			-	Community Performances and Exhibitions		
					1. Perform piano literature in class recitals; as a realization of the study of piano literature.		
BA	-	Band (HS	-	Grades9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 ->	BA	-	Band)
	BA.HS.4.2			-	Aesthetic Interpretation		
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	BA	-	Band)
	BA.HS.3.1			-	Critical Processes Used in the Examination of Musical Works		
					1. Critique and evaluate professional and amateur performances of band music.		
	BA.HS.3.2			-	Characteristics and Principles Used to Describe Music		
					2. Demonstrate the ability to listen critically to a musical performance and critique based on listening.		
	BA.HS.3.4			-	Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	BA	-	Band)
	BA.HS.2.1			-	Context of Works in Music		
					1. Demonstrate an understanding of the historical context of band repertoire selections.		
	BA.HS.2.4			-	Historical and Cultural Perspectives		
					1. Demonstrate an understanding of the relationship of wind band repertoire selections to significant historical events.		
	BA.HS.2.5			-	Historical and Cultural Impact on Works in Music		
					1. Identify and describe wind band repertoire selections that have been significant to the development of the band movement.		
	BA.HS.2.8			-	Pennsylvania Artists, Musicians, and Composers		

Content (Level -> Learning Area)

	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 -> BA	-	Band -> HCC	-	(2) Historical and Cultural Context continued...	
					1. Identify significant biographical context with regards to composers of band literature.		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 -> BA	-	Band)	
BA.HS.1.1			-	Elements and Principles			
					1. Manipulate, through performance on a band instrument, the elements and conventions of musical notation in ensemble and individual settings.		
					2. Perform musical phrases based on shape and direction.		
					3. Compensate for instrument-specific intonation tendencies in ensemble and individual settings.		
					4. Perform music in simple, compound, and complex meters in duple and triple subdivisions.		
					5. Perform with appropriate dynamic sensitivity, expression, and articulation.		
					6. Perform with sensitivity to ensemble blend, balance, and timbral subtleties in ensemble settings.		
BA.HS.1.10			-	Technologies in Music			
					1. Utilize technologies available for improving practice efficiency, e.g. web resources, practice software, metronome.		
BA.HS.1.2			-	Demonstration			
					1. Demonstrate ability to play 12 major scales (15 major keys) on a band instrument using the circle of 5ths.		
					2. Demonstrate ability to play 12 minor scales (aeolian mode) (15 major keys) on a band instrument using the circle of 5ths.		
					3. Demonstrate ability to play a chromatic scale throughout the practical range.		
					4. Identify the harmonic and melodic forms of minor.		
					5. Demonstrate characteristic tone on a band instrument in ensemble and individual settings.		
					6. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions, and realization of printed musical scores.		
BA.HS.1.3			-	Vocabulary			
					1. Demonstrate an understanding of musical terminology used in band literature.		
BA.HS.1.4			-	Styles in Production, Performance, and Exhibition			
					1. Perform music with appropriate stylistic interpretation.		
BA.HS.1.5			-	Themes in Musical Forms			
					1. Identify formal structure and themes in conventional band literature musical forms.		
BA.HS.1.7			-	Function and Analysis of Rehearsals and Practice Sessions			
					1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings		
					2. Demonstrate appropriate strategies for individual practice.		
BA.HS.1.8			-	Safety Issues in Music			
					1. Demonstrate appropriate sanitary precautions with regards to playing a band instrument.		
					2. Demonstrate appropriate care, cleaning, and maintenance of a band instrument.		
BA.HS.1.9			-	Community Performances			
					1. Perform ensemble literature in public performances, as a realization of the study of band literature.		
CH	-	Chorus (HS	-	Grades 9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 -> CH	-	Chorus)	
CH.HS.4.2			-	Aesthetic Interpretation			
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CH.HS.4.4			-	Artistic Choices			
					1. Evaluate and critique artistic choices in rehearsal and concert performance.		
CR	-	(3) Critical Response (HS	-	Grades 9-12 -> CH	-	Chorus)	
CH.HS.3.1			-	Critical Processes			
					1. Critique and evaluate professional and amateur performances of vocal music.		
CH.HS.3.2			-	Characteristics and Principles Used to Describe Music Works			

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	CH	-	Chorus ->	CR	- (3) Critical Response continued...
					1. Demonstrate the ability to listen critically to a musical performance and critique based on listening.		
CH.HS.3.4					- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	CH	-	Chorus)
CH.HS.2.1					- Context of Works in Music		
					1. Demonstrate an understanding of the historical context of choral repertoire selections.		
CH.HS.2.3					- Styles and Genres of Music		
					1. Read, perform and analyze music including Folk Music, Pop, Jazz, Multi Cultural and Classical (western culture) music.		
CH.HS.2.4					- Historical and Cultural Perspectives		
					1. Demonstrate an understanding of the relationship of choral repertoire selections to significant historical events.		
CH.HS.2.8					- Artists/Musicians/Composers		
					1. Identify significant biographical context with regards to composers of choral literature.		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	CH	-	Chorus)
CH.HS.1.1					- Elements and Principals		
					1. Manipulate, through vocal performance, the elements and conventions of musical notation in ensemble and individual settings.		
					2. Perform musical phrases based on shape and direction.		
					3. Develop pitch matching skills and aural skills.		
					4. Read music in simple, compound, and complex meters in duple and triple subdivisions.		
					5. Perform with appropriate dynamic sensitivity, expression, and articulation.		
					6. Perform with sensitivity to ensemble blend, balance, and timbral subtleties in ensemble settings.		
					7. Performing choral music in up to 4 parts.		
CH.HS.1.2					- Demonstrations of Performance Proficiencies		
					1. Demonstrate sightsinging using Do, Re, Mi, Fa, So, LA, Ti & Do and altered major scale pitches in up to 3 parts.		
					2. Demonstrate characteristic vocal tone appropriate to high school vocalists.		
					3. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions, and realization of printed musical scores.		
					4. Perform choral music in different languages.		
CH.HS.1.3					- Vocabulary		
					1. Demonstrate an understanding of musical terminology used in choral literature.		
CH.HS.1.4					- Styles in Production, Performance and Exhibition		
					1. Perform music with appropriate stylistic interpretation.		
CH.HS.1.5					- Themes in Musical Forms		
					1. Identify formal structure and themes in conventional choral literature.		
CH.HS.1.7					- Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings.		
CH.HS.1.8					- Safety Issues in Music		
					1. Understand and demonstrate proper voice production, breath control and support.		
CH.HS.1.9					- Community Performances and Exhibitions		
					1. Perform ensemble literature in public performances, as a realization of the study of choral literature.		
JI	-	Jazz Improv Lab (HS	-	Grades 9-12)			
CM	-	(2) Creating Music (HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab)
JI.HS.2.1					- Melody		

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab ->	CM	- (2) Creating Music continued...
					1. Improvise solos with original jazz melodies.		
					2. Compose original jazz melodies.		
JI.HS.2.2				-	Rhythm		
					1. Improvise jazz solos using appropriate jazz rhythms.		
					2. Compose original jazz pieces with appropriate jazz rhythmic interpretation.		
JI.HS.2.3				-	Harmony		
					1. Improvise over standard jazz harmonies, including blues, ii-V-I, and rhythm changes.		
					1. Identify prominent composers and musicians from 20th century eras of jazz development.		
					2. Compose original jazz pieces based on standard jazz harmonic forms.		
					3. Compose original jazz piece with an original chord progression.		
JI.HS.2.4				-	Form		
					1. Improvise solos over standard jazz forms such as AABA and Blues.		
					2. Compose original jazz pieces in standard jazz forms.		
JI.HS.2.5				-	Style/Expression		
					1. Improvise solos in standard jazz heads in a variety of styles (swing, bebop, latin, funk, etc.).		
					2. Compose original jazz pieces in a variety of styles.		
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab)
JI.HS.2.3				-	History/Culture		
					1. Improvise over standard jazz harmonies, including blues, ii-V-I, and rhythm changes.		
					1. Identify prominent composers and musicians from 20th century eras of jazz development.		
					2. Compose original jazz pieces based on standard jazz harmonic forms.		
					3. Compose original jazz piece with an original chord progression.		
SP	-	(1) Singing and Playing Instruments (HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab)
JI.HS.1.1				-	Melody		
					1. Perform standard jazz heads from lead sheet and memory.		
					2. Imitate melodic motifs by ear.		
					3. Transpose melodic motifs in performance.		
JI.HS.1.2				-	Rhythm		
					1. Perform standard jazz rhythms		
					2. Imitate melodic motifs by ear.		
JI.HS.1.3				-	Harmony		
					1. Play arpeggiated chords from standard jazz heads.		
					2. Play major scales in 15 keys.		
					3. Play mixolydian scales in 15 keys.		
					4. Play dorian scales in 15 keys.		
					5. Play blues scales in all 15 keys.		
					6. Play standard jazz heads utilizing blues progressions.		
					7. Play standard jazz heads utilizing rhythm changes.		
JI.HS.1.4				-	Tone Color		
					1. Perform with characteristic jazz tone.		
					2. Perform with characteristic jazz tone alterations, such as vibrato, glissando, etc.		
JI.HS.1.5				-	Form		
					1. Perform standard jazz tunes in AABA form.		
					2. Perform standard jazz tunes in blues form.		
JI.HS.1.6				-	Style/Expression		
					1. Perform with characteristic jazz stylings and articulations.		
UM	-	(3) Understanding Music (HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab)
JI.HS.3.1				-	Harmony		

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	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
HS	-	Grades 9-12 ->	JI	-	Jazz Improv Lab ->	UM	- (3) Understanding Music continued...
							<ol style="list-style-type: none"> 1. Identify major chords from written notation and chord symbols. 2. Identify minor chords from written notation and chord symbols. 3. Identify dominant chords from written notation and chord symbols.
			JI.HS.3.2	-	Form		<ol style="list-style-type: none"> 1. Identify AABA form both in written pieces and through listening. 2. Identify blues form both in written pieces and through listening.
MT	-	Adv Music Theor (HS - Grades 9-12)					
AR	-	(4) Aesthetic Response (HS - Grades 9-12 ->	MT	-	Adv Music Theor)		
			MT.HS.4.2	-	Aesthetic Interpretation		<ol style="list-style-type: none"> 1. Response to aesthetics in great musical works. 2. Demonstrate a connection to music and aesthetic response.
CR	-	(3) Critical Response (HS - Grades 9-12 ->	MT	-	Adv Music Theor)		
			MT.HS.3.1	-	Critical Processes Used in the Examination of Music Works		<ol style="list-style-type: none"> 1. Analyze and evaluate recorded musical works.
			MT.HS.3.3	-	Classifications of Musical Works		<ol style="list-style-type: none"> 1. Identify musical style and genre through aural examples.
			MT.HS.3.4	-	Vocabulary for Criticism		<ol style="list-style-type: none"> 1. Demonstrate appropriate vocabulary for criticism
			MT.HS.3.6	-	Comparisons of Musical Works		<ol style="list-style-type: none"> 1. Compare and contrast musical works through aural examples.
HCC	-	(2) Historical and Cultural Context (HS - Grades 9-12 ->	MT	-	Adv Music Theor)		
			MT.HS.2.1	-	Context of Works in Music		<ol style="list-style-type: none"> 1. Demonstrate an understanding of musical works in historical context.
			MT.HS.2.10	-	Historical Differences in Musical Works		<ol style="list-style-type: none"> 1. Demonstrate an understanding of historical development of music.
			MT.HS.2.11	-	Traditions Within Works of Music		<ol style="list-style-type: none"> 1. Recognize traditions within musical works.
			MT.HS.2.12	-	Common Themes in Works of Music		<ol style="list-style-type: none"> 1. Recognize common themes in musical works.
			MT.HS.2.2	-	Chronology of Works in Music		<ol style="list-style-type: none"> 1. Demonstrate an understanding of the historical progression of Western tonal music.
			MT.HS.2.3	-	Styles and Genres of Music		<ol style="list-style-type: none"> 1. Demonstrate an understanding of musical styles in historical context.
			MT.HS.2.5	-	Historical and Cultural Impact on Works of Music		<ol style="list-style-type: none"> 1. Demonstrate an understanding of the historical impact of great works of music.
			MT.HS.2.6	-	Vocabulary for Historical and Cultural Context		<ol style="list-style-type: none"> 1. Demonstrate an understanding vocabulary for historical musical genres
PPE	-	(1) Production, Performance and Exhibition of Mus (HS - Grades 9-12 ->	MT	-	Adv Music Theor)		
			MT.HS.1.1	-	Elements and Principles		<ol style="list-style-type: none"> 1. Demonstrate proper pitch notation in treble and bass clef. 2. Demonstrate proper rhythmic notation in simple, compound, and odd meters. 3. Demonstrate proper expression markings (tempo, dynamics, articulation) 4. Demonstrate an understanding of melodic and harmonic intervals up to an octave. 5. Demonstrate an understanding of major scales. 6. Demonstrate an understanding of all form of the minor scale.

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	MT	-	Adv Music Theor ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...
					7. Demonstrate an understanding of triads in root position and inversion.		
					8. Demonstrate an understanding of seventh chords in root position and inversion.		
MT.HS.1.2					- Demonstrations of Performance Proficiencies		
					1. Identify melodic and harmonic intervals by ear.		
					2. Identify triads by ear.		
					3. Identify seventh chords by ear.		
					4. Perform a major scale with solfege syllables.		
					5. Sight-sing melodies individually and in groups.		
MT.HS.1.3					- Vocabulary		
					1. Demonstrate an understanding of musical vocabulary with regard to music notation.		
					2. Demonstrate an understanding of musical vocabulary with regard to harmony		
					3. Demonstrate an understanding of musical vocabulary with regard to expression.		
					4. Demonstrate an understanding of musical vocabulary with regard to style.		
					5. Demonstrate an understanding of musical vocabulary with regard to form.		
MT.HS.1.4					- Styles in Production, Performance and Exhibition		
					1. Identify various historical styles through aural examples.		
MT.HS.1.5					- Themes in Musical Forms		
					1. Identify various musical forms through written and aural examples.		
					2. Compose a melody built on four-measure phrases.		
P1	-	Basic Piano (HS	-	Grades 9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 ->	P1	-	Basic Piano)
P1.HS.4.2					- Aesthetic Interpretation		
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
P1.HS.4.4					- Artistic Choices		
					1. Evaluate and critique choices in rehearsal and recital performance.		
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	P1	-	Basic Piano)
P1.HS.3.2					- Characteristics and Principles Used to Describe Music Works		
					1. Respond to student performances		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	P1	-	Basic Piano)
P1.HS.1.1					- Elements and Principles		
					1. Demonstrate an understanding of the names of the notes in the treble clef		
					2. Demonstrate an understanding of the names of the notes in the bass cleff		
					3. Demonstrate an understanding of 4/4 and 3/4 time signatures		
					4. Demonstrate an understanding of whole, half, quarter and dotted half notes and rests.		
P1.HS.1.2					- Demonstration of Performance Proficiencies		
					1. Play using 2 hands		
					10. Demonstrate an understanding of DC and DS markings		
					11. Demonstrate an understanding of p, mf, f dynamic markings		
					2. Play a melody using correct notes		
					3. Play using triads		
					4. Demonstrate an understanding of tied and slurred notes		
					5. Demonstrate an understanding of 8th notes and 8th rests		
					6. Demonstrate an understanding of whole and half steps		
					7. Demonstrate an understanding of the use of the sustain pedal		
					8. Demonstrate an understanding of sharps and flats		

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	P1	-	Basic Piano ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...
					9. Demonstrate an understanding of repeat signs		
	P1.HS.1.3				- Vocabulary		
					1. Demonstrate an understanding of musical terminology used in piano literature.		
	P1.HS.1.4				- Styles in Production, Performance and Exhibition		
					1. Perform music with appropriate stylistic interpretation.		
	P1.HS.1.5				- Themes in Musical Forms		
					1. Demonstrate an understanding of themes and structures in piano literature.		
	P1.HS.1.7				- Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal and practice procedures		
	P1.HS.1.8				- Safety Issues in Music		
					1. Demonstrate appropriate physical posture when playing the piano.		
	P1.HS.1.9				- Community Performances and Exhibitions		
					1. Perform piano literature in class recitals, as a realization of the study of piano literature.		
ST	-	Orchestra (HS	-	Grades 9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 ->	ST	-	Orchestra)
	ST.HS.4.2				- Aesthetic Interpretation		
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	ST	-	Orchestra)
	ST.HS.3.1				- Critical Processes Used in the Examination of Music Works		
					1. Critique and evaluate professional and amateur performances of wind string music.		
					2. Demonstrate the ability to listen critically to a musical performance and critique based on listening.		
	ST.HS.3.4				- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	ST	-	Orchestra)
	ST.HS.2.1				- Context of Works in Music		
					1. Demonstrate an understanding of the historical context of string repertoire selections.		
	ST.HS.2.4				- Historical and Cultural Perspectives		
					1. Demonstrate an understanding of the relationship of wind string repertoire selections to significant historical events.		
	ST.HS.2.5				- Historical and Cultural Impact on Works of Music		
					1. Identify and describe wind string repertoire selections that have been significant to the development of the string movement.		
	ST.HS.2.8				- Artists/Musicians/Composers		
					1. Identify significant biographical context with regards to composers of string literature.		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	ST	-	Orchestra)
	ST.HS.1.1				- Elements and Principles		
					1. Manipulate, through performance on a string instrument, the elements and conventions of musical notation in ensemble and individual settings.		
					2. Perform musical phrases based on shape and direction.		
					3. Compensate for instrument-specific intonation tendencies in ensemble and individual settings.		
					4. Perform music in simple, compound, and complex meters in duple and triple subdivisions.		
					5. Perform with appropriate dynamic sensitivity, expression, and articulation.		
					6. Perform with sensitivity to ensemble blend, balance, and timbral subtleties in ensemble settings.		
	ST.HS.1.10				- Technologies in Music		

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	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
HS	-	Grades 9-12 ->	ST	-	Orchestra -> PPE	-	(1) Production, Performance and Exhibition of Mus continued...
					1. Utilize technologies available for improving practice efficiency, e.g. web resources, practice software, metronome.		
ST.HS.1.2				-	Demonstrations of Performance Proficiencies		
					1. Demonstrate ability to play 12 major scales (15 major keys) on a string instrument using the circle of 5ths.		
					2. Demonstrate ability to play 12 minor scales (aeolian mode) (15 major keys) on a string instrument using the circle of 5ths.		
					3. Demonstrate ability to play a chromatic scale throughout the practical range.		
					4. Identify the harmonic and melodic forms of minor.		
					5. Demonstrate characteristic tone on a string instrument in ensemble and individual settings.		
					6. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions, and realization of printed musical scores.		
ST.HS.1.3				-	Vocabulary		
					1. Demonstrate an understanding of musical terminology used in string literature.		
ST.HS.1.4				-	Styles in Production, Performance and Exhibition		
					1. Perform music with appropriate stylistic interpretation.		
ST.HS.1.5				-	Themes in Musical Forms		
					1. Identify formal structure and themes in conventional string literature musical forms.		
ST.HS.1.7				-	Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings.		
					2. Demonstrate appropriate strategies for individual practice.		
ST.HS.1.8				-	Safety Issues in Music		
					1. Demonstrate appropriate sanitary precautions with regards to playing a string instrument.		
					2. Demonstrate appropriate care, cleaning, and maintenance of a string instrument.		
ST.HS.1.9				-	Community Performances and Exhibitions		
					1. Perform ensemble literature in public performances, as a realization of the study of string literature.		
TE	-	Music Technolog (HS - Grades 9-12)					
AR	-	(4) Aesthetic Response (HS - Grades 9-12 -> TE	-	Music Technolog)			
TE.HS.4.2			-	Aesthetic Interpretation			
					2. Demonstrate an understanding of how composers utilize music to evoke emotion or mood.		
CR	-	(3) Critical Response (HS - Grades 9-12 -> TE	-	Music Technolog)			
TE.HS.3.1			-	Critical Processes Used in the Examination of Musical Works			
					1. Analyze and critique professional and peer compositions.		
TE.HS.3.3			-	Classification of Musical Works			
					1. Identify a variety of genres in popular music.		
					2. Identify use of popular music song forms such as 12-bar blues, 32-bar song, and verse-refrain.		
TE.HS.3.4			-	Vocabulary for Criticism			
					1. Utilize appropriate musical terminology to critique professional and peer compositions.		
HCC	-	(2) Historical and Cultural Context (HS - Grades 9-12 -> TE	-	Music Technolog)			
TE.HS.2.12			-	Common Themes			
					1. Relate common conventions in popular music to compositional techniques.		
TE.HS.2.3			-	Styles and Genres of Music			
					1. Demonstrate an understanding of popular musical styles and genres.		
PPE	-	(1) Production, Performance and Exhibition of Mus (HS - Grades 9-12 -> TE	-	Music Technolog)			
TE.HS.1.1			-	Production, Performance, and Exhibition of Music			

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Type	Year	Entity	Key	Description	Subject	Status
HS	- Grades 9-12 ->	TE	- Music Technolog ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...	
				<ol style="list-style-type: none"> 1. Create and record drum loops using ostinato patterns in simple meter. 10. Program appropriate dynamic indications in an original piece of music using MIDI instruments and sequencing application. 2. Compose a melody using a major scale. 3. Compose an original piece using a specified chord progression. 4. Program appropriate tempo changes in an original piece of music using MIDI instruments and sequencing applications. 5. Program appropriate meter changes in an original piece of music using MIDI instruments and sequencing applications. 6. Use MIDI effects to manipulate, alter, and enhance recorded MIDI tracks. 7. Use audio effects to manipulate, alter, and enhance digital audio clips. 8. Use a combination of MIDI, digital, audio, and effects to create an original composition. 9. Program appropriate articulation indications in an original piece of music using MIDI instruments and sequencing application. 		
TE.HS.1.10			- Technologies in Music	<ol style="list-style-type: none"> 1. Demonstrate the use of a MIDI work station set-up, making proper connections between the different elements. 2. Define basic parameters of the MIDI specification and subsequent additions to the specification, e.g. General MIDI 3. Describe the basic process of encoding analog sound as binary data (analog to digital conversion). 4. Describe the basic process of decoding binary data to analog sound (digital to analog conversion). 		
TE.HS.1.2			- Demonstrations	<ol style="list-style-type: none"> 1. Identify the names of notes and keys on a keyboard. 10. Demonstrate basic manipulation of digital audio. 11. Demonstrate an understanding of dynamic compression. 12. Demonstrate an understanding of equalization. 2. Demonstrate an understanding of whole steps, half steps, and octaves. 3. Demonstrate an understanding and understanding of beat and subdivision in simple meter. 4. Demonstrate an understanding of the MIDI Time Clock relative to measure, beat, subdivision, and meter. 5. Demonstrate an understanding of relative time versus absolute time. 6. Demonstrate basic digital audio recording techniques. 7. Use mixing board to balance track volumes. 8. Use mixing board to create a stereo image. 9. Demonstrate basic MIDI programming and editing skills for pitch, duration, quantization, velocity, and patch. 		
TE.HS.1.3			- Vocabulary	<ol style="list-style-type: none"> 1. Demonstrate an understanding of basic musical vocabulary associated with the musical elements of rhythm, melody, and harmony. 2. Demonstrate an understanding of vocabulary associated with MIDI sequencing. 3. Demonstrate an understanding of vocabulary associated with Digital Audio recording. 4. Demonstrate an understanding of vocabulary used in digital sequencing software and MIDI applications. 5. Demonstrate an understanding of waveform properties (frequency, amplitude, harmonics) with regards to digital audio recording and processing. 6. Demonstrate an understanding of the relationship between waveform properties (frequency, amplitude, harmonics) and the characteristics of sound (pitch, volume, timbre). 		
TE.HS.1.4			- Style	<ol style="list-style-type: none"> 1. Compose an original work representing several different emotions or moods. 2. Create a variety of styles and textures by manipulating timbre and patches. 		
TE.HS.1.5			- Themes	<ol style="list-style-type: none"> 1. Create an original composition using four-measure phrases. 		

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	Type	Year	Entity	Key	Description	Subject	Status
HS	-	Grades 9-12 ->	TE	-	Music Technology ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...
							<ol style="list-style-type: none"> 2. Create original compositions in common popular music song forms. 3. Create an original composition using a clearly defined formal structure.
TE.HS.1.7					- Function and Analysis		<ol style="list-style-type: none"> 1. Demonstrate an understanding of basic rhythmic values and subdivisions in simple meter applications. 2. Demonstrate an understanding of diatonic scale structure. 3. Demonstrate a basic understanding of chords and harmony within diatonic scale structure.
TE.HS.1.8					- Safety Issues		<ol style="list-style-type: none"> 1. Demonstrate an understanding of safety issues in music recording.
TE.HS.1.9					- Community Performances and Exhibitions		<ol style="list-style-type: none"> 1. Present original compositions to peers for evaluation and critique.
TE2	-	Music Tech 2 (HS	-	Grades 9-12)			
AR	-	(4) Aesthetic Response (HS	-	Grades 9-12 ->	TE2	-	Music Tech 2)
TE2.HS.4.2					- Aesthetic Interpretation		<ol style="list-style-type: none"> 1. Demonstrate an understanding of how composer utilize music to evoke emotion or mood.
CR	-	(3) Critical Response (HS	-	Grades 9-12 ->	TE2	-	Music Tech 2)
TE2.HS.3.1					- Critical Processes Used in the Examination of Music Works		<ol style="list-style-type: none"> 1. Analyze and critique professional and peer compositions.
TE2.HS.3.4					- Vocabulary for Criticism		<ol style="list-style-type: none"> 1. Utilize appropriate musical terminology to critique professional and peer compositions.
HCC	-	(2) Historical and Cultural Context (HS	-	Grades 9-12 ->	TE2	-	Music Tech 2)
TE2.HS.2.3					- Styles and Genres of Music		<ol style="list-style-type: none"> 1. Demonstrate an understanding of popular musical styles and genres. 2. Compose music using popular musical styles and genres.
PPE	-	(1) Production, Performance and Exhibition of Mus (HS	-	Grades 9-12 ->	TE2	-	Music Tech 2)
TE2.HS.1.1					- Elements and Principles		<ol style="list-style-type: none"> 1. Demonstrate an understanding how to use analog synthesis to create music. 2. Demonstrate an understanding of how to use software samplers to create music 3. Demonstrate an understanding of how to use a vocoder to create music. 4. Demonstrate an understanding of microphone construction and operation. 5. Demonstrate an understanding of live sound system operation. 6. Demonstrate an understanding of sound design and composition for video.
TE2.HS.1.10					- Technologies in Music		<ol style="list-style-type: none"> 1. Demonstrate a high level of understanding of MIDI and Digital Audio workstations. 2. Describe the process of analog synthesis. 3. Describe the process of software sampling. 4. Describe the process of vocoding.
TE2.HS.1.2					- Demonstrations of Performance Proficiencies		<ol style="list-style-type: none"> 1. Create music using software synthesizer. 2. Create music using software sampling. 3. Create music using software vocoders. 4. Create music to underscore video.
TE2.HS.1.3					- Vocabulary		<ol style="list-style-type: none"> 1. Demonstrate an understanding of vocabulary with regard to analog synthesis. 2. Demonstrate an understanding of vocabulary with regard to sampling. 3. Demonstrate an understanding of vocabulary with regard to vocoding.

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	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
MS	-	Grade 7-8 ->	BA	-	Band ->	AR	- (4) Aesthetic Response continued...
					1. Identify and verbalize individual aesthetic response to personal performance, as well as performances by others.		
CR	-	(3) Critical Response (MS	-	Grade 7-8 ->	BA	-	Band)
	BA.MS.3.1		-	Critical Processes Used in the Examination of Music Works			
				1. Critique and evaluate professional and amateur performances of band music.			
				2. Demonstrate the ability to listen critically to a musical performance and critique based on listening.			
	BA.MS.3.4		-	Vocabulary for Criticism			
				1. Utilize appropriate musical terminology in the process of performance critique.			
HCC	-	(2) Historical and Cultural Context (MS	-	Grade 7-8 ->	BA	-	Band)
	BA.MS.2.1		-	Context of Works in Music			
				1. Demonstrate an understanding of the historical context of band repertoire selections.			
	BA.MS.2.4		-	Historical and Cultural Perspectives			
				1. Demonstrate an understanding of the relationship of band repertoire selections to significant historical events.			
	BA.MS.2.5		-	Historical and Cultural Impact on Works of Music			
				1. Identify and describe wind band repertoire selections that have been significant to the development of the band movement.			
	BA.MS.2.8		-	Artists/Musicians/Composers			
				1. Identify significant biographical context with regards to composers of band literature			
PPE	-	(1) Production, Performance and Exhibition of Mus (MS	-	Grade 7-8 ->	BA	-	Band)
	BA.MS.1.1		-	Elements and Principles			
				1. Manipulate, through performance on a band instrument, the elements and conventions of musical notation in ensemble and individual settings.			
				2. Perform musical phrases based on direction and shape.			
				3. Compensate for instrument-specific intonation tendencies in individual and ensemble settings.			
				4. Perform music in simple and compound meters in duple and triple subdivisions.			
				5. Perform with appropriate dynamic sensitivity, expression, and articulation.			
				6. Perform with sensitivity to ensemble blend, balance, and timbral subtleties in ensemble settings.			
				7. Demonstrate elements of correct posture, embouchure, breathing and air support, and tone production			
	BA.MS.1.10		-	Technologies in Music			
				1. Utilize technologies available for improving practice efficiency, e.g. web resources, practice software, metronome, recording technologies			
	BA.MS.1.2		-	Demonstrations of Performance Proficiencies			
				1. Demonstrate ability to play 8 major scales on a band instrument			
				2. Demonstrate ability to play a chromatic scale minimum 1 octave			
				3. Demonstrate characteristic tone on a band instrument in individual and ensemble settings			
				4. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions, and realization of printed musical scores.			
	BA.MS.1.3		-	Vocabulary			
				1. Demonstrate an understanding of musical terminology used in band literature.			
	BA.MS.1.4		-	Styles in Production, Performance, and Exhibition			
				1. Perform music with appropriate stylistic interpretation in band music			
	BA.MS.1.5		-	Themes in Musical Forms			
				1. Identify formal structure and themes in conventional band literature musical forms.			
				2. Identify thematic elements (theme, motif, subject, sequence) within the context of ensemble literature.			
	BA.MS.1.7		-	Function and Analysis of Rehearsals and Practice Sessions			
				1. Demonstrate appropriate strategies for individual practice.			
MS	-	Grade 7-8					
BA	-	Band (MS	-	Grade 7-8)			
AR	-	(4) Aesthetic Response (MS	-	Grade 7-8 ->	BA	-	Band)
	BA.MS.4.2		-	Aesthetic Interpretation			

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	Type	Year	Entity	Key	Description	Subject	Status
MS	- Grade 7-8 -> BA	- Band -> PPE	- (1) Production, Performance and Exhibition of Mus continued...				
					2. Demonstrate appropriate rehearsal etiquette and effective rehearsal procedures		
BA	MS.1.8		- Safety Issues in Music				
					1. Demonstrate appropriate sanitary precautions with regards to playing a band instrument		
					2. Demonstrate appropriate care, cleaning, and maintenance of a band instrument.		
BA	MS.1.9		- Community Performances and Exhibitions				
					1. Perform large ensemble literature in public performances, as a realization of the study of band literature.		
					2. Perform in public venues in individual and small ensemble settings		
CH	- Chorus (MS	- Grade 7-8)					
AR	- (4) Aesthetic Response (MS	- Grade 7-8 -> CH	- Chorus)				
CH	MS.4.2		- Aesthetic Interpretation				
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CH	MS.4.4		- Artistic Choices				
					1. Evaluate and critique artistic choice in repertoire and performance.		
CR	- (3) Critical Response (MS	- Grade 7-8 -> CH	- Chorus)				
CH	MS.3.1		- Critical Processes Used in The Examination of Music Works				
					1. Respond to and evaluate performances.		
CH	MS.3.2		- Characteristics and Principles Used to Describe Music Works				
					2. Demonstrate the ability to listen critically to a musical performance and critique based on listening.		
CH	MS.3.4		- Vocabulary for Criticism				
					1. Utilize appropriate musical terminology in the process of performance critique.		
HCC	- (2) Historical and Cultural Context (MS	- Grade 7-8 -> CH	- Chorus)				
CH	MS.2.1		- Context of Works in Music				
					1. Demonstrate an understanding of the historical context of choral repertoire selections.		
CH	MS.2.3		- Styles and Genres of Music				
					1. Perform and experience multicultural, folk, pop and jazz choral music.		
CH	MS.2.8		- Artists/Musicians/Composers				
					1. Identify significant biographical context with regards to composers of choral literature.		
PPE	- (1) Production, Performance and Exhibition of Mus (MS	- Grade 7-8 -> CH	- Chorus)				
CH	MS.1.1		- Elements and Principles				
					1. Manipulate, through vocal performance, the elements and conventions of musical notation in ensemble and individual settings.		
					2. Perform musical phrases based on shape and direction.		
					3. Develop pitch matching skills and aural skills.		
					4. Read music in simple and compound meters in duple and triple subdivisions.		
					5. Perform with appropriate dynamic sensitivity, expression and articulation.		
					6. Perform with sensitivity to ensemble blend, balance and timbral subtleties in ensemble settings.		
					7. Perform choral music in up to 3 parts.		
CH	MS.1.2		- Demonstrations of Performance Proficiencies				
					1. Demonstrate sight-singing using Do, Re, Mi, Fa, Sol, La, Ti, Do in unison.		
					2. Demonstrate characteristic vocal tone appropriate to middle school vocalists.		
					3. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions and realization of printed musical scores.		
					4. Perform choral music in different languages.		
CH	MS.1.3		- Vocabulary				

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	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>
MS	-	Grade 7-8 ->	CH	-	Chorus ->	PPE	- (1) Production, Performance and Exhibition of Mus continued...
					1. Demonstrate an understanding of musical terminology used in choral literature.		
CH.MS.1.4					- Styles in Production, Performance and Exhibition		
					1. Perform music with appropriate stylistic interpretation.		
CH.MS.1.7					- Function and Analysis of Rehearsals and Practice Sessions		
					1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings.		
CH.MS.1.8					- Safety Issues in Music		
					1. Understand and demonstrate proper proper voice production, breath control and support.		
CH.MS.1.9					- Community Performances and Exhibitions		
					1. Perform ensemble literature in public performances, as a realization of the study of choral literature.		
ST	-	Orchestra (MS	-	Grade 7-8)			
AR	-	(4) Aesthetic Response (MS	-	Grade 7-8 ->	ST	-	Orchestra)
ST.MS.4.2					- Aesthetic Interpretation		
					1. Identify and verbalize individual aesthetic response to personal performance, as well as the performance by others.		
CR	-	(3) Critical Response (MS	-	Grade 7-8 ->	ST	-	Orchestra)
ST.MS.3.1					- Critical Processes Used in the Examination of Music Works		
					1. Critique and evaluate professional and amateur performances of string music.		
ST.MS.3.4					- Vocabulary for Criticism		
					1. Utilize appropriate musical terminology in the process of performance critique		
HCC	-	(2) Historical and Cultural Context (MS	-	Grade 7-8 ->	ST	-	Orchestra)
ST.MS.2.1					- Context of Works in Music		
					1. Demonstrate an understanding of the historical context of string repertoire selections.		
ST.MS.2.4					- Historical and Cultural Perspectives		
					1. Demonstrate an understanding of the relationship of string repertoire selections to significant historical events.		
ST.MS.2.5					- Historical and Cultural Impact on Works of Music		
					1. Identify and describe string repertoire selections that have been significant to the development of the string movement.		
ST.MS.2.8					- Pennsylvania Artists/Musicians/Composers		
					1. Identify significant biographical context with regards to composers of string literature.		
PPE	-	(1) Production, Performance and Exhibition of Mus (MS	-	Grade 7-8 ->	ST	-	Orchestra)
ST.MS.1.1					- Elements and Principles		
					1. Manipulate, through performance on a string instrument, the elements and conventions of musical notation in ensemble and individual settings.		
					2. Perform musical phrases based on shape and direction.		
					3. Compensate for instrument-specific intonation tendencies in ensemble and individual settings.		
					4. Perform music in simple, compound, and complex meters in duple and triple subdivisions.		
					5. Perform music in simple, compound, and complex meters in duple and triple subdivisions.		
					6. Perform with sensitivity to ensemble blend, balance, and timbral subtleties in ensemble settings.		
ST.MS.1.10					- Technologies in Music		
					1. Utilize technologies available for improving practice efficiency, e.g. web resources, practice software, metronome.		
ST.MS.1.2					- Demonstrations of Performance Proficiencies		
					1. Demonstrate ability to play 9 major scales (9 major keys) on a string instrument using the circle of 5ths.		
					2. Demonstrate characteristic tone on a string instrument in ensemble and individual settings.		

Content (Level -> Learning Area)

Type	Year	Entity	Key	Description	Subject	Status
MS	- Grade 7-8 -> ST	- Orchestra -> PPE	- (1)	Production, Performance and Exhibition of Mus continued...		
				3. Interpret conductors' gestures with regards to ensemble techniques, expression, notation conventions, and realization of printed musical scores.		
ST.MS.1.3				- Vocabulary		
				1. Demonstrate an understanding of musical terminology used in string literature.		
ST.MS.1.4				- Styles in Production, Performance and Exhibition		
				1. Perform music with appropriate stylistic interpretation.		
ST.MS.1.5				- Themes in Musical Forms		
				1. Identify formal structure and themes in conventional string literature musical forms.		
ST.MS.1.7				- Function and Analysis of Rehearsals and Practice Sessions		
				1. Demonstrate appropriate rehearsal etiquette and procedures in ensemble settings.		
				2. Demonstrate appropriate strategies for individual practice.		
ST.MS.1.8				- Demonstrate appropriate care, cleaning, and maintenance of a string instrument.		
ST.MS.1.9				- Community Performances and Exhibitions		
				1. Perform ensemble literature in public performances, as a realization of the study of string literature.		

***** End of report *****

Content (Level -> Learning Area)

	<u>Type</u>	<u>Year</u>	<u>Entity</u>	<u>Key</u>	<u>Description</u>	<u>Subject</u>	<u>Status</u>			
HS	-	Grades 9-12	->	TE2	-	Music Tech 2	->	PPE	-	(1) Production, Performance and Exhibition of Mus continued...
										4. Demonstrate an understanding of vocabulary with regard to microphones.
										5. Demonstrate an understanding of vocabulary with regard to sound systems.
										6. Demonstrate an understanding of audio and MIDI effects to sculpt timbre.
	TE2.HS.1.4									- Styles in Production, Performance and Exhibition
										1. Create a variety of styles and textures by manipulating timbres and patches.
	TE2.HS.1.5									- Themes in Musical Forms
										1. Create an original composition using a clearly defined musical form.
	TE2.HS.1.8									- Safety Issues in Music
										1. Demonstrate an understanding of safety issues in music recording.
										2. Demonstrate an understanding of safety issues in live sound reinforcement.