

Benchmarks for Music Education

K-5 General Music

KEY: **P=Prepare** | **I=Introduce** | **D=Develop** | **R=Reinforce** | **M=Mastery** | **F=Fluency**

Prepare – Experience a new concept physically and aurally without labeling or focus

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	K	1 st	2 nd	3 rd	4 th	5 th
Rhythmic – Steady Beat	I	D	M	F	F	F
Rhythmic – Fast/Slow Tempo	I	D	D	M	F	F
Rhythmic – Tempo Vocabulary	-	-	P	I	D	M
Rhythmic – Duration Short/Long	I	D	M	F	F	F
Rhythmic – Beat/Rhythmic	-	P	I	D	R	M
Rhythmic – Tie	-	-	P	I	D	R
Rhythmic – Quarter Notes and Quarter Rests	P	I	D	D	R	R
Rhythmic – Eight Notes, Beams, Flags, Single, Pairs	-	P	I	D	D	R
Rhythmic – Half Notes and Half Rests	-	-	P	I	D	R
Rhythmic – Dot, Dotted Half Notes and Rests	-	-	P	I	D	R
Rhythmic – Whole Notes and Whole Rests	-	-	-	P	I	D
Rhythmic – Sixteenth Notes and Sixteenth Rests	-	-	-	-	P	I
Rhythmic – Syncopation	-	-	-	P	I	D
Rhythmic – Time Signature 4/4	P	I	D	D	R	M
Rhythmic – Time Signature 2/4	P	I	D	D	R	M
Rhythmic – Time Signature 3/4	-	-	P	I	D	D
Rhythmic – Time Signature 6/8	-	-	P	I	D	D
Rhythmic – Time Signature 2/2	-	-	-	-	P	I
Rhythmic – Time Signature Conducting Patterns	-	-	-	-	P	I
Rhythmic – Triplets	-	-	-	-	P	I
Rhythmic – Macro vs Micro Beat in Duple & Triple Meter	-	-	-	-	-	P
Melodic – Singing vs. Speaking	I	D	M	F	F	F
Melodic – Matching Pitch/Singing Tunefully	P	I	D	D	M	F
Melodic – Discerning High/Low	P	I	D	M	F	F
Melodic – Kodaly Mi, Sol, La (with hand signs)	-	P	I	D	R	M
Melodic – Pentatonic Scale (D,R,M,S,L,D with hand signs)	-	-	P	I	D	R
Melodic – Diatonic Scale (D,R,M,S,L,T,D with hand signs)	-	-	-	P	I	D
Melodic – Major/Minor Aural Identification	-	-	-	-	P	I
Melodic – Major Scale (Notated)	-	-	-	-	P	I
Melodic – Minor Scale (Notated)	-	-	-	-	-	P
Melodic – Chromatic Scale	-	-	-	-	-	P
Melodic – Musical Alphabet	-	P	I	D	R	M
Melodic – Pitch Names (Treble Staff) and Lines/Spaces	-	P	I	D	D	R
Melodic – The G Clef/Treble Clef	-	P	I	D	R	M
Dynamics/Tempo – Aural Recognition	P	I	D	R	R	M
Dynamics/Tempo – Discerning Loud/Soft	I	D	M	F	F	F
Dynamics/Tempo – p/f and faster/slower	P	I	D	R	M	F
Dynamics/Tempo – mf, cresc, decresc, accel, rit	-	P	I	D	R	M
Dynamics/Tempo – pp/ff and fermata	-	-	P	I	D	R

K-5 General Music Continued

KEY: I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	K	1 st	2 nd	3 rd	4 th	5 th
Dynamics/Tempo – mp/mf/ppp/fff	-	-	-	P	I	D
Dynamics/Tempo – andante/mercado/moderato/allegro/presto	-	-	-	P	I	D
Dynamics/Tempo – Tempo Markings in Notation	-	-	-	P	I	D
Dynamics/Tempo – Vocabulary	-	P	I	D	D	D
Dynamics/Tempo – Symbols and Abbreviations in Notation	-	-	-	P	I	D
Dynamics/Tempo – Phrasing and Breathing	P	I	D	D	R	M
Dynamics/Tempo – Affect and Emotions	P	I	D	D	D	R
Basic Music Theory – Key Signatures	-	-	-	-	-	-
Basic Music Theory – Circle of Fourths and Fifths	-	-	-	-	-	-
Basic Music Theory – Measures/Bar Line/Double Bar/Repeats	-	P	I	D	D	R
Basic Music Theory – Absolute Pitch Names	-	-	-	P	I	D
Basic Music Theory – Dynamics (Symbols in Notation)	-	-	-	-	P	I
Basic Music Theory – Articulation (Symbols in Notation)	-	-	-	-	P	I
Audience Etiquette and Decorum	-	-	P	I	D	R
Performer Etiquette and Decorum	-	-	P	I	D	R
Instrument Family – Classroom Instruments	I	D	R	M	F	F
Instrument Family – Recorders	-	-	-	P	I/D	-
Instrument Family – Vocal Parts	-	-	P	I	D	D
Instrument Family – Aural Identification of Families	-	-	P	I	D	M
Instrument Family – Tone/Instrument Colors	-	P	I	D	D	R
Instrument Family – String Family	P	I	D	R	M	F
Instrument Family – Brass Family	-	P	I	D	R	M
Instrument Family – Woodwind Family	-	-	P	I	D	R
Instrument Family – Percussion Family	-	P	I	D	D	R
Instrument Family – Classical Ensembles	-	-	-	P	I	D
Instrument Family – Current Ensembles	-	-	-	-	P	I
Composers (1 Per Year - See Curriculum)	I	I	I	I	I	I
Form/Analysis/Style – AB	I	D	R	M	F	F
Form/Analysis/Style – ABA and Verse/Refrain	P	I	D	R	M	F
Form/Analysis/Style – Rondo, Coda, Concerto	-	P	I	D	R	M
Form/Analysis/Style – AABA, ABC, Introductions	-	-	P	I	D	R
Form/Analysis/Style – DS/DC al Fine, ABACA-Rondo, Theme/Var	-	-	-	P	I	D
Form/Analysis/Style – The Grand Staff	-	-	-	-	P	I
Form/Analysis/Style – Partner Songs, Composed Song	-	-	-	-	P	I
Science of Sound	-	-	-	-	P	I
Performance – Singing Together/Solo	I	D	R	M	F	F
Performance – Echo, Tuti, Unison	-	P	I	D	D	R
Performance – Acapella/Accompanied	-	P	I	D	D	M
Performance – Ostinato and Bordun	P	I	D	R	M	F
Performance – Broken Bordun	-	P	I	D	R	M
Performance – Canons and Rounds	-	-	P	I	D	R
Performance – Harmony 2-Part	-	-	-	P	I	D
Performance – Harmony 3-Part	-	-	-	-	P	I
Performance – Sight reading and Aural Skills	-	P	I	D	D	D
Performance – Dynamics and Expression	-	-	P	I	D	D

6-8 General Music

KEY: P=Prepare I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Prepare – Experience a new concept physically and aurally without labeling or focus

Introduce – Develop awareness of (cognizant) concepts, ideas, etc., at a developmentally appropriate level without assessment

Develop – Provide direct instruction with some assessment in certain forms for developmentally appropriate mastery

Reinforce – Provide a consistent, expected level of performance without direct instruction, intuitive practice

Mastery – Measure of achievement of expected standards as listed throughout this curriculum and both NYSED and NAFME Standards for the Arts in Education

Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	6 th	7 th /8 th
Rhythmic – Steady Beat	F	F
Rhythmic – Fast/Slow Tempo	F	F
Rhythmic – Tempo Vocabulary	F	F
Rhythmic – Duration Short/Long	F	F
Rhythmic – Beat/Rhythmic	F	F
Rhythmic – Tie	M	F
Rhythmic – Quarter Notes and Quarter Rests	M	F
Rhythmic – Eight Notes, Beams, Flags, Single, Pairs	M	F
Rhythmic – Half Notes and Half Rests	M	F
Rhythmic – The Dot, Dotted Half Notes and Dotted Half Rests	M	F
Rhythmic – Whole Notes and Whole Rests	R	M
Rhythmic – Sixteenth Notes and Sixteenth Rests	D	M
Rhythmic – Syncopation	R	M
Rhythmic – Time Signature 4/4	F	F
Rhythmic – Time Signature 2/4	F	F
Rhythmic – Time Signature 3/4	R	M
Rhythmic – Time Signature 6/8	R	M
Rhythmic – Time Signature 2/2	D	R
Rhythmic – Time Signature Conducting Patterns	D	R
Rhythmic – Triplets	D	R
Rhythmic – Macro vs Micro Beat in Duple & Triple Meter	I	D
Melodic – Singing vs. Speaking	F	F
Melodic – Matching Pitch/Singing Tunefully	F	F
Melodic – Discerning High/Low	F	F
Melodic – Kodaly Mi, Sol, La (with hand signs)	F	F
Melodic – Pentatonic Scale (D,R,M,S,L,D with hand signs)	M	F
Melodic – Diatonic Scale (D,R,M,S,L,T,D with hand signs)	R	M
Melodic – Major/Minor Aural Identification	D	R
Melodic – Major Scale (Notated)	D	R
Melodic – Minor Scale (Notated)	I	D
Melodic – Chromatic Scale	I	D
Melodic – Musical Alphabet	F	F
Melodic – Pitch Names (Treble Staff) and Lines/Spaces	M	F
Melodic – The G Clef/Treble Clef	F	F
Dynamics/Tempo – Aural Recognition	F	F
Dynamics/Tempo – Discerning Loud/Soft	F	F
Dynamics/Tempo – p/f and faster/slower	F	F
Dynamics/Tempo – mf, cresc, decresc, accel, rit	F	F
Dynamics/Tempo – pp/ff and fermata	M	F
Dynamics/Tempo – mp/mf/ppp/fff	R	M
Dynamics/Tempo – andante/marcato/moderato/allegro/presto	R	M
Dynamics/Tempo – Tempo Markings in Notation	R	M

6-8 General Music Continued

KEY: I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	6 th	7 th /8 th
Dynamics/Tempo – Vocabulary	R	M
Dynamics/Tempo – Symbols and Abbreviations in Notation	R	M
Dynamics/Tempo – Phrasing and Breathing	F	F
Dynamics/Tempo – Affect and Emotions	M	F
Basic Music Theory – Key Signatures	I	D
Basic Music Theory – Circle of Fourths and Fifths	I	D
Basic Music Theory – Measures/Bar Line/Double Bar/Repeats	M	F
Basic Music Theory – Absolute Pitch Names	R	M
Basic Music Theory – Dynamics (Symbols in Notation)	D	R
Basic Music Theory – Articulation (Symbols in Notation)	D	R
Audience Etiquette and Decorum	M	F
Performer Etiquette and Decorum	M	F
Instrument Family – Classroom Instruments	F	F
Instrument Family – Vocal Parts	R	M
Instrument Family – Aural Identification of Families	F	F
Instrument Family – Tone/Instrument Colors	M	F
Instrument Family – String Family	F	F
Instrument Family – Brass Family	F	F
Instrument Family – Woodwind Family	M	F
Instrument Family – Percussion Family	M	F
Instrument Family – Classical Ensembles	R	M
Instrument Family – Current Ensembles	D	M
Composers (1 Per Year - See Curriculum)	I	I
Form/Analysis/Style – AB	F	F
Form/Analysis/Style – ABA and Verse/Refrain	F	F
Form/Analysis/Style – Rondo, Coda, Concerto	F	F
Form/Analysis/Style – AABA, ABC, Introductions	M	F
Form/Analysis/Style – DS/DC al Fine, ABACA-Rondo, Theme/Var	R	M
Form/Analysis/Style – The Grand Staff	D	M
Form/Analysis/Style – Partner Songs, Composed Song	D	R
Science of Sound	D	R
Performance – Singing Together/Solo	F	F
Performance – Echo, Tutti, Unison	M	F
Performance – Acapella/Accompanied	F	F
Performance – Ostinato and Bordun	F	F
Performance – Broken Bordun	F	F
Performance – Canons and Rounds	M	F
Performance – Harmony 2-Part	R	M
Performance – Harmony 3-Part	D	M
Performance – Sight reading and Aural Skills	R	M
Performance – Dynamics and Expression	R	M

Instrumental Music 5-12

KEY: I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

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Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Basic Notation: Whole, Half, Quarter, Dotted Half Notes/Rests	I	D	D	R	M	F	F	F
Basic Notation: Barred Eighth Notes	I	D	D	R	M	F	F	F
Basic Notation: Tied Notes	I	D	D	R	M	F	F	F
Basic Notation: Multi Measure Rests	I	D	D	R	M	F	F	F
Basic Notation: Simple Meters 2/4, 3/4, 4/4	I	D	D	R	M	F	F	F
Basic Notation: Counting Beats using Numbers	I	D	D	R	M	F	F	F
Basic Notation: Steady Beat	I	D	D	R	M	F	F	F
Basic Notation: Subdivision	I	D	D	R	M	F	F	F
Intermediate Notation: Dotted Quarter Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Single Eighth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Basic Syncopation	-	I	D	D	R	M	F	F
Intermediate Notation: Cut Time	-	I	D	D	R	M	F	F
Intermediate Notation: Meter Changes	-	I	D	D	R	M	F	F
Intermediate Notation: Sixteenth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Key Changes	-	-	I	D	D	R	M	F
Advanced Notation: Triplets	-	-	I	D	D	R	M	F
Advanced Notation: Compound Meters	-	-	I	D	D	R	M	F
Advanced Notation: Dotted Sixteenth	-	-	-	-	I	D	R	M
Advanced Notation: Multi-Meter	-	-	-	-	I	D	R	M
Advanced Notation: Advanced Syncopation	-	-	-	-	I	D	R	M
Advanced Notation: Odd Number Note Groups	-	-	-	-	I	D	R	M
Advanced Notation: Extreme Dynamics/Tempi	-	-	-	-	I	D	R	M
Tone: Quality Instrument Specific Sound Production	-	I	D	D	D	R	M	F
Tone: Tone Colors and Depth in Sound	-	-	-	I	D	D	R	M
Articulation: Tonguing and Slurring	I	D	D	R	M	F	F	F
Articulation: Staccato and Legato	-	I	D	D	R	M	F	F
Articulation: Accent, Marcato, Tenuto	-	-	I	D	D	R	M	F
Articulation: Double Tonguing	-	-	-	-	I	D	R	M
Intonation: Partial/Overtone/Matching Pitches	I	D	D	R	M	F	F	F
Intonation: Maintain Steady Pitch Throughout Phrases	I	D	D	R	M	F	F	F
Intonation: Comprehension of Tuning – Assisted Tuning	I	D	R	M	-	-	-	-
Intonation: Tuning – Self Tuning to Tuner or Section Leader	-	-	-	-	I	D	R	M
Intonation: Specific Instrument Pitch Tendencies	-	-	I	D	D	R	M	F
Intonation: Perform “In Tune” in an Ensemble Setting	I	D	D	R	M	F	F	F
Intonation: Perform “In Tune” in a Solo/Small Group Setting	-	-	I	D	R	R	M	F

Instrumental Music 5-12 Continued

KEY: I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Infused Theory: Tempo, Dynamics, Repeats	I	D	D	R	M	F	F	F
Infused Theory: Style/Phrase Marking	I	D	D	R	M	F	F	F
Infused Theory: Fermata, DS, DC, Coda	-	I	D	D	R	M	F	F
Infused Theory: Caesura	-	-	I	D	D	R	M	F
Infused Theory: Solo vs. Soli	-	-	-	-	I	D	R	M
Infused Theory: Tutti	-	-	-	-	I	D	R	M
Infused Theory: Key Signatures	-	I	D	D	R	R	M	F
Infused Theory: Accidentals	I	D	D	R	R	M	F	F
Infused Theory: Enharmonics	-	I	D	D	R	R	M	F
Infused Theory: Form/Structure	-	I	D	D	R	R	M	F
Infused Theory: Chromatics	-	-	I	D	D	R	M	F
Infused Theory: Intervals	-	-	-	-	I	D	D	M
Infused Theory: Melodic Notation	I	D	D	D	R	R	M	F
Infused Theory: Sight Reading	I	D	D	D	R	R	M	F
Repertoire Exposure: Folk	I	D	D	D	R	M	F	F
Repertoire Exposure: Holiday	I	D	D	D	R	M	F	F
Repertoire Exposure: Concert Band Literature	I	D	D	D	R	M	F	F
Repertoire Exposure: Patriotic and Marches	-	-	I	D	D	R	R	M
Repertoire Exposure: Fanfare	-	-	-	-	I	D	R	M
Repertoire Exposure: Overture	-	-	-	-	I	D	R	M
Repertoire Exposure: Jazz (as appropriate by enrollment)	-	-	I	D	D	D	R	M
Technique (Embouchure, Hand Position, Rudiments, Scales)	I	D	D	D	D	D	M	F
Advanced Technique (Vibrato, Articulation, Posture, Timbre)	-	-	I	D	D	D	M	F
Maintenance: Instrument Assembly and Basic Care	I	D	D	R	M	F	F	F
Maintenance: Lubrication, Corks, Cleaning, Storage	-	-	I	D	D	D	M	F
Maintenance: Basic Triage	-	-	-	-	I	D	D	M
Performer/Audience Etiquette	I	D	D	R	M	F	F	F
Resources: Tuner	I	D	D	D	M	F	F	F
Resources: Metronome	I	D	D	D	M	F	F	F
Resources: Finale/Notation Software	-	-	-	-	I	D	D	M
Resources: Smart Music	-	I	D	D	D	D	R	M
Resources: On-Line Resources	-	I	D	D	D	D	R	M
Marching Band Techniques	-	-	-	I	D	D	D	M

Vocal Music 5-12

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Fluency – Routinely Applying Mastered Skills/Pedagogical Concepts in practice (performance, aurally skills, listening skills, composition, discussion, vocabulary, etc.)

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Basic Notation: Whole, Half, Quarter, Dotted Half Notes/Rests	I	D	D	R	M	F	F	F
Basic Notation: Barred Eighth Notes	I	D	D	R	M	F	F	F
Basic Notation: Tied Notes	I	D	D	R	M	F	F	F
Basic Notation: Multi Measure Rests	I	D	D	R	M	F	F	F
Basic Notation: Simple Meters 2/4, 3/4, 4/4	I	D	D	R	M	F	F	F
Basic Notation: Counting Beats using Numbers	I	D	D	R	M	F	F	F
Basic Notation: Steady Beat	I	D	D	R	M	F	F	F
Basic Notation: Subdivision	I	D	D	R	M	F	F	F
Intermediate Notation: Dotted Quarter Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Single Eighth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Basic Syncopation	-	I	D	D	R	M	F	F
Intermediate Notation: Cut Time	-	I	D	D	R	M	F	F
Intermediate Notation: Meter Changes	-	I	D	D	R	M	F	F
Intermediate Notation: Sixteenth Notes/Rests	-	I	D	D	R	M	F	F
Intermediate Notation: Key Changes	-	-	I	D	D	R	M	F
Advanced Notation: Triplets	-	-	I	D	D	R	M	F
Advanced Notation: Compound Meters	-	-	I	D	D	R	M	F
Advanced Notation: Dotted Sixteenth	-	-	-	-	I	D	R	M
Advanced Notation: Multi-Meter	-	-	-	-	I	D	R	M
Advanced Notation: Advanced Syncopation	-	-	-	-	I	D	R	M
Advanced Notation: Odd Number Note Groups	-	-	-	-	I	D	R	M
Advanced Notation: Extreme Dynamics/Tempi	-	-	-	-	I	D	R	M
Tone: Vocal Timbre/Pitch Awareness	-	I	D	D	D	R	M	F
Tone: Range Extension/Resonance/Tone Quality	-	-	-	I	D	D	R	M
Articulation: Diction	I	D	D	R	M	F	F	F
Articulation: Vowels	-	I	D	D	R	M	F	F
Articulation: Staccato and Legato	-	I	D	D	R	M	F	F
Articulation: Accent, Marcato, Tenuto	-	-	I	D	D	R	M	F
Articulation: Blending/Phrasing	-	-	-	-	I	D	R	M
Intonation: Matching Pitches	I	D	D	R	M	F	F	F
Intonation: Maintain Steady Pitch Throughout Phrases	I	D	D	R	M	F	F	F
Intonation: Balance and Blending	I	D	R	M	-	-	-	-
Intonation: Register Consistency	-	-	-	-	I	D	R	M
Intonation: Head Voice vs. Chest Voice	-	-	I	D	D	R	M	F
Intonation: Posture and Support/Breathing	-	-	I	D	D	R	M	F
Intonation: Perform/Blend “In Tune” in an Ensemble Setting	I	D	D	R	M	F	F	F
Intonation: Perform “In Tune” in a Solo/Small Group Setting	-	-	I	D	R	R	M	F

Vocal Music 5-12 Continued

KEY: I=Introduce D=Develop R=Reinforce M=Mastery F=Fluency

Pedagogical Concept Instructional Focus Skill Development	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Infused Theory: Tempo, Dynamics, Repeats	I	D	D	R	M	F	F	F
Infused Theory: Style/Phrase Marking	I	D	D	R	M	F	F	F
Infused Theory: Fermata, DS, DC, Coda	-	I	D	D	R	M	F	F
Infused Theory: Caesura	-	-	I	D	D	R	M	F
Infused Theory: Solo vs. Soli	-	-	-	-	I	D	R	M
Infused Theory: Tutti	-	-	-	-	I	D	R	M
Infused Theory: Key Signatures	-	I	D	D	R	R	M	F
Infused Theory: Accidentals	I	D	D	R	R	M	F	F
Infused Theory: Kodaly Syllables	-	I	D	D	R	R	M	F
Infused Theory: Form/Structure	-	I	D	D	R	R	M	F
Infused Theory: Chromatics	-	-	I	D	D	R	M	F
Infused Theory: Intervals	-	-	-	-	I	D	D	M
Infused Theory: Melodic Notation	I	D	D	D	R	R	M	F
Infused Theory: Sight Reading	I	D	D	D	R	R	M	F
Repertoire Exposure: Folk	I	D	D	D	R	M	F	F
Repertoire Exposure: Holiday	I	D	D	D	R	M	F	F
Repertoire Exposure: Mixed Chorus Literature	I	D	D	D	R	M	F	F
Repertoire Exposure: Musical Theater	-	-	I	D	D	R	R	M
Repertoire Exposure: Show/Dance Choir	-	-	I	D	D	R	R	M
Repertoire Exposure: Spirituals	-	-	I	D	D	R	R	M
Repertoire Exposure: Masses/Concertos	-	-	-	-	I	D	R	M
Repertoire Exposure: Masterworks	-	-	-	-	I	D	R	M
Repertoire Exposure: Vocal Jazz	-	-	I	D	D	D	R	M
Technique (Posture, Breath Support, Vowels, Phrasing)	I	D	D	D	D	D	M	F
Advanced Technique (Vibrato, Articulation, Belting, Timbre)	-	-	I	D	D	D	M	F
Ear Training: Pitch Matching/Pitch Identification	I	D	D	R	M	F	F	F
Ear Training: Intervals (Steps), Solfeggio Hand Signs	-	-	I	D	D	D	M	F
Ear Training: Intervals (Skips), Major and Minor	-	-	-	-	I	D	D	M
Performer/Audience Etiquette	I	D	D	R	M	F	F	F
Resources: Pitch Pipe	I	D	D	D	M	F	F	F
Resources: Metronome	I	D	D	D	M	F	F	F
Resources: Finale/Notation Software	-	-	-	-	I	D	D	M
Resources: Smart Music	-	I	D	D	D	D	R	M
Resources: On-Line Resources	-	I	D	D	D	D	R	M
Stage Presence	-	-	-	I	D	D	D	M

Instrumental Range Benchmarks for Band

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Concert Band	Wind Ensemble
Flute						
Clarinet						
Saxophone					Pinky Keys Palm Keys	Pinky Keys Palm Keys
Oboe	N/A					
French Horn	N/A					

Instrumental Range Benchmarks for Band Continued

	5 th Grade	6 th Grade	7 th Grade	8 th Grade	Concert Band	Wind Ensemble
Trumpet						
Trombone Baritone						Trigger Work
Tuba						
Mallet Percussion	Octave	Octave	2 Octaves	2 Octaves	Full Range	Full Range
Rhythmic Percussion	Paradiddle Flam	Flam Tap 5 Stroke 7 Stroke 9 Stroke	Ruff 13 Stroke Flam Accent & Paradiddle	Paradiddle Diddle Ratamacue	All	All