



K-12 Music Curriculum

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Periodic changes will occur in these materials. The Yorkville Community Unit School District 115 maintains the right to make changes or corrections to this document in accordance with changes to Board of Education policy, the Common Core Learning Standards, and its own modification within the validation process.

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Yorkville CUSD 115

Music Subject Mission Statement

Yorkville music students will pursue a lifelong relationship with music.

K-12 Music Curriculum at-a-Glance

Kindergarten General Music

Students will create music through exploration using instruments and voice.

- Students will demonstrate introductory rhythmic proficiency of beat and tempo.
- Students will demonstrate melodic proficiency of high and low sounds and same and different patterns.
- Students will demonstrate introductory proficiency of voice choice, dynamics, and timbre.
- Students will evaluate a performance and describe the roles within the performance.

First Grade General Music

Students will produce tuneful singing and compose using iconic notation.

- Students will create, read, and perform simple rhythmic patterns.
- Students will demonstrate beginning proficiency of melodic contour and tuneful singing.
- Students will distinguish between beginning dynamics, texture, and timbre.
- Students will distinguish between same and different patterns.
- Students will describe specific roles in a performance and begin to formulate a musical opinion.
- Students will describe the role of music in storytelling.

Second Grade General Music

Students will compose using standard notation and perform simple melodies with accuracy.

- Students will create, read, and perform two measure rhythmic patterns.
- Students will demonstrate basic proficiency of melodic contour and tuneful singing using the pentatonic scale.
- Students will demonstrate basic texture and timbre.
- Students will collaborate to compose an AB instrumental piece.
- Students will demonstrate basic dynamics, tempo, and articulation.
- Students will demonstrate appropriate etiquette and analyze a performance in order to identify strengths and opportunities for growth.
- Students will demonstrate basic knowledge of Baroque composers, multi-movement form (including theme and variations), and instrument families.

Third Grade General Music

Students will demonstrate rhythm and pentatonic scale through improvising and composing.

- Students will create, read, and perform four measure rhythm patterns in 4/4.
- Students will compose, improvise, and perform simple melodies using the pentatonic scale.
- Students will identify varied textural elements and distinguish between symphonic instruments in varied musical examples.
- Students will arrange and perform a four section composition using A, B, and repeat signs.
- Students will demonstrate proficiency in intermediate dynamics, tempo, articulation, and tonality.
- Students will evaluate a performance to construct a reflective statement.
- Students will describe how composers use instrument timbre to influence characterization and storytelling.

Fourth Grade General Music

Students will sing and play simple melodies using diatonic scale and relate pitch names to their location on the treble staff.

- Students will compose, count, and perform eight measure rhythm patterns in 2/4, 3/4 and 4/4.
- Students will relate pitches to their location on the treble staff, compose using pitch names, and improvise and perform using the diatonic scale.
- Students will analyze textural elements and instrument families.
- Students will compose and analyze a five-section piece using A, B, and C sections.
- Students will distinguish dynamics and tempos.
- Students will analyze a performance using a class-generated rubric to create a reflection.
- Students will demonstrate knowledge of opera, including its characteristics, varied styles and vocal techniques.

Fifth Grade General Music

Students will perform varied melodies and harmonies and will relate pitch names to their location on the bass staff and extended treble clef.

- Students will compose, count, and perform 16 measure rhythmic patterns and demonstrate proficiency in the use of fundamental rhythmic elements.
- Students will relate pitch names to their location on the bass staff and treble staff.
- Students will discern textural elements and instrument sounds from a given musical example.
- Students will collaborate in order to compose in a multi-movement form.
- Students will apply appropriate dynamics and tempo to a composition.

- Students will analyze a performance using a self-generated rubric to produce a reflection.
- Students will distinguish characteristics unique to ballet, musical theatre, and American jazz.

Sixth Grade Music Appreciation

Students will begin to appreciate the role that music plays in the wider context of history and society.

- Students will create, arrange, and perform an original work.
- Students will compare and contrast various cultural styles of music.
- Students will develop a composition using non-traditional notation.
- Students will evaluate the role of music in varied media.
- Students will summarize the development of musical style throughout history.
- Students will demonstrate fundamental ukulele technique, utilize basic terminology, and evaluate performance.
- Students will distinguish timbre characteristics and recommend instrumentation to support visual media.

Sixth Grade Choir

Students will perform choral literature demonstrating beginning vocal technique, music reading, and introductory ensemble skills.

- Students will demonstrate vocal technique in beginning choral literature.
- Students will apply music literacy skills in beginning choral literature.
- Students will perform with accurate pitch and intonation appropriate to beginning choral singing.
- Students will demonstrate introductory ensemble skills in rehearsal and performance.
- Students will perform and describe performances of self and others.
- Students will perform expressive elements in beginning choral literature.
- Students will describe music literature in relationship to history and culture.

Seventh Grade Choir

Students will perform intermediate middle school level choral music by demonstrating age appropriate vocal technique, music literacy, intonation and performance ensemble skills.

- Students will demonstrate basic vocal technique in intermediate middle school choral literature.
- Students will apply music literacy skills in intermediate middle school choral literature.
- Students will perform with proficient pitch and intonation appropriate to intermediate choral singing.
- Students will demonstrate intermediate middle school level ensemble skills in rehearsal and performance.
- Students will perform and critique performances of self and others.
- Students will perform expressive elements used in intermediate middle school choral literature.
- Students will relate music literature to history and culture.

Eighth Grade Choir

Students will perform intermediate middle school level choral music by demonstrating age appropriate vocal technique, music literacy, intonation and performance ensemble skills.

- Students will demonstrate basic vocal technique in advanced middle school choral literature.

- Students will apply music literacy skills in advanced middle school choral literature.
- Students will perform with proficient pitch and intonation appropriate to advanced middle school choral singing.
- Students will demonstrate advanced middle school level ensemble skills in rehearsal and performance.
- Students will perform and assess performances of self and others.
- Students will perform expressive elements used in advanced middle school choral literature.
- Students will distinguish music literature in relationship to history and culture.

Freshman Choir

Students will perform with age-appropriate vocal technique, beginning music theory, and basic musicality.

- Students will demonstrate basic vocal technique in beginning high school choral literature.
- Students will apply music literacy skills in beginning high school choral literature.
- Students will perform with accurate pitch and intonation appropriate to beginning high school choral singing.
- Students will demonstrate beginning high school level ensemble skills in rehearsal and performance.
- Students will perform and rate performances of self and others.
- Students will perform expressive elements used in beginning high school choral literature.
- Students will classify musical elements as they relate to history and culture in beginning high school choral literature.

Concert Choir

Students will perform with age-appropriate vocal technique, continued knowledge of music theory, and musicality.

- Students will demonstrate basic vocal technique in beginning to intermediate high school choral literature.
- Students will apply music literacy skills in beginning to intermediate high school choral literature.
Students will perform with accurate pitch and intonation appropriate to beginning to intermediate high school choral singing.
Students will demonstrate beginning to intermediate high school ensemble skills in rehearsal and performance.
- Students will perform and develop criteria to analyze performances of self and others.
- Students will perform expressive elements used in beginning to intermediate high school choral literature.
- Students will classify musical elements as they relate to history and culture in beginning to intermediate high school choral literature.

Treble Choir

Students will perform with age-appropriate vocal technique, intermediate knowledge of music theory, and independent musicality.

- Students will demonstrate intermediate vocal technique in intermediate high school choral literature.
- Students will apply music literacy skills in intermediate high school choral literature.
- Students will perform with accurate pitch and intonation appropriate to intermediate high school choral singing.
- Students will demonstrate intermediate high school level ensemble skills in rehearsal and performance.
- Students will perform and formulate an improvement plan with little guidance.
- Students will perform expressive elements used in intermediate high school literature.
- Students will classify musical elements as they relate to history and culture in intermediate high school choral literature.

Varsity Choir

Students will perform with age-appropriate vocal technique, advanced knowledge of music theory, and independent musicality.

- Students will demonstrate advanced vocal technique in intermediate to advanced high school choral literature.
- Students will apply music literacy skills in intermediate to advanced high school choral literature.
- Students will perform with accurate pitch and intonation appropriate to intermediate to advanced high school choral singing.
- Students will demonstrate intermediate to advanced high school level ensemble skills in rehearsal and performance.
- Students will perform and formulate an improvement plan independently.
- Students will perform expressive elements used in intermediate to advanced high school literature.
- Students will classify musical elements as they relate to history and culture in intermediate to advanced high school choral literature.

Madrigal Choir

Students will perform with age-appropriate vocal technique as it relates to Madrigal, chamber, and jazz literature, and will differentiate musical decisions as it relates to the performance literature.

- Students will demonstrate advanced vocal technique in advanced high school choral literature.
- Students will apply music literacy skills in advanced high school choral literature.
- Students will perform with accurate pitch and intonation appropriate to advanced high school choral singing.
- Students will demonstrate advanced high school level ensemble skills in rehearsal and performance.
- Students will perform individually and in groups and formulate an improvement plan independently.
- Students will perform expressive elements used in advanced high school literature.
- Students will classify musical elements as they relate to history and culture in advanced high school choral literature.

Fifth Grade Orchestra

Students will demonstrate fundamental tone production and intonation on string instruments, and utilize music terminology and theory concepts, and evaluate performances appropriate to grade 0-1 string literature.

- Students will demonstrate a quality tone on their instrument using proper playing technique, proper instrument maintenance and instrument care appropriate in grade 0-1 string literature.
- Students will demonstrate note reading skills using proper playing technique and proper tone production on their instruments appropriate to grade 0-1 string literature.
- Students will count and perform basic rhythms on their instrument appropriate to grade 0-1 string literature.
- Students will perform using expressive elements appropriate to grade 0-1 string literature.
- Students will develop and apply ensemble skills and rehearsal technique appropriate to grade 0-1 string literature.
- Students will evaluate performances and analyze grade 0-1 string literature. Students will perform forms of music found in grade 0-1 string literature.

Sixth Grade Orchestra

Students will demonstrate fundamental tone production and intonation on string instruments, and utilize music terminology and theory concepts, and evaluate performances appropriate to grade 1-2 string literature.

- Students will demonstrate a quality tone on their instrument using proper playing technique.

- Students will demonstrate note reading skills using proper playing technique and proper tone production on their instruments appropriate to grade 1-2 string literature.
- Students will count and perform basic rhythms on their instrument appropriate to grade 1-2 string literature.
- Students will perform using expressive elements appropriate to grade 1-2 string literature.
- Students will develop and apply ensemble skills and rehearsal technique appropriate to grade 1-2 string literature.
- Students will evaluate performances and analyze grade 1-2 string literature for growth.
- Students will perform forms of music found in grade 1-2 string literature.

Seventh Grade Orchestra

Students will demonstrate intonation, the fundamentals of shifting, and analyze their part in terms of ensemble balance appropriate to grade 1.5 - 3 string literature.

- Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument at an intermediate middle school level.
- Students will perform rhythms and time signatures common in grades 1.5 - 3 string literature.
- Students will demonstrate intermediate tone quality using developing bowing techniques on string instruments.
- Students will apply expressive musical concepts appropriate to grades 1.5-3 string literature.
- Students will perform various styles, genres, and forms in grades 1.5-3 string literature.
- Students will develop and apply ensemble skills and rehearsal techniques at a proficient middle school level.
- Students will evaluate and analyze grades 1.5-3 string literature.

Eighth Grade Orchestra

Students will demonstrate independent intonation adjustment and articulation on their instrument, and demonstrate shifting skills appropriate to grade 2-4 string literature.

- Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument at an advanced middle school level.
- Students will perform rhythms and time signatures commonly found in grade 2-4 string literature.
- Students will demonstrate proficient tone quality using proper bowing techniques on string instruments.
- Students will apply expressive musical concepts appropriate to grades 2-4 string literature.
- Students will perform various styles, genres, and forms in grades 2-4 string literature.
- Students will develop and apply ensemble skills and rehearsal techniques at an advanced middle school level.
- Students will evaluate and analyze grades 2-4 string literature.

Concert Orchestra

Students will demonstrate a mature tone and articulation on their instrument, and demonstrate leadership skills appropriate to Grade 3-4.5 string literature.

- Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument.
- Students will perform rhythms and time signatures common in grades 3-4.5 string literature.
- Students will demonstrate mature tone quality using proper bowing techniques on string instruments.
- Students will apply expressive musical concepts appropriate to grades 3-4.5 string literature.
- Students will perform various styles, genres, and forms in grades 3-4.5 string literature.
- Students will develop and apply ensemble skills and rehearsal techniques with assistance.

- Students will evaluate and analyze grades 3-4.5 string literature.

Symphony Orchestra

Students will perform advanced literature for string and full orchestra with distinguished phrasing, articulation and musicality appropriate to Grade 4-6 string literature.

- Students will demonstrate advanced pitch accuracy and intonation using proper techniques on their instrument.
- Students will perform rhythms and time signatures common in grades 4.5-6 string and full orchestra literature.
- Students will demonstrate mature tone quality using advanced bowing techniques on string instruments.
- Students will apply expressive musical concepts appropriate to grades 4.5-6 string and full orchestra literature.
- Students will perform various styles, genres, and forms in grades 4.5-6 string and full orchestra literature.
- Students will develop and apply advanced ensemble skills and rehearsal techniques with limited guidance.
- Students will evaluate and analyze grade 4.5-6 string and full orchestra literature.

Fifth Grade Band

Students will demonstrate fundamental wind and percussion instrumental technique, utilize music terminology, perform notes and rhythms in Grade 0.0-1.5 music literature, and evaluate their own performance.

- Students will differentiate between and perform rhythms and time signatures typical of grade 0-1.5 wind and percussion literature.
Students will perform pitch and melody typical of grade 0-1.5 wind and percussion literature.
- Students will demonstrate written expression markings typical of grade 0-1.5 wind and percussion literature.
Students will demonstrate productive ensemble behaviors.
- Students will apply appropriate instrument maintenance, care, and technique on wind and percussion instruments with director assistance.
- Students will apply written form markings typical of grade 0-1.5 wind and percussion literature.
- Students will relate music to its role in culture and society with director assistance.

Sixth Grade Band

Students will demonstrate increased wind and percussion instrumental technique, collaborate to create a cohesive ensemble sound on grade 1-2 band literature, and evaluate their own performance.

- Students will differentiate between and perform rhythms, time signatures, and form typical of grade 1-2 wind and percussion literature.
- Students will perform pitch and melody typical of grade 1-2 wind and percussion literature.
- Students will demonstrate written expression typical of grade 1-2 wind and percussion literature.
- Students will demonstrate constructive and cohesive ensemble behaviors.
- Students will model appropriate instrument maintenance, care, and technique on wind and percussion instruments with limited director assistance.
- Students will relate music to its role in culture and society with director assistance.

Seventh Grade Band

Students will demonstrate a characteristic ensemble sound with support, and integrate individual instrumental parts and appropriate practice habits into grade 1-2.5 wind and percussion literature.

- Students will utilize major and minor key signatures, enharmonics, and appropriate intonation typical of grade 1-2.5 wind and percussion literature.

- Students will perform rhythms typical of grade 1-2.5 wind and percussion literature.
- Students will perform stylistic and expressive components typical of grade 1-2.5 wind and percussion literature.
- Students will analyze and demonstrate aesthetic qualities of musical performance at a proficient middle school level.
- Students will analyze historical and cultural background of music in order to integrate the composer's intent into grade 1-2.5 wind and percussion literature.

Seventh Grade Percussion

Students will demonstrate rudimental snare drum playing, technique, percussion ensemble playing, and reading and responding to pitch notation in grade 1-2.5 percussion literature.

- Students will utilize major and minor key signatures, enharmonics, and appropriate intonation typical of grade 1-2.5 wind and percussion literature.
- Students will perform rhythms typical of grade 1-2.5 wind and percussion literature.
- Students will demonstrate and perform musical fluency in different styles utilizing expressive components of performance typical of grades 1-2.5 wind and percussion literature.
- Students will demonstrate and perform appropriate technique and ensemble skills on snare drum, bass drum, timpani, cymbals, and auxiliary percussion typical of grade 1-2.5 wind and percussion literature.
- Students will demonstrate independent musicianship through sight-reading at a proficient middle school level.
- Students will analyze historical and cultural background of music and integrate the composer's intent into grade 1-2.5 wind and percussion literature.

Eighth Grade Band

Students will demonstrate a mature sense of intonation, balance, blend, range, technique, and individual accountability appropriate to grade 1.5-3 wind and percussion literature.

- Students will utilize major and minor key signatures and apply intonation typical of grade 1.5–3 wind and percussion literature.
- Students will utilize time signatures, rhythms, and tempo markings typical of grade 1.5–3 wind and percussion literature.
- Students will perform stylistic and expressive components typical of grade 1.5–3 wind and percussion literature.
- Students will analyze and demonstrate aesthetic qualities of musical performance at an advanced middle school level.
- Students will analyze historical and cultural background of music in order to integrate composer intent into the performance of grade 1.5–3 woodwind and percussion literature.

Eighth Grade Percussion

Students will demonstrate technical facility through major and minor keys, scales, arpeggios, patterns and etudes, melodic sight-reading on mallet instruments, rudimental snare playing, percussion ensemble, technique on auxiliary percussion and stick and mallet selection in Grade 1.5-3 percussion literature.

- Students will utilize major and minor key signatures and apply intonation typical of Grades 1.5 – 3 wind and percussion literature.
- Students will utilize time signatures and rhythms and identify tempo markings typical of grades 1.5 – 3 wind and percussion literature.
Students will demonstrate fluency in musical styles and utilize expressive elements of performance typical of grades 1.5–3 wind and percussion literature.
Students will analyze and demonstrate aesthetic qualities of musical performance at an advanced middle school level.
- Students will demonstrate independent musicianship through sight-reading at an advanced middle school level.

- Students will analyze historical and cultural background of music and integrate composer intent into the performance of grade 1.5–3 woodwind and percussion literature.

Percussion Ensemble

Students will demonstrate tone quality, technical skills, listening, and musicality appropriate to grade 2-4 percussion literature.

- Students will perform grade 2-4 percussion literature with advanced pitch accuracy, intonation, and tone quality.
- Students will perform rhythms and time signatures commonly found in grade 2-4 percussion literature.
- Students will interpret grade 2-4 percussion literature expressively with guidance.
- Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 2-4 percussion literature.
- Students will evaluate and analyze grade 2-4 percussion literature.

Concert Band

Students will demonstrate tone quality, technical skills, listening, and musicality appropriate to grade 2-3 wind and percussion literature.

- Students will perform grade 2-3 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.
- Students will perform rhythms and time signatures commonly found in grade 2-3 wind and percussion literature.
- Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 2-3 wind and percussion literature.
- Students will interpret grade 2-3 wind and percussion literature expressively with guidance.
- Students will perform various styles, genres, and forms characteristic of grade 2-3 wind and percussion literature.
- Students will differentiate key, scales, intervals, and tonality typical of grade 2-3 wind and percussion literature.
- Students will evaluate and analyze grade 2-3 wind and percussion literature.

Symphonic Band

Students will demonstrate proficient technique, tone quality, listening, and musicality appropriate to grade 3-4 wind and percussion literature.

- Students will perform grade 3-4 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.
- Students will perform rhythms and time signatures commonly found in grade 3-4 wind and percussion literature.
- Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 3-4 wind and percussion literature.
- Students will interpret grade 3-4 wind and percussion literature expressively with limited guidance.
- Students will perform various styles, genres, and forms characteristic of grade 3-4 wind and percussion literature.
- Students will differentiate key, scales, intervals, and tonality typical of grade 3-4 wind and percussion literature.
- Students will evaluate and analyze grade 3-4 wind and percussion literature.

Wind Ensemble

Students will demonstrate advanced technique, tone quality, listening, and musicality appropriate to grade 4-5 wind and percussion literature.

- Students will perform grade 4-5 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.
- Students will perform grade 4-5 wind and percussion literature with advanced rhythms and in advanced time signatures.
- Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 4-5 wind and percussion literature.
- Students will interpret grade 4-5 wind and percussion literature expressively with limited or no guidance.
- Students will perform various styles, genres, and forms characteristic of grade 4-5 wind and percussion literature.

- Students will differentiate key, scales, intervals, and tonality typical of grade 4-5 wind and percussion literature.
- Students will evaluate and analyze grade 4-5 wind and percussion literature.

Introduction to Guitar

Students will demonstrate basic music theory and guitar performance technique.

- Students will demonstrate note reading skills using proper left hand playing technique.
- Students will utilize chord structure and key signatures in guitar performance.
- Students will count and perform basic rhythms on guitar through notation.
- Students will demonstrate proper tone production and various strumming and picking styles.
- Students will perform various styles, genres, and forms.
- Students will evaluate and analyze student and professional guitar performances.

Basic Piano Keyboarding

Students will demonstrate fundamental basic music theory and piano performance technique.

- Students will demonstrate note reading skills in beginning to intermediate level literature.
- Students will demonstrate rhythm reading skills in beginning to intermediate level literature.
- Students will demonstrate technical accuracy in beginning piano playing.
- Students will demonstrate musical expression in beginning piano playing.
- Students will demonstrate evaluative skills to create performance goals.

Explanation of Coding and Numbering

The following example provides clarification on the coding and numbering used for each of the grade level and course curriculums in District 115.

Sample of Document

Key Terms:

“Outcome” – a positive statement about what the students themselves will do, verbs that describe specific, measurable action, and that has an end result.

“Component” – knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

Explanation for “Mu.CB.2”:

“Mu”= Music (Subject area)

“CB” = Concert Band (Grade level or course)

“2” = Outcome number

Explanation for “Mu.CB.2.1”:

“Mu”= Music (Subject area)

“CB” = Concert Band (Grade level or course)

“2” = Outcome number

“1” = Component number

Explanation for (NSM.9-12P.2.a):

This indicates The National Standards in Music alignment.

“NSM”= National Standards in Music

“9-12”= Ninth through Twelfth Grade (Grade level(s))

“P”= Proficient/ “A”= Advanced

“2”= The second National Standard in Music (National Standard)

“a”= The first component of the second National Standard (National Standard Component)

Mu.CB.2	Outcome: Students will perform rhythms and time signatures commonly found in grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.2.1	analyze and perform complex rhythms typical of grade level literature. (NSM.9-12P.2.a)
	Mu.CB.2.2	distinguish complex time signatures. (NSM.9-12P.2.b)

Kindergarten General Music

Focus: Students will create music through exploration using instruments and voice.

Rhythm		
Mu.K.1	Students will demonstrate introductory rhythmic proficiency of beat and tempo.	
	Students will...	
	Mu.K.1.1	read iconic notation to perform short and long sounds (ta and ti-ti). (NSM.K-4.5)
	Mu.K.1.2	perform rhythmic patterns that include silent beat. (NSM.K-4.2) (NSM.K-4.5)
	Mu.K.1.3	identify fast and slow tempos while listening to musical examples. (NSM.K-4.6.c)
	Mu.K.1.4	echo four beat rhythmic pattern. (NSM.K-4.2.d)
	Mu.K.1.5	perform a steady beat at a given tempo.

Melody		
Mu.K.2	Students will demonstrate melodic proficiency of high and low sounds and same and different patterns.	
	Students will...	
	Mu.K.2.1	perform using high and low using voice or pitched instruments. (NSM.K-4.1)
	Mu.K.2.2	identify same and different simple melodic patterns. (NSM.K-4.6.a)

Timbre and Texture		
Mu.K.3	Students will demonstrate introductory proficiency of voice choice, dynamics, and timbre.	
	Students will...	
	Mu.K.3.1	identify voice choice from a given example (sing, speak, whisper, shout). (NSM.K-4.6)
	Mu.K.3.2	demonstrate voice choice (sing, speak, whisper, shout). (NSM.K-4.1)
	Mu.K.3.3	identify loud and quiet sounds when given a musical example. (NSM.K-4.6.c)

	Mu.K.3.4	perform loud and quiet sounds on voice and or instruments. (NSM.K-4.5.c)
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Reflection		
Mu.K.4	Students will evaluate a performance and describe the roles within the performance.	
	Students will...	
	Mu.K.4.1	describe the role of the audience in a performance through discussion.
	Mu.K.4.2	describe the role of the performer during a performance through discussion.
	Mu.K.4.3	evaluate grade level performance through discussion. (NSM.K-4.7.a)

First Grade General Music

Focus: Students will produce tuneful singing and compose using iconic notation.

Rhythm		
Mu.1.1	Students will create, read, and perform simple rhythmic patterns.	
	Students will...	
	Mu.1.1.1	identify quarter note, eighth note pair and quarter rest. (NSM.K-4.5)
	Mu.1.1.2	notate a four beat rhythmic pattern dictated by teacher using iconic notation. (NSM.K-4.5)
	Mu.1.1.3	compose a four beat rhythmic pattern using iconic notation. (NSM.K-4.4.b)
	Mu.1.1.4	perform four beat rhythm patterns on non-pitched instruments. (NSM.K-4.2)
	Mu.1.1.5	perform a steady beat of various tempos through movement. (NSM.K-4.6.e)
	Mu.1.1.6	perform a steady beat of various tempos on non-pitched instruments. (NSM.K-4.2)
	Mu.1.1.7	evaluate the tempo in a given musical example as fast or slow. (NSM.K-4.6.c.)

Melody		
Mu.1.2	Students will demonstrate beginning proficiency of melodic contour and tuneful singing.	
	Students will...	
	Mu.1.2.1	distinguish melodic contour aurally (up, down, stay the same). (NSM.K-4.6)
	Mu.1.2.2	perform simple melodies using so, la, mi with Curwen hand signs. (NSM.K-4.1)
	Mu.1.2.3	demonstrate tuneful singing using so, la, mi. (NSM.K-4.1)

Timbre and Texture		
Mu.1.3	Students will distinguish between beginning dynamics, texture, and timbre.	
	Students will...	

	Mu.1.3.1	perform various examples of thick and thin texture. (NSM.K-4.6.c)
	Mu.1.3.2	identify dynamics using <i>forte</i> and <i>piano</i> . (NSM.K-4.6.c)
	Mu.1.3.3	demonstrate the difference between <i>forte</i> and <i>piano</i> using voice or instruments. (NSM.K-4.1.b)

Form		
Mu.1.4	Students will distinguish between same and different patterns.	
	Students will...	
	Mu.1.4.1	perform call and response using voice or instrument. (NSM.K-4.1)
	Mu.1.4.2	identify AA and AB patterns in a musical example. (NSM.K-4.6.a)
	Mu.1.4.3	Perform AA and AB patterns. (NSM.K-4.1: NSM.K-4.2.d)

Reflection		
Mu.1.5	Students will describe specific roles in a performance and begin to formulate a musical opinion.	
	Students will...	
	Mu.1.5.1	demonstrate age appropriate audience etiquette. (NSM.K-4.9.e)
	Mu.1.5.2	demonstrate age appropriate performer etiquette.
	Mu.1.5.3	analyze a piece of music to express their opinion. (NSM.K-4.7.b)
	Mu.1.5.4	evaluate grade level performance using grade appropriate vocabulary through discussion. (NSM.K-4.7.b)

Music History and Culture		
Mu.1.6	Students will demonstrate the role of music in storytelling.	
	Students will...	

	Mu.1.6.1	infer musical characters through listening examples such as Carnival of the Animals.
	Mu.1.6.2	role play an individual story from a piece of music.
	Mu.1.6.3	create and arrange music to accompany a simple poem, work of art, or story. (NSM.K-4.4.aNSM.K-4.4.b; NSM.K-4.4.c; NSM.K-4.8.b)

2nd Grade General Music

Focus: Students will compose using standard notation and perform simple melodies with accuracy.

Rhythm		
Mu.2.1	Students will create, read, and perform two measure rhythmic patterns.	
	Students will...	
	Mu.2.1.1	identify half note and half rest. (NSM.K-4.5)
	Mu.2.1.2	notate a two measure rhythmic pattern dictated by teacher using standard notation. (NSM.K-4.5)
	Mu.2.1.3	compose a two measure rhythmic pattern using standard notation. (NSM.K-4.4.b)
	Mu.2.1.4	perform a two measure rhythm on a non-pitched instrument. (NSM.K-4.2)

Melody		
Mu.2.2	Students will demonstrate basic proficiency of melodic contour and tuneful singing using the pentatonic scale.	
	Students will...	
	Mu.2.2.1	describe the general contour of a melodic phrase. (NSM.K-4.6)
	Mu.2.2.2	sing simple pentatonic melodies using Curwen hand signs. (NSM.K-4.1)
	Mu.2.2.3	compose simple melodies using so, la, mi on pitched instruments. (NSM.K-4.4.b)
	Mu.2.2.4	demonstrate tuneful singing using the pentatonic scale. (NSM.K-4.1)

Timbre and Texture		
Mu.2.3	Students will demonstrate basic texture and timbre.	
	Students will...	
	Mu.2.3.1	distinguish between solo and group in a musical example. (NSM.K-4.6.d)

	Mu.2.3.2	demonstrate appropriate technique when playing various percussion instruments (strike, shake, scrape).
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Form		
Mu.2.4	Students will collaborate to compose an AB instrumental piece.	
	Students will...	
	Mu.2.4.1	collaborate to compose an AB piece with set criteria. (NSM.K-4.4.b)
	Mu.2.4.2	perform a piece in AB format.
	Mu.2.4.3	utilize a double bar line in a composition. (NSM.K-4.6.c)

Expression		
Mu.2.5	Students will demonstrate basic dynamics, tempo, and articulation.	
	Students will...	
	Mu.2.5.1	identify <i>crescendo</i> and <i>decrescendo</i> in a musical example. (NSM.K-4.6.b)
	Mu.2.5.2	perform <i>crescendo</i> and <i>decrescendo</i> . (NSM.K-4.2.a)
	Mu.2.5.3	identify <i>adagio</i> , <i>moderato</i> , and <i>allegro</i> . (NSM.K-4.5.c)
	Mu.2.5.4	perform <i>adagio</i> , <i>moderato</i> , and <i>allegro</i> through movement.
	Mu.2.5.5	identify <i>staccato</i> and <i>legato</i> articulation in a musical example.

Reflection		
Mu.2.6	Students will demonstrate appropriate etiquette and analyze a performance in order to identify strengths and opportunities for growth.	
	Students will...	
	Mu.2.6.1	demonstrate appropriate audience etiquette with teacher guidance. (NSM.K-4.9.e)

	Mu.2.6.2	demonstrate appropriate performance etiquette with teacher guidance.
	Mu.2.6.3	defend opinion of a musical example using grade appropriate musical vocabulary. (NSM.K-4.7.b)
	Mu.2.6.4	analyze grade level performance to formulate two areas of strength and two opportunities for growth. (NSM.K-4.7.a; NSM.K-4.7.b)

Music History and Culture		
Mu.2.7	Students will demonstrate basic knowledge of them and variations and instrument families in an orchestra.	
	Students will...	
	Mu.2.7.1	Define theme and variations as found in classic instrumental works (such as <i>Young Person's Guide to Orchestra</i>). (NSM.K-4.9.a)
	Mu.2.7.2	Compose a variation based on a given theme. (NSM.K-4.6a)
	Mu.2.7.3	Identify the four instrument families in an orchestra.

3rd Grade General Music

Focus: Students will demonstrate rhythm and pentatonic scale through improvising and composing.

Rhythm	
Mu.3.1	Students will create, read, and perform four measure rhythm patterns in 4/4.
	Students will...
Mu.3.1.1	identify whole note, whole rest, and four sixteenth note group. (NSM.K-4.5)
Mu.3.1.2	notate a two measure rhythmic pattern in 4/4 dictated by the teacher using standard notation. (NSM.K-4.5)
Mu.3.1.3	compose a four measure rhythmic pattern in 4/4 using all known rhythmic notation. (NSM.K-4.4.b)
Mu.3.1.4	perform a four measure rhythm on a non-pitched instrument. (NSM.K-4.2)
Mu.3.1.5	define the purpose of a time signature (4/4). (NSM.K-4.6)

Melody	
Mu.3.2	Students will compose, improvise, and perform simple melodies using the pentatonic scale.
	Students will...
Mu.3.2.1	compose simple melodies using the pentatonic scale on pitched instruments. (NSM.K-4.4.b)
Mu.3.2.2	improvise an answer to a melodic question using pentatonic scale on pitched instruments or voice. (NSM.K-4.3.a)
Mu.3.2.3	identify a standard treble clef. (NSM.K-4.5)

Timbre and Texture	
Mu.3.3	Students will identify varied textural elements and distinguish between symphonic instruments in varied musical examples.
	Students will...

	Mu.3.3.1	identify duet, trio (vocal and instrumental). (NSM.K-4.6.b; NSM.K-4.6.c)
	Mu.3.3.2	analyze musical examples to distinguish two or three voices (vocal or instrumental). (NSM.K-4.6.c)
	Mu.3.3.3	perform an ostinato or bordun (vocal or instrumental) that accompanies a melody. (NSM.K-4.2.f)
	Mu.3.3.4	define the characteristics of the four instrument families.
	Mu.3.3.5	distinguish between specific symphonic instruments from a solo musical example. (NSM.K-4.6.d)

Form		
Mu.3.4	Students will arrange and perform a four section composition using A, B, and repeat signs.	
	Students will...	
	Mu.3.4.1	arrange a four section composition using A and B sections. (NSM.K-4.4.b)
	Mu.3.4.2	perform a four section composition.
	Mu.3.4.3	define the purpose of a repeat sign. (NSM.K-4.6.c)

Expression		
Mu.3.5	Students will demonstrate proficiency in intermediate dynamics, tempo, articulation, and tonality.	
	Students will...	
	Mu.3.5.1	identify <i>mezzo piano</i> , <i>mezzo forte</i> , <i>pianissimo</i> , and <i>fortissimo</i> . (NSM.K-4.5.c; NSM.K-4.6.b)
	Mu.3.5.2	perform a variety of dynamics appropriate to a musical example. (NSM.K-4.1.b; NSM.K-4.2.a)
	Mu.3.5.3	Define <i>andante</i> . (NSM.K-4.5.c)
	Mu.3.5.4	define the purpose of a <i>subito</i> .
	Mu.3.5.5	describe the characteristics of major and minor tonality. (NSM.K-4.6.c)
	Mu.3.5.6	perform <i>fermata</i> in a given musical example. (NSM.K-4.6.e)

Reflection		
Mu.3.6	Students will evaluate a performance to construct a reflective statement.	
	Students will...	
	Mu.3.6.1	demonstrate appropriate audience etiquette with limited teacher guidance. (NSM.K-4.9.e)
	Mu.3.6.2	demonstrate appropriate performance etiquette with limited teacher guidance.
	Mu.3.6.3	defend opinion of a musical example using grade appropriate musical vocabulary. (NSM.K-4.7.b)
	Mu.3.6.4	critique grade level performance in order to produce a reflective statement with teacher guidance. (NSM.K-4.7.a; NSM.K-4.7.b)

Music History and Culture		
Mu.3.7	Students will describe how composers use instrument timbre to influence characterization and storytelling.	
	Students will...	
	Mu.3.7.1	describe the characteristics of a symphonic poem as found in a piece such as <i>Peter and the Wolf</i> . (NSM.K-4.9.a)
	Mu.3.7.2	identify instrumental characterization as found in a piece such as <i>Peter and the Wolf</i> . (NSM.K-4.9.a)
	Mu.3.7.3	describe how instrumental timbre can influence characterization. (NSM.K-4.9.b)

4th Grade General Music

Focus: Students will sing and play simple melodies using diatonic scale and relate pitch names to their location on the treble staff

Rhythm	
Mu.4.1	Students will compose, count, and perform eight measure rhythm patterns in 3/4 and 4/4.
	Students will...
Mu.4.1.1	identify dotted half note, four eighth note group, eighth note, and eighth rest. (NSM.K-4.5.a)
Mu.4.1.2	distinguish between single eighth note pairs and barred eighth notes. (NSM.K-4.5)
Mu.4.1.3	notate two sets of two 4/4 measure rhythmic patterns dictated by the teacher using standard notation. (NSM.K-4.5)
Mu.4.1.4	compose an eight measure rhythmic pattern using all known rhythmic notation in 3/4 or 4/4. (NSM.K-4.4.b)
Mu.4.1.5	perform an eight measure rhythmic pattern on a non-pitched instrument. (NSM.K-4.2)
Mu.4.1.6	count eight measure rhythm using district counting system. (NSM.K-4.5)

Melody	
Mu.4.2	Students will relate pitches to their location on the treble staff, compose using pitch names, and improvise and perform using the diatonic scale.
	Students will...
Mu.4.2.1	relate pitch names to their location on the treble staff. (NSM.K-4.5.b)
Mu.4.2.2	compose a four measure melodic composition using the treble staff. (NSM.K-4.4.b)
Mu.4.2.3	Perform a full diatonic scale using solfege. (NSM.K-4.5.b)
Mu.4.2.4	analyze intervals to determine whether they are a step (2nd), skip (3rd), leap (4th or higher), or repeated pitch. (NSM.K-4.6)
Mu.4.2.5	perform diatonic melodies on a pitched instrument (suggestion: recorder). (NSM.K-4.2)
Mu.4.2.6	improvise two measures on pitched instruments. (NSM.K-4.3)

Timbre and Texture		
Mu.4.3	Students will analyze textural elements and instrument families.	
	Students will...	
	Mu.4.3.1	define quartet (vocal or instrumental). (NSM.K-4.6.c)
	Mu.4.3.2	analyze musical examples to identify at least four voices (vocal or instrumental). (NSM.K-4.6.b)
	Mu.4.3.3	perform a three layer texture using ostinatos or borduns. (NSM.K-4.1.d; NSM.K-4.2.f)

Form		
Mu.4.4	Students will analyze a piece that will include up to three contrasting sections.	
	Students will...	
	Mu.4.4.1	identify canon. (NSM.K-4.6.a)
	Mu.4.4.2	Identify 1 st and 2 nd endings.
	Mu.4.4.3	analyze the form of a given musical example that includes at least three contrasting sections. (NSM.K-4.6.b)

Expression		
Mu.4.5	Students will distinguish dynamics and tempos.	
	Students will...	
	Mu.4.5.1	identify <i>largo</i> , <i>presto</i> , <i>accelerando</i> , and <i>ritardando</i> . (NSM.K-4.5.c; NSM.K-4.6.b)
	Mu.4.5.2	distinguish between all known dynamic symbols in a given musical example. (NSM.K-4.6.b)
	Mu.4.5.3	describe tempo(s) in a given musical example. (NSM.K-4.6.b)

Reflection		
Mu.4.6	Students will analyze a performance to create a reflection.	
	Students will...	
	Mu.4.6.1	demonstrate appropriate audience etiquette with minimal teacher guidance. (NSM.K-4.9.e)
	Mu.4.6.2	demonstrate appropriate performance etiquette with minimal teacher guidance. (NSM.K-4.9.d)
	Mu.4.6.3	defend opinion of a musical example using grade appropriate music vocabulary. (NSM.K-4.7.b)
	Mu.4.6.4	critique grade level performance in order to produce a reflective statement. (NSM.K-4.7.a; NSM.K-4.7.b)

Music History and Culture		
Mu.4.7	Students will demonstrate knowledge of opera, including its characteristics, varied styles and vocal techniques.	
	Students will...	
	Mu.4.7.1	describe the characteristics of an opera overture, aria, recitative, duet) (Suggestion: <i>The Magic Flute</i>) (NSM.K-4.9.a)
	Mu.4.7.2	compare and contrast operatic vocal style to contemporary vocal style. (NSM.K-4.8.a)

5th Grade General Music

Focus: Students will perform varied melodies and harmonies and will relate pitch names to their location on the bass staff and extended treble clef.

Rhythm	
Mu.5.1	Students will compose, count, and perform 12-measure rhythmic patterns and demonstrate proficiency in the use of fundamental rhythmic elements.
	Students will...
Mu.5.1.1	identify tied quarter notes and dotted quarter notes. (NSM.5-8.5)
Mu.5.1.2	explain the role of a dot when added to a note. (NSM.5-8.5.c)
Mu.5.1.3	notate two sets of two 3/4 measure rhythmic patterns using standard notation dictated by the teacher. (NSM.5-8.5)
Mu.5.1.4	compose a 12 measure rhythmic pattern using all known rhythmic notation in 4/4 or 3/4. (NSM.5-8.4)
Mu.5.1.5	perform a 12 measure rhythmic pattern on a non-pitched instrument. (NSM.5-8.2)

Melody	
Mu.5.2	Students will relate pitch names to their location on bass staff and treble staff
	Students will...
Mu.5.2.1	relate pitch names to their location on the bass staff. (NSM.5-8.5)
Mu.5.2.2	explain the purpose of a ledger line. (NSM.5-8.6)
Mu.5.2.3	relate pitch names to their location on the extended treble staff. (NSM.5-8.5)
Mu.5.2.4	compose a four measure melodic composition using either the bass or treble staff. (NSM.5-8.4)

Timbre and Texture	
Mu.5.3	Students will discern textural elements and instrument sounds from a given musical example.

	Students will...	
	Mu.5.3.1	analyze musical examples to identify up to five voices (vocal or instrumental). (NSM.5-8.6.b)
	Mu.5.3.2	perform a four layer texture using ostinatos or borduns. (NSM.5-8.1.d)

Form		
Mu.5.4	Students will collaborate in order to compose in a multi-movement form.	
	Students will...	
	Mu.5.4.1	identify rondo form (ABACA).
	Mu.5.4.2	compose a class piece in rondo form. (NSM.5-8.4.a)
	Mu.5.4.3	identify <i>coda</i> , <i>D.S al Fine</i> , and <i>D.C. al Coda</i> in a musical example.

Expression		
Mu.5.5	Students will apply appropriate dynamics and tempo to a composition.	
	Students will...	
	Mu.5.5.1	arrange a composition to include dynamic markings. (NSM.5-8.4.a)
	Mu.5.5.2	arrange a composition to include tempo markings. (NSM.5-8.4.a)
	Mu.5.5.3	perform a composition using given dynamic markings. (NSM.5-8.1.b; NSM.5-8.2.b)
	Mu.5.5.4	perform a composition using given tempo markings. (NSM.5-8.1.b; NSM.5-8.2.b)

Reflection		
Mu.5.6	Students will analyze a performance to produce a reflection.	

	Students will...	
	Mu.5.6.1	demonstrate appropriate audience etiquette independently.
	Mu.5.6.2	demonstrate appropriate performance etiquette independently.
	Mu.5.6.3	defend opinion of a musical example using grade appropriate music vocabulary. (NSM.5-8.7.b)
	Mu.5.6.4	critique grade level performance. (NSM.5-8.7.b)

Music History and Culture		
Mu.5.7	Students will distinguish characteristics unique to ballet, musical theatre, and American jazz.	
	Students will...	
	Mu.5.7.1	identify the characteristics of ballet. (NSM.5-8.9.a)
	Mu.5.7.2	identify the characteristics of musical theatre. (NSM.5-8.8.a; NSM.5-8.9.a)
	Mu.5.7.3	identify the characteristics of American jazz. (NSM.5-8.9.b)

6th Grade Music Appreciation

Focus: Students will begin to appreciate the role that music plays in the wider context of history and society.

Arranging and Story-telling		
Mu.6MA.1	Students will create, arrange, and perform an original work.	
	Students will...	
	Mu.6MA.1.1	write a libretto that illustrates a story. (NSM.5-8.9)
	Mu.6MA.1.2	arrange lyrics of a song to advance a plotline. (NSM.5-8.9)
	Mu.6MA.1.3	perform a student created work. (NSM.5-8.4.a)

World Music		
Mu.6MA.2	Students will compare and contrast various cultural styles of music.	
	Students will...	
	Mu.6MA.2.1	analyze music of varied cultures in order to compare and contrast instruments and musical style. (NSM.5-8.6.b)
	Mu.6MA.2.2	apply knowledge of cultural traditions in order to influence performance. (NSM.5-8.9.c)
	Mu.6MA.2.3	develop an informational presentation about a self-chosen culture highlighting society, traditions, and musical styles. (NSM.5-8.9.a)

Non-Traditional Composition		
Mu.6MA.3	Students will develop a composition using non-traditional notation.	
	Students will...	
	Mu.6MA.3.1	create a non-traditional composition using iconic notation. (NSM.5-8.4.a, NSM.5-8.4.c)
	Mu.6MA.3.2	develop a key to translate icons into sounds. (NSM.5-8.4)

	Mu.6MA.3.3	perform student-generated piece with accuracy. (NSM.5-8.2.c)
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Music in the Media		
Mu.6MA.4	Students will evaluate the role of music in varied media.	
	Students will...	
	Mu.6MA.4.1	compare and contrast various musical examples from media. (NSM.5-8.6.a, NSM.5-8.8.a)
	Mu.6MA.4.2	assess a song's value within a given media. (NSM.5-8.9.c)
	Mu.6MA.4.3	create a thirty-second underscore for a cartoon or movie clip. (NSM.5-8.4.c)
	Mu.6MA.4.4	compare and contrast media with or without music. (NSM.5-8.8.a)

Music History		
Mu.6MA.5	Students will summarize the development of musical style throughout history.	
	Students will...	
	Mu.6MA.5.1	identify characteristics of Renaissance music. (NSM.5-8.9.a)
	Mu.6MA.5.2	identify characteristics of Baroque music. (NSM.5-8.9.a)
	Mu.6MA.5.3	identify characteristics of Classical music. (NSM.5.8.9.a)
	Mu.6MA.5.4	identify characteristics of Romantic music. (NSM.5-8.9.a)
	Mu.6MA.5.5	identify characteristics of American music.
	Mu.6MA.5.6	classify and defend the period of a given musical example. (NSM.5-8.9.b)

Ukulele		
Mu.6MA.6	Students will demonstrate fundamental ukulele technique, utilize basic terminology, and evaluate performance.	
	Students will...	
	Mu.6MA.6.1	label parts of the ukulele.
	Mu.6MA.6.2	demonstrate appropriate playing technique. (NSM.5-8.2.a)
	Mu.6MA.6.3	improvise and compose two measures utilizing the notes on one string. (NSM.5-8.3.b)
	Mu.6MA.6.4	compose a chord progression consisting of four chords. (NSM.5-8.4.a)

Timbre		
Mu.6MA.7	Students will distinguish timbre characteristics and recommend instrumentation to support visual media.	
	Students will...	
	Mu.6MA.7.1	identify and describe specific characteristics of instrument families including voice. (NSM.5-8.6.a)
	Mu.6MA.7.2	construct an original instrument using recycled materials.
	Mu.6MA.7.3	relate concepts of timbre to a piece of visual art. (NSM.5-8.4.a)

6th Grade Choir

Focus: Students will perform choral literature demonstrating beginning vocal technique, music reading, and introductory ensemble skills.

Vocal Technique		
Mu.6C.1	Students will demonstrate vocal technique in beginning choral literature.	
	Students will...	
Mu.6C.1.1	describe and show correct singing posture with guidance. (NSM.5-8.1.a)	
Mu.6C.1.2	recite correct diction and articulation with guidance. (NSM.5-8.1.a, NSM.5-8.1.b)	
Mu.6C.1.3	show preparatory breath for support in singing. (NSM.5-8.1.a)	
Mu.6C.1.4	reproduce and demonstrate pure vowel sounds with guidance. (NSM.5-8.1.a)	

Music Literacy		
Mu.6C.1	Students will apply music literacy skills in beginning choral literature.	
	Students will...	
Mu.6C.2.1	identify time signatures found in literature. (NSM.5-8.5.c, NSM.5-8.6.c)	
Mu.6C.2.2	read and perform simple rhythms including whole, half, quarter, eighth notes and corresponding rests in beginning choral literature. (NSM.5-8.5a)	
Mu.6C.2.3	sight-read melodic passages including unison and stepwise intervals as well as do-mi-so skips. (NSM.5-8.5.b, NSM.5-8.5.e, NSM.5-8.6.c))	
Mu.6C.2.4	sight-read rhythmic passages including whole, half, quarter, and eighth notes in various time signatures. (NSM.5-8.5.a, NSM.5-8.6.c)	

Pitch & Intonation		
Mu.6C.3	Students will perform with accurate pitch and intonation appropriate to beginning choral singing.	
	Students will...	
Mu.6C.3.1	match pitch individually and within a small group. (NSM.5-8.1.a)	
Mu.6C.3.2	perform 2-part music with accompaniment. (NSM.5-8.1.d, NSM.58C.1.a)	

	Mu.6C.3.3	locate and perform pitch relationships by steps and skips. (NSM.5-8.5.e, NSM.5-8.6.c)
	Mu.6C.3.4	recite and sing major scale and major triad using Curwin hand signs with guidance. (NSM.5-8.1.a)

Ensemble Skills		
Mu.6C.1	Students will demonstrate vocal technique in beginning choral literature.	
	Students will...	
	Mu.6C.4.1	demonstrate and modify ensemble balance with two voice parts and accompaniment. (NSM.5-8.1.b, NSM.5-8.1.d)
	Mu.6C.4.2	identify and respond to cues of conductor including tempo, entrances, cut-offs, loud and quiet. (NSM.5-8C.1.a)
	Mu.6C.4.3	demonstrate etiquette of choral formation, entrance, and exit.

Performance & Analysis		
Mu.6C.5	Students will perform and describe performances of self and others.	
	Students will...	
	Mu.6C.5.1	memorize and perform two part choral music with expression and technical accuracy appropriate to beginning level choral singing. (NSM.5-8.1.b, NSM.5-8.1.c)
	Mu.6C.5.2	identify and demonstrate appropriate performance etiquette of beginning choir.
	Mu.6C.5.3	identify and demonstrate appropriate audience etiquette of beginning choir.
	Mu.6C.5.4	identify strengths and weaknesses of self and others' performance. (NSM.5-8.6.b, NSM.5-8.7.b)

Musicality		
Mu.6C.1	Students will demonstrate vocal technique in beginning choral literature.	
	Students will...	
	Mu.6C.6.1	define and perform tone quality appropriate to literature. (NSM.5-8.1.c)
	Mu.6C.6.2	identify and demonstrate <i>piano</i> , <i>mezzo piano</i> , <i>mezzo forte</i> , <i>forte</i> . (NSM.5-8.1.b)

	Mu.6C.6.3	label and utilize breath mark and phrase lines to create expression. (NSM.5-8.1.b)
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History & Culture		
Mu.6C.7	Students will describe music literature in relationship to history and culture.	
	Students will...	
	Mu.6C.7.1	describe characteristics of genres in performance literature including ballad and folksong. (NSM.5-8.9.a)
	Mu.6C.7.2	compare and contrast musical elements in a variety of styles and cultures. (NSM.5-8.9b)
	Mu.6C.7.3	draw a comparison between elements of music and another art form. (NSM.5-8.8.a)

7th Grade Choir

Focus: Students will perform intermediate middle school level choral music by demonstrating age appropriate vocal technique, music literacy, intonation and performance ensemble skills.

Vocal Technique	
Mu.7C.1	Students will demonstrate basic vocal technique in intermediate middle school choral literature.
	Students will...
Mu.7C.1.1	demonstrate correct singing posture with guidance. (NSM.5-8.1.a)
Mu.7C.1.2	perform with basic diction in a variety of languages with guidance. (NSM.5-8.1.a, NSM.5-8.1.b)
Mu.7C.1.3	show expansion and exhalation of preparatory breath in singing. (NSM.5-8.1.a)
Mu.7C.1.4	reproduce and demonstrate pure vowel sounds individually. (NSM.5-8.1.a)

Music Literacy	
Mu.7C.2	Students will apply music literacy skills in intermediate middle school choral literature.
	Students will...
Mu.7C.2.1	perform music in time signatures used in intermediate middle school choral literature. (NSM.5-8.5.c, NSM.5-8.6.c)
Mu.7C.2.2	read and perform intermediate level rhythms found in literature. (NSM.5-8.5.a)
Mu.7C.2.3	sight read melodic and rhythmic passages at intermediate level middle school music including eighth-two sixteenths, two sixteenths-eighth, dotted eighth-sixteenth, and eighth note triplet. (NSM.5-8.5.b, NSM.58.5.e, NSM.5-8.6.c)
Mu.7C.2.4	compose and perform four measures of music using do, re, mi, fa, and so in common time and a major key. (NSM.5-8.4.a)
Mu.7C.2.5	identify, define, and perform symbols found in literature including – unison, repeat sign, <i>crescendo</i> , <i>decrescendo</i> , accent, breath mark, <i>fermata</i> , and <i>ritardando</i> . (NSM.5-8.5.c)
Mu.7C.2.6	label and sing pitches with guidance on treble staff (sopranos and altos only) and bass staff (baritones only) including ledger lines. (NSM.58.1.a)

Pitch and Intonation		
Mu.7C.3	Students will perform with proficient pitch and intonation appropriate to intermediate choral singing.	
	Students will...	
Mu.7C.3.1	sing with accurate pitch in 3-part mixed music with accompaniment. (NSM.5-8.1.a)	
Mu.7C.3.2	locate and perform pitch relationships by step, skip, and repeat in 3 part mixed level music. (NSM.5-8.5.e, NSM.5-8.6.c)	
Mu.7C.3.3	compare and contrast pitch between like voices. (NSM.5-8.1.a, NSM.5-8.6.c)	
Mu.7C.3.4	sing major scales and major triads using Curwen hand signs with guidance. (NSM.5-8.1.a)	

Ensemble Skills		
Mu.7C.4	Students will demonstrate intermediate middle school level ensemble skills in rehearsal and performance.	
	Students will...	
Mu.7C.4.1	demonstrate and modify ensemble balance within section in three parts. (NSM.5-8.1.b, NSM. 5-8.1.d)	
Mu.7C.4.2	differentiate how voice parts relate to each other within the ensemble. (NSM.5-8.1.a, NSM.5-8.1.b, NSM.5-8.d)	
Mu.7C.4.3	identify and respond to cues of conductor – phrasing, dynamic contrasts. (NSM.5-8.1.a)	

Performance and Analysis		
Mu.7C.5	Students will perform and critique performances of self and others.	
	Students will...	
Mu.7C.5.1	memorize and perform music with expression and technical accuracy appropriate for intermediate middle school level singing. (NSM.5-8.1.b, NSM.5-8.1.c)	
Mu.7C.5.2	demonstrate appropriate performance etiquette of intermediate middle school choir.	

	Mu.7C.5.3	demonstrate appropriate audience behavior and etiquette of intermediate middle school choir.
	Mu.7C.5.4	identify strengths and weaknesses of performances and outline goals for improvement. (NSM.5-8.6.b)

Musicality		
Mu.7C.6	Students will perform expressive elements used in intermediate middle school choral literature.	
	Students will...	
	Mu.7C.6.1	identify and perform expressive elements appropriate to intermediate middle school level literature including accent, <i>a tempo</i> , and <i>subito</i> . (NSM.5-8.1.c)
	Mu.7C.6.2	modify performance with guidance based on style and genre with guidance. (NSM.5-8.9.b)
	Mu.7C.6.3	show dynamic contour, phrasing, and stylistic expression through movement with guidance. (NSM.5-8.1.b)

History and Culture		
Mu.7C.7	Students will relate music literature to history and culture.	
	Students will...	
	Mu.7C.7.1	compare and contrast historical elements of various genres. (NSM.5-8.9.b)
	Mu.7C.7.2	identify musical characteristics from a variety of cultures. (NSM.5-8.9.a)
	Mu.7C.7.3	determine the role of music in society in relation to performance literature. (NSM.5-8.9.c)
	Mu.7C.7.4	perform choreography authentic to the style of performance literature with guidance. (NSM.5-8.8.a)

8- Grade Choir

Focus: Students will perform intermediate middle school level choral music by demonstrating age appropriate vocal technique, music literacy, intonation and performance ensemble skills.

Vocal Technique	
Mu.8C.1	Students will demonstrate basic vocal technique in advanced middle school choral literature.
	Students will...
Mu.8C.1.1	demonstrate correct singing posture with prompting. (NSM.5-8.1.a)
Mu.8C.1.2	perform with correct diction in a variety of languages with prompting. (NSM.5-8.1.a, NSM.5-8.1.b)
Mu.8C.1.3	produce breath support to sustain air flow. (NSM.5-8.1.a)
Mu.8C.1.4	sing with pure vowel sounds and blend with neighboring voices. (NSM.5-8.1.a)

Music Literacy	
Mu.8C.2	Students will apply music literacy skills in advanced middle school choral literature.
	Students will...
Mu.8C.2.1	perform music in time signatures used in advanced middle school choral literature. (NSM.5-8.5.c, NSM.5-8.6.c)
Mu.8C.2.2	read and perform advanced level rhythms found in literature. (NSM.5-8.5.a)
Mu.8C.2.3	sight read melodic and rhythmic passages at advanced middle school level music including quarter note triplets and sixteenth notes in 6/8 time. (NSM.5-8.5.b, NSM.5-8.5.e, NSM.5-8.6.c)
Mu.8C.2.4	compose and perform four measures of music using a diatonic scale in common time and a major key with assistance. (NSM.5-8.4.a)
Mu.8C.2.5	identify, define, and perform symbols found in literature including – 1- and 2- endings, <i>staccato</i> , <i>marcato</i> , <i>rallentando</i> , and <i>accelerando</i> . (NSM.5-8.5.c)

	Mu.8C.2.6	identify, label and sing pitches on treble staff (sopranos & altos only) and bass staff (baritones only) including ledger lines. (NSM.5-8.1.a)
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Pitch and Intonation		
Mu.8C.3	Students will perform with proficient pitch and intonation appropriate to advanced middle school choral singing.	
	Students will...	
	Mu.8C.3.1	sing with accurate pitch and intonation in SAB music with accompaniment. (NSM.5-8.1.a)
	Mu.8C.3.2	locate and sing pitch relationships by step, skip, and repeat in SAB music. (NSM.5-8.5.e, NSM.5-8.6.c)
	Mu.8C.3.3	compare and adjust pitch with guidance between like voices. (NSM.5-8.1.a, NSM.5-8.6.c)
	Mu.8C.3.4	sing major scales and major triads using Curwen hand signs. (NSM.5-8.1.a)

Ensemble Skills		
Mu.8C.4	Students will demonstrate advanced middle school level ensemble skills in rehearsal and performance.	
	Students will...	
	Mu.8C.4.1	demonstrate and modify ensemble balance and blend with three voice parts. (NSM.5-8.1.b, NSM.5-8.1.d)
	Mu.8C.4.2	evaluate how voice parts relate to each other within the ensemble in order to recognize texture. (NSM.5-8.1.a, NSM.5-8.1.b, NSM.58.8.d)
	Mu.8C.4.3	identify and respond to cues of conductor – vowel shape and emotion. (NSM.5-8.1a)

Performance and Analysis		
Mu.8C.5	Students will perform and assess performances of self and others.	
	Students will...	

	Mu.8C.5.1	demonstrate appropriate performance behavior and etiquette of advanced middle school choir. (NSM.5-8.1.b, NSM.5-8.1.c)
	Mu.8C.5.2	demonstrate appropriate audience etiquette of advanced middle school choir. (NSM.5-8.)
	Mu.8C.5.3	identify strengths and weaknesses of performances and provide solutions for improvement. (NSM.5-8.)

Musicality		
Mu.8C.6	Students will perform expressive elements used in advanced middle school choral literature.	
	Students will...	
	Mu.8C.6.1	identify and perform expressive elements appropriate to advanced middle school level literature including <i>marcato</i> , <i>sforzando</i> , <i>molto</i> , and <i>caesura</i> . (NSM.5-8.1.c)
	Mu.8C.6.2	modify performance with prompting based on style and genre with limited guidance. (NSM.5-8.9.b)
	Mu.8C.6.3	show dynamic contour, phrasing, and stylistic expression through movement with limited guidance. (NSM.5-8.1.b)

History and Culture		
Mu.8C.7	Students will distinguish music literature in relationship to history and culture.	
	Students will...	
	Mu.8C.7.1	compare and contrast musical elements found in performance literature. (NSM.5-8.9.b)
	Mu.8C.7.2	identify and describe musical characteristics from a variety of cultures. (NSM.5-8.9.a)
	Mu.8C.7.3	compare and contrast the role of music in society from 1950's to 1990's. (NSM.5-8.9.c)
	Mu.8C.7.4	perform choreography authentic to the style of performance literature with limited guidance. (NSM.5-8.8.a)

Freshman Choir

Focus: Students will perform with age-appropriate vocal technique, beginning music theory, and basic musicality.

Vocal Technique		
Mu.9C.1	Students will demonstrate basic vocal technique in beginning high school choral literature.	
	Students will...	
	Mu.9C.1.1	demonstrate consistent correct singing posture with prompting. (NSM.9-12.1.a)
	Mu.9C.1.2	demonstrate correct diction in a variety of languages with prompting. (NSM.9-12.1.a, NSM.9-12.1.b)
	Mu.9C.1.3	demonstrate consistent fundamentals of breath support with prompting. (NSM.9-12.1.a)

Music Literacy		
Mu.9C.2	Students will apply music literacy skills in beginning high school choral literature.	
	Students will...	
	Mu.9C.2.1	perform music in time signatures used in beginning high school choral literature. (NSM.9-12.5.a)
	Mu.9C.2.2	read and perform rhythms found in beginning high school choral literature. (NSM.9-12.5.a)
	Mu.9C.2.3	sight read melodic and rhythmic passages found in beginning high school choral literature. (NSM.9-12.5.b)
	Mu.9C.2.4	compose and perform four measures of music using a diatonic scale in common time and a major key with prompting. (NSM.912.4.a, NSM.9-12.5.b)
	Mu.9C.2.5	identify, define, and perform symbols found in beginning high school choral literature with prompting. (NSM.9-12.1.a, NSM.912.5.a)
	Mu.9C.2.6	identify “do” for major keys using key signatures. (NSM.9-12.5.a)

Pitch and Intonation		
Mu.9C.3	Students will perform with accurate pitch and intonation appropriate to beginning high school choral singing.	
	Students will...	
Mu.9C.3.1	sing with accurate pitch in three to four part music with accompaniment. (NSM.9-12.1.a, NSM.9-12.1.b)	
Mu.9C.3.2	locate and perform pitch relationships by diatonic skips in major keys. (NSM.9-12.5.b)	
Mu.9C.3.3	identify and adjust intonation in three to four part music and small ensembles with accompaniment. (NSM.9-12.1.c)	
Mu.9C.3.4	sing major scale and triad from memory.	

Ensemble Skills		
Mu.9C.4	Students will demonstrate beginning high school level ensemble skills in rehearsal and performance.	
	Students will...	
Mu.9C.4.1	demonstrate and modify ensemble balance in three to four parts with accompaniment. (NSM.9-12.1.c)	
Mu.9C.4.2	identify and use vowel formation as a tool to balance the ensemble in three to four parts. (NSM.9-12.1.a, NSM.9-12.1.c)	
Mu.9C.4.3	evaluate how voice parts relate to each other within the ensemble and modify singing as appropriate to beginning high school literature. (NSM.9-12.1.c, NSM.9-12.7.a)	
Mu.9C.4.4	respond to simultaneous cues of a conductor. (NSM.9-12.1.c)	

Performance and Analysis		
Mu.9C.5	Students will perform and rate performances of self and others.	
	Students will...	
Mu.9C.5.1	memorize and perform music appropriate to beginning level high school choir. (NSM.9-12.1.a)	

	Mu.9C.5.2	demonstrate appropriate behavior and etiquette for a beginning level high school choir.
	Mu.9C.5.3	critique their own and others' performances using a given rubric. (NSM.9-12.6.b, NSM.9-12.7.a, NSM.9-12.7.b)

Musicality		
Mu.9C.6	Students will perform expressive elements used in beginning high school choral literature.	
	Students will...	
	Mu.9C.6.1	identify and perform expressive elements appropriate to beginning level high school choral literature. (NSM.9-12.1.a, NSM.9-12.5.a)
	Mu.9C.6.2	modify performance based on style and genre with prompting. (NSM.9-12.1.a, NSM.9-12.1.b, NSM.9-12.1.c)
	Mu.9C.6.3	create movement to show dynamic contour, phrasing, and stylistic expression with director assistance.

History and Culture		
Mu.9C.7	Students will classify musical elements as they relate to history and culture in beginning high school choral literature.	
	Students will...	
	Mu.9C.7.1	compare and contrast musical elements of genres and time periods, and make musical decisions with director assistance. (NSM.9-12.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.9C.7.2	compare and contrast musical elements of a variety of cultures, and make musical decisions with director assistance. (NSM.912.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.9C.7.3	debate role of music in society in relation to performance literature and make musical decisions with director assistance. (NSM.912.9.c)
	Mu.9c.7.4	examine other art forms to see how they relate to performance literature with director assistance. (NSM.9-12.8.b, NSM.9-12.8.c)

Concert Choir

Focus: Students will perform with age-appropriate vocal technique, continued knowledge of music theory, and musicality.

Vocal Technique		
Mu.CC.1	Students will demonstrate basic vocal technique in beginning to intermediate high school choral literature.	
	Students will...	
	Mu.CC.1.1	demonstrate consistent correct singing posture with some prompting. (NSM.9-12.1.a)
	Mu.CC.1.2	perform with consistent diction in a variety of languages with some prompting. (NSM.9-12.1.a, NSM.9-12.1.b)
	Mu.CC.1.3	demonstrate consistent breath support with some prompting. (NSM.9-12.1.a)

Music Literacy		
Mu.CC.2	Students will apply music literacy skills in beginning to intermediate high school choral literature.	
	Students will ...	
	Mu.CC.2.1	perform music in time signatures used in beginning to intermediate high school choral literature. (NSM.9-12.1.a, NSM.9-12.1.b, NSM.9-12.5.a)
	Mu.CC.2.2	read and perform rhythms found in beginning to intermediate high school choral literature. (NSM.9-12.1.a, NSM.9-12.1.b, NSM.912.5.a)
	Mu.CC.2.3	sight read melodic and rhythmic passages found in beginning to intermediate high school choral literature. (NSM.9-12.5.b)
	Mu.CC.2.4	compose and perform four measures of music using a diatonic scale in common time and a major key with some prompting. (NSM.9-12.4.a)
	Mu.CC.2.5	identify, define, and perform symbols found in beginning to intermediate high school choral literature with prompting. (NSM.912.1.a, NSM.9-12.5.a)
	Mu.CC.2.6	identify “do” for major keys and “la” for minor keys using key signatures with assistance. (NSM.9-12.5.a)

Pitch and Intonation		
Mu.CC.3	Students will perform with accurate pitch and intonation appropriate to beginning to intermediate high school choral singing.	
	Students will...	
	Mu.CC.3.1	sing with accurate pitch in four part music with accompaniment. (NSM.9-12.1.a, NSM.9-12.1.b)
	Mu.CC.3.2	perform and locate pitch relationships by diatonic skips in major and minor keys with assistance. (NSM.9-12.5.b)
	Mu.CC.3.3	identify and adjust intonation in four part music and small ensembles with accompaniment. (NSM.9-12.1.c)
	Mu.CC.3.4	sing all minor scales (natural, harmonic, and melodic) and triads (minor, augmented, and diminished) with assistance.

Ensemble Skills		
Mu.CC.4	Students will demonstrate beginning to intermediate high school ensemble skills in rehearsal and performance.	
	Students will...	
	Mu.CC.4.1	demonstrate and modify ensemble balance in four parts with accompaniment. (NSM.9-12.1.c)
	Mu.CC.4.2	identify and use vowel formation as a tool to balance the ensemble in four parts. (NSM.9-12.1.c)
	Mu.CC.4.3	evaluate how voice parts relate to each other within the ensemble and modify singing as appropriate in beginning to intermediate high school literature. (NSM.9-12.1.c, NSM.9-12.7.a)
	Mu.CC.4.4	choose appropriate stylistic interpretation when given a variety of conducting styles with guidance. (NSM.9-12.1.c, NSM.9-12.7.a)

Performance and Analysis		
Mu.CC.5	Students will perform and develop criteria to analyze performances of self and others.	
	Students will...	

	Mu.CC.5.1	memorize and perform music appropriate to beginning to intermediate level high school choir. (NSM.9-12.1.a)
	Mu.CC.5.2	demonstrate appropriate behavior and etiquette for a beginning to intermediate level high school choir.
	Mu.CC.5.3	critique their own and others' performances using correct/appropriate terminology and develop criteria for effective performance. (NSM.9-12.7.a, NSM.9-12.7.b)

Musicality		
Mu.CC.6	Students will perform expressive elements used in beginning to intermediate high school choral literature.	
	Students will...	
	Mu.CC.6.1	identify and perform expressive elements appropriate to beginning to intermediate level high school choral literature. (NSM.9-12.1.a, NSM.9-12.5.a)
	Mu.CC.6.2	modify performance based on style and genre with limited prompting. (NSM.9-12.1.a, NSM.9-12.1.b, NSM.9-12.1.c)
	Mu.CC.6.3	create movement to show dynamic contour, phrasing, and stylistic expression with limited director assistance.

History and Culture		
Mu.CC.7	Students will classify musical elements as they relate to history and culture in beginning to intermediate high school choral literature.	
	Students will...	
	Mu.CC.7.1	compare and contrast musical elements of genres and time periods, and make musical decisions with limited director assistance. (NSM.9-12.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.CC.7.2	compare and contrast musical elements of a variety of cultures, and make musical decisions with limited director assistance. (NSM.9-12.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.CC.7.3	debate role of music in society in relation to performance literature and make musical decisions with limited director assistance. (NSM.9-12.9.c)
	Mu.CC.7.4	examine other art forms to see how they relate to performance literature with limited director assistance. (NSM.9-12.8.b, NSM.9-12.8.c)

Treble Choir

Focus: Students will perform with age-appropriate vocal technique, intermediate knowledge of music theory, and independent musicality.

Vocal Technique		
Mu.TC.1	Students will demonstrate intermediate vocal technique in intermediate high school choral literature.	
	Students will...	
	Mu.TC.1.1	model mature singing posture with little prompting. (NSM.9-12.1.a)
	Mu.TC.1.2	model consistent diction in a variety of languages with minimal prompting. (NSM.9-12.1.a, NSM.9-12.1.b)
	Mu.TC.1.3	model correct and consistent breath support with minimal prompting. (NSM.9-12.1.a)

Music Literacy		
Mu.TC.2	Students will apply music literacy skills in intermediate high school choral literature.	
	Students will ...	
	Mu.TC.2.1	perform music in time signatures used in intermediate high school choral literature. (NSM.9-12.1.a, NSM.9-12.5.a)
	Mu.TC.2.2	read and perform rhythms found in intermediate high school choral literature. (NSM.9-12.1.a, NSM.9-12.5.a)
	Mu.TC.2.3	sight read melodic and rhythmic passages found in intermediate high school choral literature. (NSM.9-12.5.b)
	Mu.TC.2.4	compose and perform four measures of music using a diatonic scale in common time and a major and minor key with some prompting. (NSM.9-12.4.d, NSM.9-12.5.b)
	Mu.TC.2.5	identify, define, and perform symbols found in intermediate high school choral literature with prompting. (NSM.9-12.5.a)
	Mu.TC.2.6	identify “do” for major keys and “la” for minor keys using key signatures with some prompting. (NSM.9-12.5.a)

Pitch and Intonation		
Mu.TC.3	Students will perform with accurate pitch and intonation appropriate to intermediate high school choral singing.	
	Students will...	
	Mu.TC.3.1	sing with accurate pitch in four part music with and without accompaniment. (NSM.9-12.1.a, NSM.9-12.1.e)
	Mu.TC.3.2	perform and locate pitch relationships by diatonic skips in major and minor keys with some assistance. (NSM.9-12.5.b)
	Mu.TC.3.3	identify and adjust intonation in four part music and small ensembles with and without accompaniment. (NSM.9-12.1.c, NSM.9-12.1.f)
	Mu.TC.3.4	sing minor scales (natural, harmonic, and melodic) and minor triad from memory.

Ensemble Skills		
Mu.TC.4	Students will demonstrate intermediate high school level ensemble skills in rehearsal and performance.	
	Students will...	
	Mu.TC.4.1	demonstrate and modify ensemble balance in four parts with and without accompaniment. (NSM.9-12.1.c)
	Mu.TC.4.2	evaluate vowel formation in order to balance the ensemble in four parts with and without accompaniment. (NSM.9-12.1.c)
	Mu.TC.4.3	evaluate how voice parts relate to each other within the ensemble and modify singing as appropriate in intermediate high school literature. (NSM.9-12.1.c, NSM.9-12.7.a)
	Mu.TC.4.4	choose appropriate stylistic interpretation when given a variety of conducting styles with little guidance. (NSM.9-12.1.c, 7.a)

Performance and Analysis		
Mu.TC.5	Students will perform and formulate an improvement plan with little guidance.	
	Students will...	
	Mu.TC.5.1	memorize and perform music appropriate to intermediate level high school choir. (NSM.9-12.1.a, NSM.9-12.1.b)

	Mu.TC.5.2	model age appropriate performance etiquette with little prompting.
	Mu.TC.5.3	critique their own and others' performances using correct/appropriate terminology and formulate an improvement plan with little guidance. (NSM.9-12.6.f, NSM.9-12.7.c)

Musicality		
Mu.TC.6	Students will perform expressive elements used in intermediate high school literature.	
	Students will...	
	Mu.TC.6.1	identify and perform expressive elements appropriate to intermediate level high school choral literature. (NSM.9-12.1.a, NSM.9-12.5.a)
	Mu.TC.6.2	modify performance based on style and genre with peer assistance. (NSM.9-12.1.a, NSM.9-12.1.c)
	Mu.TC.6.3	create movement to show dynamic contour, phrasing, and stylistic expression with prompting.

History and Culture		
Mu.TC.7	Students will classify musical elements as they relate to history and culture in intermediate high school choral literature.	
	Students will...	
	Mu.TC.7.1	compare and contrast musical elements of genres and time periods, and make musical decisions with prompting. (NSM.912.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.TC.7.2	compare and contrast musical elements of a variety of cultures, and make musical decisions with prompting. (NSM.9-12.6.a, NSM.9-12.7.b, NSM.9-12.9.a)
	Mu.TC.7.3	debate role of music in society in relation to performance literature and make musical decisions with prompting. (NSM.9-12.9.c)
	Mu.TC.7.4	examine other art forms to see how they relate to performance literature with limited director assistance. (NSM.9-12.8.b, NSM.912.8.c)
	Mu.TC.7.5	evaluate music career options in order to determine potential collegiate areas of study.

Varsity Choir

Focus: Students will perform with age-appropriate vocal technique, advanced knowledge of music theory, and independent musicality.

Vocal Technique		
Mu.VC.1	Students will demonstrate advanced vocal technique in intermediate to advanced high school choral literature.	
	Students will...	
	Mu.VC.1.1	model mature singing posture independently. (NSM.9-12.1.d)
	Mu.VC.1.2	model consistent diction in a variety of languages independently. (NSM.9-12.1.d)
	Mu.VC.1.3	model correct and consistent breath support independently. (NSM.9-12.1.d)

Music Literacy		
Mu.VC.2	Students will apply music literacy skills in intermediate to advanced high school choral literature.	
	Students will ...	
	Mu.VC.2.1	perform music in time signatures used in intermediate to advanced high school choral literature. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.5.c)
	Mu.VC.2.2	read and perform rhythms found in intermediate to advanced high school choral literature. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.912.5.c)
	Mu.VC.2.3	sight read melodic and rhythmic passages found in intermediate to advanced high school choral literature. (NSM.9-12.5.e)
	Mu.VC.2.4	compose and perform four measures of music using a diatonic scale in common time and a major and minor key independently. (NSM.9-12.4.d, NSM.9-12.5.e)
	Mu.VC.2.5	identify, define, and perform symbols found in intermediate to advanced high school choral literature independently. (NSM.9-12.5.c)
	Mu.VC.2.6	identify “do” for major keys and “la” for minor keys using key signatures independently. (NSM.9-12.5.c)

Pitch and Intonation		
Mu.VC.3	Students will perform with accurate pitch and intonation appropriate to intermediate to advanced high school choral singing.	
	Students will...	
	Mu.VC.3.1	sing with accurate pitch in four part <i>divisi</i> music with and without accompaniment. (NSM.9-12.1.d, NSM.9-12.1.e)
	Mu.VC.3.2	perform and locate pitch relationships by diatonic and chromatic skips in major and minor keys with some guidance. (NSM.912.5.e)
	Mu.VC.3.3	identify and adjust intonation in four part <i>divisi</i> music and small ensembles with and without accompaniment. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.1.f)
	Mu.VC.3.4	sing diminished and augmented triads from memory.

Ensemble Skills		
Mu.VC.4	Students will demonstrate intermediate to advanced high school level ensemble skills in rehearsal and performance.	
	Students will...	
	Mu.VC.4.1	demonstrate and modify large and small ensemble balance in four part <i>divisi</i> with and without accompaniment. (NSM.9-12.1.f)
	Mu.VC.4.2	evaluate vowel formation in order to balance large and small ensembles in four part <i>divisi</i> with and without accompaniment. (NSM.9-12.1.f)
	Mu.VC.4.3	evaluate how voice parts relate to each other within the ensemble and modify singing as appropriate in intermediate to advanced high school literature. (NSM.9-12.1.f, NSM.9-12.7.c)
	Mu.VC.4.4	propose appropriate stylistic interpretations with guidance. (NSM.9-12.7.c)

Performance and Analysis		
Mu.VC.5	Students will perform and formulate an improvement plan independently.	
	Students will...	
	Mu.VC.5.1	memorize and perform music appropriate to intermediate to advanced level high school choir. (NSM.9-12.1.d)

	Mu.VC.5.2	model age appropriate performance etiquette with no prompting
	Mu.VC.5.3	critique their own and others' performances using correct/appropriate terminology and formulate an improvement plan independently. (NSM.9-12.7.c)

Musicality		
Mu.VC.6	Students will perform expressive elements used in intermediate to advanced high school literature.	
	Students will...	
	Mu.VC.6.1	identify and perform expressive elements appropriate to intermediate to advanced level high school choral literature. (NSM.9-12.1.d, NSM.9-12.5.c)
	Mu.VC.6.2	modify performance based on style and genre independently. (NSM.9-12.6.e, NSM.9-12.6.f)
	Mu.VC.6.3	create movement to show dynamic contour, phrasing, and stylistic expression with little prompting.

History and Culture		
Mu.VC.7	Students will classify musical elements as they relate to history and culture in intermediate to advanced high school choral literature.	
	Students will...	
	Mu.VC.7.1	compare and contrast musical elements of genres and time periods, and make musical decisions with limited prompting. (NSM.9-12.1.d, NSM.9-12.8.d, NSM.9-12.9.d, NSM.9-12.9.e)
	Mu.VC.7.2	compare and contrast musical elements of a variety of cultures, and make musical decisions with limited prompting. (NSM.912.1.d, NSM.9-12.8.d, NSM.9-12.9.d, NSM.9-12.9.e)
	Mu.VC.7.3	debate role of music in society in relation to performance literature and make musical decisions with limited prompting. (NSM.912.8.d)
	Mu.VC.7.4	examine other art forms to see how they relate to performance literature with limited prompting. (NSM.9-12.8.d)
	Mu.VC.7.5	evaluate music career options and formulate a plan for potential collegiate areas of study. (NSM.9-12.8.e)

Madrigal Choir

Focus: Students will perform with age-appropriate vocal technique as it relates to Madrigal, chamber, and jazz literature, and will differentiate musical decisions as it relates to the performance literature.

Vocal Technique		
Mu.MC.1	Students will demonstrate advanced vocal technique in advanced high school choral literature.	
	Students will...	
	Mu.MC.1.1	model mature singing posture and modify performance to appropriate genre. (NSM.9-12.1.d)
	Mu.MC.1.2	model consistent diction in a variety of languages and modify performance to appropriate genre. (NSM.9-12.1.d)
	Mu.MC.1.3	model correct and consistent breath support and modify performance to appropriate genre. (NSM.9-12.1.d)

Music Literacy		
Mu.MC.2	Students will apply music literacy skills in advanced high school choral literature.	
	Students will...	
	Mu.MC.2.1	perform music in time signatures used in advanced high school choral literature. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.5.c)
	Mu.MC.2.2	read and perform rhythms found in advanced high school choral literature. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.5.c)
	Mu.MC.2.3	identify, define, and apply symbols found in advanced high school choral literature independently. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.5.c)

Pitch and Intonation		
Mu.MC.3	Students will perform with accurate pitch and intonation appropriate to advanced high school choral singing.	
	Students will...	

	Mu.MC.3.1	sing with accurate pitch in 4 part <i>divisi</i> music with and without accompaniment in small groups and individually. (NSM.9-12.1.d, NSM.9-12.1.e)
	Mu.MC.3.2	perform and locate pitch relationships by diatonic and chromatic skips in major and minor keys independently. (NSM.9-12.5.e)
	Mu.MC.3.3	identify and adjust intonation in 4 part <i>divisi</i> music with and without accompaniment in small groups and individually. (NSM.9-12.1.d, NSM.9-12.1.e, NSM.9-12.1.f)

Ensemble Skills		
Mu.MC.4	Students will demonstrate advanced high school level ensemble skills in rehearsal and performance.	
	Students will...	
	Mu.MC.4.1	demonstrate and modify individual and small ensemble balance in four part <i>divisi</i> with and without accompaniment. (NSM.9-12.1.f)
	Mu.MC.4.2	evaluate vowel formation in order to balance the ensemble in four part <i>divisi</i> with and without accompaniment in small groups and individually. (NSM.9-12.1.f)
	Mu.MC.4.3	evaluate how voice parts relate to each other within the ensemble and modify singing as appropriate in advanced high school literature. (NSM.9-12.1.f, NSM.9-12.7.c)
	Mu.MC.4.4	respond to student-led cues and develop independent expressive ideas.

Performance and Analysis		
Mu.MC.5	Students will perform individually and in groups and formulate an improvement plan independently.	
	Students will...	
	Mu.MC.5.1	memorize and perform music appropriate to advanced level high school choir. (NSM.9-12.1.d)
	Mu.MC.5.2	model age appropriate performance etiquette specific to genre with no prompting.
	Mu.MC.5.4	critique their own and others' performances using correct/appropriate terminology and create a personal growth plan. (NSM.9-12.7.c)

Musicality

Mu.MC.6	Students will perform expressive elements used in advanced high school literature.	
	Students will...	
	Mu.MC.6.1	identify and perform expressive elements appropriate to advanced level high school choral literature. (NSM.9-12.1.d, NSM.9-12.5.c)
	Mu.MC.6.2	modify vocal and physical performance based on style and genre independently. (NSM.9-12.6.e, NSM.9-12.6.f)
	Mu.MC.6.3	create movement to show dynamic contour, phrasing, and stylistic expression independently.

History and Culture		
Mu.MC.7	Students will classify musical elements as they relate to history and culture in advanced high school choral literature.	
	Students will...	
	Mu.MC.7.1	compare and contrast musical elements of genres and time periods, and make musical decisions independently. (NSM.912.1.d, NSM.9-12.8.d, NSM.9-12.9.d, NSM.9-12.9.e)
	Mu.MC.7.2	compare and contrast musical elements of a variety of cultures, and make musical decisions independently. (NSM.9-12.1.d, NSM.9-12.8.d, NSM.9-12.9.d, NSM.9-12.9.e)
	Mu.MC.7.3	debate role of music in society in relation to performance literature and make musical decisions independently. (NSM.9-12.8.d)
	Mu.MC.7.4	examine other art forms to see how they relate to performance literature independently. (NSM.9-12.8.d)

5- Grade Orchestra

Focus: Students will demonstrate fundamental tone production and intonation on string instruments, and utilize music terminology and theory concepts, and evaluate performances appropriate to grade 0-1 string literature.

Technique	
Mu.5O.1	Students will demonstrate a quality tone on their instrument using proper playing technique, proper instrument maintenance and instrument care appropriate in grade 0-1 string literature.
	Students will...
Mu.5O.1.1	demonstrate how to un-pack/pack their instrument and tighten/loosen their bow.
Mu.5O.1.2	demonstrate proper playing position and bow hold with director assistance. (NSM.5-8.2.a)
Mu.5O.1.3	define and demonstrate <i>pizzicato</i> on their instrument. (NSM.5-8.2.a)
Mu.5O.1.4	demonstrate a down bow, up bow, and bow lift on their instrument. (NSM.5-8.2.a)
Mu.5O.1.5	demonstrate different sounds using the three bowing elements: weight, speed, and contact point. (NSM.5-8.2.b)
Mu.5O.1.6	demonstrate correct bow distribution. (NSM.5-8.2.b)
Mu.5O.1.7	demonstrate shifting to second and third position on the G string (bass only). (NSM.5-8.2.a)
Mu.5O.1.8	demonstrate use of fourth finger on each string (violin and viola only). (NSM.5-8.2.a)

Pitch	
Mu.5O.2	Students will demonstrate note reading skills using proper playing technique and proper tone production on their instruments appropriate to grade 0-1 string literature.
	Students will...
Mu.5O.2.1	identify and perform all first position notes on their instrument. (NSM.5-8.2.a)

	Mu.5O.2.2	identify and perform third position on the G-string on their instrument (bass only). (NSM.5-8.2.a)
	Mu.5O.2.3	match pitch with other students with director assistance. (NSM.5-8.2.a)
	Mu.5O.2.4	improvise a two measure melodic and rhythmic pattern in 4/4. (NSM.5-8.3.c)
	Mu.5O.2.5	apply the rule of accidentals to written music.
	Mu.5O.2.6	identify and perform scales for the keys of D, G, and C Major. (NSM.5.2.a)
	Mu.5O.2.7	identify and perform A minor scale. (NSM.5.2.a)
	Mu.5O.2.8	describe the purpose and location of a key signature.

Rhythm		
Mu.5O.3	Students will count and perform basic rhythms on their instrument appropriate to grade 0-1 string literature.	
	Students will...	
	Mu.5O.3.1	count and perform in 2/4, 3/4, 4/4, and common time. (NSM.5-8.5.a)
	Mu.5O.3.2	differentiate and perform a quarter note/rest, two eighth notes, half note/rest, whole note/rest, dotted half note on their instrument. (NSM.5-8.5.a)
	Mu.5O.3.3	compose a four measure rhythm using 4/4 time signature. (NSM.5-8.4.a)
	Mu.5O.3.4	define and demonstrate a tie. (NSM.5-8.5.a)
	Mu.5O.3.5	improvise a rhythm using open strings. (NSM.5-8.3.a)

Musicality		
Mu.5O.4	Students will perform using expressive elements appropriate to grade 0-1 string literature.	

	Students will...
Mu.50.4.1	differentiate, explain, and perform dynamic markings including <i>piano</i> , <i>mezzo piano</i> , <i>mezzo forte</i> , and <i>forte</i> . (NSM.5-8.5.c)
Mu.50.4.2	perform and differentiate between a variety of tempo markings including <i>andante</i> , <i>moderato</i> , <i>allegro</i> . (NSM.5-8.5.c)
Mu.50.4.3	perform a <i>ritardando/rallentando</i> . (NSM.5-8.5.c)
Mu.50.4.4	differentiate and perform articulations including <i>staccato</i> , <i>tenuto</i> , <i>legato</i> , and accent. (NSM.5-8.5.c)
Mu.50.4.5	define and demonstrate a slur and hooked bow. (NSM.5-8.5.c)
Mu.50.4.6	perform a variety of styles including folk song, march, and overture in grade 0-1 string literature. (NSM.5-8.2.c)
Mu.50.4.7	perform two and four measure phrases with the assistance of a written breath mark (bow lifts). (NSM.5-8.5.b)

Ensemble	
Mu.50.5	Students will develop and apply ensemble skills and rehearsal technique appropriate to grade 0-1 string literature.
	Students will...
Mu.50.5.1	perform music up to five parts. (NSM.5-8.2.a)
Mu.50.5.2	unify bow directions with director assistance. (NSM.5-8.2.a)
Mu.50.5.3	perform music using a steady beat with director assistance. (NSM.5-8.2.a)
Mu.50.5.4	utilize sight reading strategies to perform unison literature with director assistance. (NSM.5-8.5.b)

Analysis	
Mu.50.6	Students will evaluate performances and analyze grade 0-1 string literature.
	Students will...

	Mu.5O.6.1	compare and contrast live performances and recordings appropriate for grade 0-1 string literature for growth. (NSM.5-8.7.b)
	Mu.5O.6.2	differentiate half steps and whole steps in literature.
	Mu.5O.6.3	evaluate self and peer performance in string literature for growth. (NSM.5-8.7.b)
	Mu.5O.6.4	describe literature in relation to history and culture with director assistance. (NSM.5-8.9.a)

Form		
Mu.5O.7	Students will perform forms of music found in grade 0-1 string literature.	
	Students will...	
	Mu.5O.7.1	perform and explain a first and second ending.
	Mu.5O.7.2	perform and identify music with a double bar and repeat sign.
	Mu.5O.7.3	perform and explain <i>D.C. al Fine</i> .
	Mu.5O.7.4	perform a round. (NSM.5.2.b)
	Mu.5O.7.5	perform by ear simple melodies given by director. (NSM.5-8.2.d)

6- Grade Orchestra

Focus: Students will demonstrate fundamental tone production and intonation on string instruments, and utilize music terminology and theory concepts, and evaluate performances appropriate to grade 1-2 string literature.

Technique	
Mu.6O.1	Students will demonstrate a quality tone on their instrument using proper playing technique.
	Students will...
Mu.6O.1.1	demonstrate proper playing position with limited director assistance. (NSM.5.2.a)
Mu.6O.1.2	demonstrate proper bow hold with limited director assistance. (NSM.5.2.a)
Mu.6O.1.3	demonstrate shifting to half position on the D and G strings (bass only). (NSM.5.2.a)
Mu.6O.1.4	demonstrate shifting to second position on the A string (cello only). (NSM.5.2.a)
Mu.6O.1.5	demonstrate a forward and backward extension (cello only). (NSM.5.2.a)
Mu.6O.1.6	demonstrate high third finger on two strings (violin and viola only). (NSM.5.2.a)
Mu.6O.1.7	demonstrate low first finger on two strings (violin and viola only). (NSM.5.2.a)

Pitch	
Mu.6O.2	Students will demonstrate note reading skills using proper playing technique and proper tone production on their instruments appropriate to grade 1-2 string literature.
	Students will...
Mu.6O.2.1	perform notes with a high third finger/forward extension in first position (violin, viola, and cello only). (NSM.5.2.a)
Mu.6O.2.2	perform notes with a low first finger/backward extension in first position (violin, viola, and cello only). (NSM.5.2.a)
Mu.6O.2.3	perform notes in half position (bass only). (NSM.5.2.a)

	Mu.6O.2.4	identify and perform scales up to three sharps and two flats. (NSM.5.2.a)
	Mu.6O.2.5	identify and perform scales up to two flats. (NSM.5.2.a)
	Mu.6O.2.6	identify and perform open string double stops. (NSM.5.2.a)
	Mu.6O.2.7	compose a four measure piece in 4/4 time using set pitches. (NSM.5-8.4.a)
	Mu.6O.2.8	improvise on set pitches. (NSM.5-8.3.c)

Rhythm		
Mu.6O.3	Students will count and perform basic rhythms on their instrument appropriate to grade 1-2 string literature.	
	Students will...	
	Mu.6O.3.1	count and perform in cut time. (NSM.5-8.5.a)
	Mu.6O.3.2	describe 6/8 time signature. (NSM.5-8.5.a)
	Mu.6O.3.3	differentiate and perform combinations of eighth notes/rests, dotted quarter, and four sixteenth notes. (NSM.5-8.5.a)

Musicality		
Mu.6O.4	Students will perform using expressive elements appropriate to grade 1-2 string literature.	
	Students will...	
	Mu.6O.4.1	differentiate, explain, and perform dynamic markings including <i>crescendo</i> , <i>diminuendo</i> , <i>pianissimo</i> , and <i>fortissimo</i> . (NSM.5-8.5.c)
	Mu.6O.4.2	perform and differentiate between a variety of tempos markings including <i>allegretto</i> , <i>vivace</i> , <i>adagio</i> , and <i>a tempo</i> . (NSM.5-8.5.c)
	Mu.6O.4.3	perform a variety of styles including folk song, march, overture, and waltz in grade 1-2 string literature. (NSM.5-8.2.c)
	Mu.6O.4.4	perform two and four measure phrases without the assistance of a written breath mark (bow lifts).

Ensemble		
Mu.6O.5	Students will develop and apply ensemble skills and rehearsal technique appropriate to grade 1-2 string literature.	
	Students will...	
	Mu.6O.5.1	perform solo literature. (NSM.5-8.2.a)
	Mu.6O.5.2	unify bow directions with limited director assistance and markings.
	Mu.6O.5.3	utilize sight reading strategies to perform unison literature with little director assistance. (NSM.5-8.5.b)
	Mu.6O.5.4	students will tune their instruments using fine tuners with director assistance.
	Mu.6O.5.5	create individual and ensemble growth goals. (NSM.5-8.7.b)

Analysis		
Mu.6O.6	Students will evaluate performances and analyze grade 1-2 string literature for growth.	
	Students will...	
	Mu.6O.6.1	compare and contrast live performances and recordings appropriate for grade 1-2 string literature for growth. (NSM.5-8.7.b)
	Mu.6O.6.2	evaluate self and peer performance of grade 1-2 string literature. (NSM.5-8.7.b)
	Mu.6O.6.3	describe literature in relation to history and culture with limited director assistance. (NSM.5-8.9.a)

Form		
Mu.6O.7	Students will perform forms of music found in grade 1-2 string literature.	
	Students will...	
	Mu.6O.7.1	perform and explain <i>D.S. al coda</i> .
	Mu.6O.7.2	perform and explain <i>D.C. al coda</i> .
	Mu.6O.7.3	perform call and response. (NSM.5.2.b)

7- Grade Orchestra

Focus: Students will demonstrate intonation, the fundamentals of shifting, and analyze their part in terms of ensemble balance appropriate to grade 1.5 - 3 string literature.

Pitch		
Mu.7O.1	Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument at an intermediate middle school level.	
	Students will...	
	Mu.7O.1.1	identify and perform the intervals of major and minor 3rds, perfect 5th, octave, and unison. (NSM.5-8.2.b)
	Mu.7O.1.2	identify and perform one octave major scales up to four sharps and three flats. (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.7O.1.3	identify and perform one octave minor scales up to two sharps and three flats. (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.7O.1.4	identify and perform two octave major scales up to two sharps and one flat. (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.7O.1.5	locate and perform high ledger line pitches used in 3rd position (all instruments) and 4th position (cello and bass). (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.7O.1.6	match pitch to tune their instrument to the interval of a 5th.
	Mu.7O.1.7	identify and perform fingered double stops. (NSM.5-8.2.b)
	Mu.7O.1.8	identify and perform a piece with at least one key change. (NSM.5-8.2.b)
	Mu.7O.1.9	compose a four-measure melody on their own instrument staff within a one octave range in the key of C and D Major. (NSM.58.4.a)

Rhythm		
Mu.7O.2	Students will perform rhythms and time signatures common in grades 1.5 - 3 string literature.	
	Students will...	

	Mu.7O.2.1	identify and perform eighth note triplet. (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.7O.2.2	describe and perform eighth and two sixteenth note combinations. (NSM.5-8.2.b, NSM.5-8.5.a)
	Mu.7O.2.3	identify and perform in a 6/8 time signature. (NSM.5-8.2.b, NSM.5-8.5.a)
	Mu.7O.2.4	improvise a one measure rhythm for warm-up within 4/4 and 3/4 time. (NSM.5-8.3.b)
	Mu.7O.2.5	compose a four measure rhythm using standard notation. (NSM.5-8.5.d)

Tone		
Mu.7O.3	Students will demonstrate intermediate tone quality using developing bowing techniques on string instruments.	
	Students will...	
	Mu.7O.3.1	apply stylistically appropriate bow articulations with director assistance. (NSM.5-8.2.a)
	Mu.7O.3.2	use various contact points to produce desired tone and dynamics with director assistance. (NSM.5-8.2.a)
	Mu.7O.3.3	perform music with various weight to produce desired tone and dynamics with director assistance. (NSM.5-8.2.a)
	Mu.7O.3.4	demonstrate <i>spiccato</i> . (NSM.5-8.2.a)
	Mu.7O.3.5	demonstrate transition between <i>arco</i> and <i>pizzicato</i> . (NSM.5-8.2.a)
	Mu.7O.3.6	utilize beginning vibrato in warm-up exercises with director assistance. (NSM.5-8.2.a)

Musicality		
Mu.7O.4	Students will apply expressive musical concepts appropriate to grades 1-5 string literature.	
	Students will...	
	Mu.7O.4.1	identify and perform a <i>sforzando</i> . (NSM.5-8.2.b)

	Mu.7O.4.2	define and perform <i>largo</i> and <i>presto</i> tempos. (NSM.5-8.2.b)
	Mu.7O.4.3	demonstrate phrasing with director assistance. (NSM.5-8.2.b)

Style		
Mu.7O.5	Students will perform various styles, genres, and forms in grades 1.5-3 string literature.	
	Students will...	
	Mu.7O.5.1	identify and perform a <i>divisi</i> within an instrumental section. (NSM.5-8.2.b)
	Mu.7O.5.2	compare and contrast theme and variations. (NSM.5-8.6.a)
	Mu.7O.5.3	perform a piece containing theme and variations. (NSM.5-8.2.c)

Ensemble		
Mu.7O.6	Students will develop and apply ensemble skills and rehearsal techniques at a proficient middle school level.	
	Students will...	
	Mu.7O.6.1	modify intonation within a chord with director assistance. (NSM.5-8.2.b)
	Mu.7O.6.2	perform tempo changes in response to the conductor.
	Mu.7O.6.3	differentiate dynamics across instrumental sections for balance and blend with director assistance.
	Mu.7O.6.4	demonstrate sight reading skills in grade 1-1.5 literature. (NSM.5-8.5.e)

Analysis		
Mu.7O.7	Students will evaluate and analyze grades 1.5-3 string literature.	
	Students will...	
	Mu.7O.7.1	compare and contrast various live performances and recordings typical of grade level literature. (NSM.5-8.6.b)

	Mu.7O.7.2	utilize music vocabulary common in grade level literature to evaluate performances. (NSM.5-8.6.a)
	Mu.7O.7.3	evaluate self and peer performance of articulations, dynamics, rhythm, and intonation typical of grade level literature. (NSM.58.7.b)
	Mu.7O.7.4	analyze concert performances to determine strengths and weaknesses. (NSM.5-8.7.b)
	Mu.7O.7.5	utilize music vocabulary common in grade level literature to evaluate performances with director assistance. (NSM.5-8.7.b)

8- Grade Orchestra

Focus: Students will demonstrate independent intonation adjustment and articulation on their instrument, and demonstrate shifting skills appropriate to grade 2-4 string literature.

Pitch		
Mu.8O.1	Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument at an advanced middle school level.	
	Students will...	
	Mu.8O.1.1	locate and perform high ledger line pitches used in 4 th and 5 th positions. (NSM.5-8.2.e, NSM.5-8.5.c)
	Mu.8O.1.2	identify and perform two octave major scales up to three sharps and two flats. (NSM.5-8.2.e, NSM.5-8.5.c)
	Mu.8O.1.3	identify and perform two octave minor scales up to two sharps and three flats. (NSM.5-8.2.e, NSM.5-8.5.c)
	Mu.8O.1.4	distinguish between pieces in major and minor keys from a written example.
	Mu.8O.1.5	identify and perform three note chords. (NSM.5-8.2.e)
	Mu.8O.1.6	perform in second position. (NSM.5-8.2.e)
	Mu.8O.1.7	compose an eight measure melody on given instrument staff within a one octave range in the keys of G, F, and Bb Major. (NSM.58.4.a)
	Mu.8O.1.8	improvise a four measure melody on their instrument in the key of D Major. (NSM.5-8.3.b)

Rhythm		
Mu.8O.2	Students will perform rhythms and time signatures commonly found in grade 2-4 string literature.	
	Students will...	
	Mu.8O.2.1	identify and perform rests in eighth note triplet. (NSM.5-8.2.e, NSM.5-8.5.a)
	Mu.8O.2.2	describe and perform the following rhythms within 6/8 time: sixteenth notes, eighth-sixteenth, and sixteenth-eighth. (NSM.58.2.e, NSM.5-8.5.a)

	Mu.8O.2.3	identify and perform a quarter-note triplet. (NSM.5-8.2.e, NSM.5-8.5.a)
	Mu.8O.2.4	define 9/8, 12/8, and 5/4 time signatures. (NSM.5-8.5.c)
	Mu.8O.2.5	identify an perform a piece with at least one time signature change. (NSM.5-8.2.e, NSM.5-8.5.a)
	Mu.8O.2.6	improvise a one measure rhythm for warm-up in 2/4, 3/4, 4/4, or 6/8. (NSM.5-8.3.b)

Tone		
Mu.8O.3	Students will demonstrate proficient tone quality using proper bowing techniques on string instruments.	
	Students will...	
	Mu.8O.3.1	apply stylistically appropriate bow articulations with little director assistance. (NSM.5-8.2.a)
	Mu.8O.3.2	use various contact points to produce desired tone and dynamics with little director assistance. (NSM.5-8.2.a)
	Mu.8O.3.3	perform music with various weight to produce desired tone and dynamics with little director assistance. (NSM.5-8.2.a)
	Mu.8O.3.4	demonstrate <i>tremelo</i> . (NSM.5-8.2.b)
	Mu.8O.3.5	define and demonstrate <i>col legno</i> . (NSM.5-8.2.b)
	Mu.8O.3.6	utilize vibrato in pieces of music with director assistance. (NSM.5-8.2.b)

Musicality		
Mu.8O.4	Students will apply expressive musical concepts appropriate to grades 2-4 string literature.	
	Students will...	
	Mu.8O.4.1	identify and perform dynamics in a range of <i>pianississimo</i> – <i>fortississimo</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.8O.4.2	perform <i>forte piano</i> with <i>crescendo</i> . (NSM.5-8.2.e, NSM.5-8.5.c)

	Mu.8O.4.3	identify and perform <i>portato</i> and <i>loure</i> . (NSM.5-8.2.e, NSM.5-8.5.c)
	Mu.8O.4.4	define and perform <i>piu</i> and <i>meno mosso</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.8O.4.5	define and perform <i>poco a poco ritardando</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.8O.4.6	define and perform <i>marcato</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.8O.4.7	perform slurs with at least eight notes. (NSM.5-8.2.e)
	Mu.8O.4.8	demonstrate phrasing with some director assistance. (NSM.5-8.2.e)

Style		
Mu.8O.5	Students will perform various styles, genres, and forms in grades 2-4 string literature.	
	Students will...	
	Mu.8O.5.1	demonstrate basic baroque style through performance. (NSM.5-8.2.c)
	Mu.8O.5.2	demonstrate basic pop and contemporary music through performance. (NSM.5-8.2.c)
	Mu.8O.5.3	perform pieces with multiple movements. (NSM.5-8.2.c)

Ensemble		
Mu.8O.6	Students will develop and apply ensemble skills and rehearsal techniques at an advanced middle school level.	
	Students will...	
	Mu.8O.6.1	modify intonation within a chord with limited director assistance. (NSM.5-8.2.b)
	Mu.8O.6.2	perform tempo changes in response to the conductor.
	Mu.8O.6.3	differentiate dynamics across instrumental sections for balance with limited director assistance.

	Mu.8O.6.4	demonstrate sight reading skills in grade 1.5-2.5 literature. (NSM.5-8.5.e)
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Analysis		
Mu.8O.7	Students will evaluate and analyze grades 2-4 string literature.	
	Students will...	
	Mu.8O.7.1	compare and contrast various live performances and recordings typical of grade level literature. (NSM.5-8.6.b)
	Mu.8O.7.2	utilize music vocabulary common in grade level literature to evaluate performances. (NSM.5-8.6.a)
	Mu.8O.7.3	identify musical elements that make various eras unique. (NSM.5-8.6.b, NSM.5-8.9.a)
	Mu.8O.7.4	evaluate self and peer performance of articulations, balance, phrasing, rhythm, and intonation typical of grade level literature. (NSM.5-8.7.b)
	Mu.8O.7.5	analyze concert performances to determine strengths and weaknesses with little director assistance. (NSM.5-8.7.b)

Concert Orchestra

Focus: Students will demonstrate a mature tone and articulation on their instrument, and demonstrate leadership skills appropriate to Grade 3-4.5 string literature.

Pitch		
Mu.CO.1	Students will demonstrate pitch accuracy and intonation using proper techniques on their instrument.	
	Students will...	
	Mu.CO.1.1	apply four flats and four sharps to their playing.
	Mu.CO.1.2	perform two-octave major scales up to four sharps and three flats and three-octave major scales up to three sharps and two flats on their instrument.
	Mu.CO.1.3	perform two-octave minor scales up to three sharps and three flats and three-octave minor scales up to one flat on their instrument.
	Mu.CO.1.4	differentiate between bass and tenor clef (cello and bass only).
	Mu.CO.1.5	perform notes within a two-octave chromatic range.
	Mu.CO.1.6	identify enharmonics in grade level literature.
	Mu.CO.1.7	apply extended ledger lines to perform in extreme high range of instrument.
	Mu.CO.1.8	compose warm-up/etude in a given key to be performed by lesson group. (NSM.9-12P.4.c)

Rhythm		
Mu.CO.2	Students will perform rhythms and time signatures common in grades 3-4.5 string literature.	
	Students will...	
	Mu.CO.2.1	perform complex rhythms in grade level literature.
	Mu.CO.2.2	distinguish time signatures including mixed meter.

	Mu.CO.2.3	perform complex time signatures typical of grade level literature.
	Mu.CO.2.4	count rhythms at various tempos typical of grade level literature.
	Mu.CO.2.5	perform improvised rhythms in various time signatures and notate rhythms.
	Mu.CO.2.6	compose warm-up/etude to be performed by lesson group with given time signature. (NSM.9-12A.4.a)

Tone		
Mu.CO.3	Students will demonstrate mature tone quality using proper bowing techniques on string instruments.	
	Students will...	
	Mu.CO.3.1	apply stylistically appropriate bow articulations with little or no director assistance.
	Mu.CO.3.2	use various contact points to produce desired tone and dynamic.
	Mu.CO.3.3	perform music with varying weight to produce desired tone and dynamic.
	Mu.CO.3.4	demonstrate <i>sul tasto</i> .
	Mu.CO.3.5	demonstrate left hand pizzicato with proper technique.
	Mu.CO.3.6	utilize vibrato in performance literature.

Musicality		
Mu.CO.4	Students will apply expressive musical concepts appropriate to grades 3-5 string literature.	
	Students will...	
	Mu.CO.4.1	distinguish and perform full range of dynamics to an intermediate level. (NSM.9-12P.2.a)
	Mu.CO.4.2	distinguish and perform all tempos common to grade level literature.

	Mu.CO.4.3	distinguish and perform all musical expression markings typical of grade level literature. (NSM.9-12P.2.a)
	Mu.CO.4.4	interpret musical phrasing at an advanced level with markings and guidance. (NSM.9-12P.2.a)

Style		
Mu.CO.5	Students will perform various styles, genres, and forms in grades 3-4.5 string literature.	
	Students will...	
	Mu.CO.5.1	perform styles of various composers and compositions from grade level literature. (NSM.9-12P.2.a)
	Mu.CO.5.2	demonstrate intermediate level baroque style through performance. (NSM.9-12P.2.a)
	Mu.CO.5.3	demonstrate intermediate level classical style through performance. (NSM.9-12P.2.a)
	Mu.CO.5.4	demonstrate intermediate level romantic style through performance. (NSM.9-12P.2.a)
	Mu.CO.5.5	demonstrate intermediate level contemporary style through performance. (NSM.9-12P.2.a)
	Mu.CO.5.6	distinguish and perform various musical forms common in grade level literature.

Ensemble		
Mu.CO.6	Students will develop and apply ensemble skills and rehearsal techniques with assistance.	
	Students will...	
	Mu.CO.6.1	demonstrate professional level orchestral responsibilities such as concert master and section leaders with assistance. (NSM.9-12P.2.b)
	Mu.CO.6.2	show response to conductor and section leaders by adjusting intonation, dynamics, bowings, style, breathing, and phrasings with guidance. (NSM.9-12P.2.b)
	Mu.CO.6.3	perform with proper balance and blend based on genre, performance venue, and instrumentation with guidance. (NSM.912P.2.b)

	Mu.CO.6.4	demonstrate effective rehearsal and practice techniques individually and as an ensemble with guidance. (NSM.9-12P.1.c)
	Mu.CO.6.5	demonstrate sight reading accurately and expressively in grade 3 level literature. (NSM.9-12P.5.b)
	Mu.CO.6.6	demonstrate proper performance and audience etiquette with limited guidance. (NSM.9-12P.2.b)

Analysis		
Mu.CO.7	Students will evaluate and analyze grades 3-4.5 string literature.	
	Students will...	
	Mu.CO.7.1	utilize music vocabulary common in grade level literature to evaluate performances. (NSM.9-12P.6.b)
	Mu.CO.7.2	compare and contrast various live performances and recordings typical of grade level literature. (NSM.9-12P.6.a, NSM.9-12P.7.b)
	Mu.CO.7.3	create and analyze aesthetic moments through performance typical to grade level literature. (NSM.9-12A.6.c)

Symphony Orchestra

Focus: Students will perform advanced literature for string and full orchestra with distinguished phrasing, articulation and musicality appropriate to Grade 4-6 string literature.

Pitch	
Mu.SO.1	Students will demonstrate advanced pitch accuracy and intonation using proper techniques on their instrument.
	Students will...
Mu.SO.1.1	apply all major and minor key signatures to music.
Mu.SO.1.2	perform all major three-octave scales and arpeggios on their instrument.
Mu.SO.1.3	perform all minor three-octave scales and arpeggios on their instrument.
Mu.SO.1.4	differentiate between bass, tenor, and treble clef (cello and bass only).
Mu.SO.1.5	differentiate between alto and treble clef (viola only).
Mu.SO.1.6	perform notes within a three-octave chromatic range.
Mu.SO.1.7	compose a tone poem with no pitch restrictions to be performed by lesson group. (NSM.9-12A.4.a)
Mu.SO.1.8	perform improvised rhythmic and melodic variations on given pentatonic, major, and minor keys. (NSM.9-12P.3.b)

Rhythm	
Mu.SO.2	Students will perform rhythms and time signatures common in grades 4.5-6 string and full orchestra literature.
	Students will...
Mu.SO.2.1	perform complex rhythms in appropriate literature.
Mu.SO.2.2	distinguish time signatures including compound meter.
Mu.SO.2.3	perform complex time signatures typical of grade level literature.

	Mu.SO.2.4	count rhythms at various tempos typical of grade level literature.
	Mu.SO.2.5	perform improvised rhythmic and melodic variations on given pentatonic, major, and minor keys. (NSM.9-12P.3.b)
	Mu.SO.2.6	compose a tone poem performed by lesson group with no rhythmic restrictions. (NSM.9-12A.4.a)

Tone		
Mu.SO.3	Students will demonstrate mature tone quality using advanced bowing techniques on string instruments.	
	Students will...	
	Mu.SO.3.1	apply stylistically appropriate bow articulations independently.
	Mu.SO.3.2	perform music with various weight and contact points to produce desired tone and dynamic.
	Mu.SO.3.3	demonstrate <i>ponticello</i> .
	Mu.SO.3.4	produce false harmonics.
	Mu.SO.3.5	utilize various speeds and intensities of vibrato.

Musicality		
Mu.SO.4	Students will apply expressive musical concepts appropriate to grades 4.56 string and full orchestra literature.	
	Students will...	
	Mu.SO.4.1	distinguish and perform full range of dynamics to an advanced level. (NSM.9-12A.2.a)
	Mu.SO.4.2	distinguish and perform all tempos common to grade level literature. (NSM.9-12A.2.a)
	Mu.SO.4.3	distinguish and perform all musical expression markings at an advanced level typical of grade level literature. (NSM.9-12A.2.a)
	Mu.SO.4.4	interpret musical phrasing at an advanced level with limited markings or guidance. (NSM.9-12A.2.a)

Style		
Mu.SO.5	Students will perform various styles, genres, and forms in grades 4.5-6 string and full orchestra literature.	
	Students will...	
	Mu.SO.5.1	perform styles of various composers and compositions from grade level literature. (NSM.9-12A.2.a)
	Mu.SO.5.2	demonstrate advanced level baroque style through performance. (NSM.9-12A.2.a)
	Mu.SO.5.3	demonstrate advanced level classical style through performance. (NSM.9-12A.2.a)
	Mu.SO.5.4	demonstrate advanced level romantic style through performance. (NSM.9-12A.2.a)
	Mu.SO.5.5	demonstrate advanced level contemporary style through performance. (NSM.9-12A.2.a)
	Mu.SO.5.6	distinguish and perform various musical forms common in grade level literature.

Ensemble		
Mu.SO.6	Students will develop and apply advanced ensemble skills and rehearsal techniques with limited guidance.	
	Students will...	
	Mu.SO.6.1	demonstrate professional level orchestral responsibilities such as concert master and section leaders with limited guidance. (NSM.912P.2.b)
	Mu.SO.6.2	show advanced level response to conductor and section leaders by adjusting intonation, dynamics, bowings, style, breathing, and phrasings. (NSM.9-12P.2.b)
	Mu.SO.6.3	perform with proper balance and blend based on genre, performance venue, and instrumentation with limited guidance. (NSM.9-12P.2.b)
	Mu.SO.6.4	demonstrate advanced rehearsal and practice techniques independently and as an ensemble. (NSM.9-12P.1.c)
	Mu.SO.6.5	demonstrate sight reading accurately and expressively in grade 4 level literature. (NSM.9-12A.5.b)
	Mu.SO.6.6	demonstrate proper performance and audience etiquette independently. (NSM.9-12P.2.b)
	Mu.SO.6.7	develop criteria for successful chamber music participation. (NSM.9-12P.2.c)

Analysis		
Mu.SO.7	Students will evaluate and analyze grade 4.5-6 string and full orchestra literature.	
	Students will...	
	Mu.SO.7.1	classify, analyze and defend performance literature by genre, style, and historical period. (NSM.9-12P.9.a)
	Mu.SO.7.2	utilize music vocabulary common in grade level literature to evaluate performances. (NSM.9-12P.6.b)
	Mu.SO.7.3	compare and contrast in terms of its aesthetic qualities of various live performances and recordings typical of grade level literature. (NSM.9-12A.6.a, NSM.9-12A.7.a)
	Mu.SO.7.4	create and analyze aesthetic moments through performance typical to grade level literature. (NSM.9-12A.6.c)

5- Grade Band

Focus: Students will demonstrate fundamental wind and percussion instrumental technique, utilize music terminology, perform notes and rhythms in Grade 0.0-1.5 music literature, and evaluate their own performance.

Rhythm and Time Signature		
Mu.5B.1	Students will differentiate between and perform rhythms and time signatures typical of grade 0-1.5 wind and percussion literature.	
	Students will...	
	Mu.5B.1.1	perform within a given steady beat. (NSM.5-8.2.a)
	Mu.5B.1.2	identify and perform quarter notes, half notes, whole notes, and corresponding rests. (NSM.5-8.5.a)
	Mu.5B.1.3	identify and perform a <i>fermata</i> . (NSM.5-8.5.c)
	Mu.5B.1.4	explain the role of the “dot” as well as identify and perform dotted half notes. (NSM.5-8.5.a)
	Mu.5B.1.5	identify and perform beamed eighth notes. (NSM.5-8.5.a)
	Mu.5B.1.6	perform dotted quarter notes. (NSM.5-8.5.a)
	Mu.5B.1.7	count 4/4 time signatures to count and perform music. (NSM.5-8.5.a)
	Mu.5B.1.8	apply and perform the concept of a tie to the value of notes. (NSM.5-8.5.c)
	Mu.5B.1.9	identify and perform pick up notes. (NSM.5-8.5.c)
	Mu.5B.1.10	identify and perform sixteenth note combinations, single eighth notes and rests, measure repeat, and the following rudiments: multiple bounce, flam, flam tap, paradiddle (percussion only). (NSM.5-8.5.a)
	Mu.5B.1.11	compose a one measure rhythm in 4/4 for a band instrument (NSM.5-8.5.d, NSM.5-8.4.a)

Pitch, Melody, and Tonality	
Mu.5B.2	Students will perform pitch and melody typical of grade 0-1.5 wind and percussion literature.

	Students will...	
	Mu.5B.2.1	describe the purpose and location of a key signature. (NSM.K-4.5.b)
	Mu.5B.2.2	perform music in the keys of concert Bb and Eb Major. (NSM.K-4.6.b)
	Mu.5B.2.3	apply fingerings and instrument technique to produce notes within the first octave of study. (NSM.5-8.2.a)
	Mu.5B.2.4	apply the rule of accidentals in written music.
	Mu.5B.2.5	improvise a two measure melodic and rhythmic pattern in 4/4 on a band instrument. (NSM.5-8.3.c)

Expression		
Mu.5B.3	Students will demonstrate written expression markings typical of grade 0-1.5 wind and percussion literature.	
	Students will...	
	Mu.5B.3.1	perform and differentiate between a variety of tempi markings including <i>allegro</i> , <i>moderato</i> , and <i>andante</i> . (NSM.5-8.5.c)
	Mu.5B.3.2	apply written accents and slurs. (NSM.5-8.5.c)
	Mu.5B.3.3	perform two and <i>four</i> measure phrases when given written breath marks. (NSM.5-8.5.c)
	Mu.5B.3.4	identify, explain, and perform dynamics including <i>forte</i> , <i>mezzo forte</i> , <i>mezzo piano</i> , <i>piano</i> , <i>diminuendo</i> , and <i>crescendo</i> . (NSM.5-8.5.c)

Ensemble skills		
Mu.5B.4	Students will demonstrate productive ensemble behaviors.	
	Students will...	
	Mu.5B.4.1	demonstrate proper posture. (NSM.5-8.2.a)
	Mu.5B.4.2	demonstrate rest, ready, and playing position in accordance with podium etiquette. (NSM.5-8.2.a)
	Mu.5B.4.3	differentiate between melody and accompaniment with director assistance. (NSM.K-4.6.a)

	Mu.5B.4.4	adjust performance through conducting gestures from director (including balance and blend).
	Mu.5B.4.5	evaluate strengths and weakness of rehearsals and performances (including composer's intent) with director assistance. (NSM.5-8.7.b, NSM.5-8.7.b)
	Mu.5B.4.6	compare and contrast various sources of audio recordings with director assistance. (NSM.5-8.6.a)

Instrument maintenance, care, and technique		
Mu.5B.5	Students will apply appropriate instrument maintenance, care, and technique on wind and percussion instruments with director assistance.	
	Students will...	
	Mu.5B.5.1	demonstrate accurate assembly, disassembly, and basic maintenance of instrument.
	Mu.5B.5.2	model precise hand placement and technique with director assistance. (NSM.5-8.2.a)
	Mu.5B.5.3	model accurate embouchure with director assistance (wind players only). (NSM.5-8.2.a)
	Mu.5B.5.4	perform appropriate tonguing technique with director assistance (wind players only). (NSM.5-8.2.b)
	Mu.5B.5.5	utilize breath support and embouchure to improve tone quality and intonation with director assistance (wind players only). (NSM.5-8.2.a)
	Mu.5B.5.6	utilize proper mallet and stick placement to improve tone quality with director assistance (percussion only). (NSM.58.2.a)

Form		
Mu.5B.6	Students will apply written form markings typical of grade 0-1.5 wind and percussion literature.	
	Students will...	
	Mu.5B.6.1	identify and perform double bar and repeat signs.
	Mu.5B.6.2	describe and perform a round.
	Mu.5B.6.3	identify and perform 1 st and 2 nd endings and <i>d.c. al fine</i> .

	Mu.5B.6.4	describe and perform theme and variation.
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Music and Society		
Mu.5B.7	Students will relate music to its role in culture and society with director assistance.	
	Students will...	
	Mu.5B.7.1	compare and contrast individual music experiences to those of professional musicians (Chicago Symphony Orchestra Field Trip). (NSM.5-8.9.c)
	Mu.5B.7.2	identify and describe the characteristics of highly successful ensembles with director assistance. (NSM.58.7.a)
	Mu.5B.7.3	describe literature in relation to history and culture with director assistance. (NSM.5-8.8.b, NSM.5-8.9.a)

6- Grade Band

Focus: Students will demonstrate increased wind and percussion instrumental technique, collaborate to create a cohesive ensemble sound on grade 1-2 band literature, and evaluate their own performance.

Rhythm, Time Signature, and Form		
Mu.6B.1	Students will differentiate between and perform rhythms, time signatures, and form typical of grade 1-2 wind and percussion literature.	
	Students will...	
	Mu.6B.1.1	identify and perform single eighth notes and rest. (NSM.5-8.5.a, NSM.5-8.5.c)
	Mu.6B.1.2	identify and perform sixteenth notes and syncopated eighth quarter-eighth note patterns. (NSM.5-8.5.a, NSM.5-8.5.c)
	Mu.6B.1.3	apply common time to count and perform music. (NSM.5-8.5.a)
	Mu.6B.1.4	apply cut time to count and perform music. (NSM.5-8.5.5.a)
	Mu.6B.1.5	identify and perform a nine-stroke closed roll (percussion only).
	Mu.6B.1.6	compose a four measure rhythmic pattern in 4/4 on a band instrument. (NSM.5-8.4.a, NSM.5-8.5.d)
	Mu.6B.1.7	identify and perform enclosed repeat signs. (NSM.5-8.5.d)

Pitch, melody, and tonality		
Mu.6B.2	Students will perform pitch and melody typical of grade 1-2 wind and percussion literature.	
	Students will...	
	Mu.6B.2.1	identify, describe, and perform music in the keys of concert Bb, Eb, and Ab Major. (NSM.5-8.6.c)
	Mu.6B.2.2	define, locate, and perform arpeggios in the keys of Bb, Eb, and Ab Major. (NSM.5-8.6.c)
	Mu.6B.2.3	define octave.

	Mu.6B.2.4	apply key changes within a piece of music. (NSM.5-8.6.c)
	Mu.6B.2.5	list the order of flats in a key signature.
	Mu.6B.2.6	perform a one octave chromatic scale. (NSM.5-8.2.b)
	Mu.6B.2.7	apply fingerings and instrument technique to produce notes within the first two octaves of study (including new chromatic notes and clarinets across the break). (NSM.5-8.2.a)
	Mu.6B.2.8	define, identify, and perform common enharmonic notes. (NSM.5-8.2.b)
	Mu.6B.2.9	describe and demonstrate how to adjust their instrument to tune a concert Bb with the assistance of a tuner.
	Mu.6B.2.10	improvise a four measure melodic and rhythmic pattern in 4/4 on a band instrument. (NSM.5-8.3.c)
	Mu.6B.2.11	apply strategies to perform unison sight-reading exercises. (NSM.5-8.5.b)

Expression		
Mu.6B.3	Students will demonstrate written expression typical of grade 1-2 wind and percussion literature.	
	Students will...	
	Mu.6B.3.1	differentiate between and perform a variety of tempi changes including <i>accelerando</i> and <i>ritardando</i> . (NSM.5-8.5.c)
	Mu.6B.3.2	Apply written <i>tenuto</i> , <i>staccato</i> , and <i>marcato</i> markings. (NSM.5-8.5.c)
	Mu.6B.3.3	perform two and four measure phrases without written breath marks. (NSM.5-8.2)
	Mu.6B.3.4	identify, explain, and perform dynamics including <i>pianissimo</i> and <i>fortissimo</i> . (NSM.5-8.5.c)

Ensemble skills		
Mu.6B.4	Students will demonstrate constructive and cohesive ensemble behaviors.	
	Students will...	

	Mu.6B.4.1	differentiate between melody, harmony, and bass lines with limited director assistance.
	Mu.6B.4.2	modify individual playing through guided listening to continually improve balance and blend. (NSM.5-8.6)
	Mu.6B.4.3	evaluate strengths and weakness of rehearsals and performances (including composer's intent) with limited director assistance. (NSM.5-8.7.a, NSM.5-8.7.b)
	Mu.6B.4.4	compare and contrast various sources of recordings with limited director assistance. (NSM.5-8.6.a)
	Mu.6B.4.5	create individual and ensemble goals of improvement. (NSM.5-8.7.a)
	Mu.6B.4.6	perform solo literature.

Instrument maintenance, care, and technique		
Mu.6B.5	Students will model appropriate instrument maintenance, care, and technique on wind and percussion instruments with limited director assistance.	
	Students will...	
	Mu.6B.5.1	model precise hand placement and technique with limited director assistance. (NSM.5-8.2.a)
	Mu.6B.5.2	model accurate embouchure with limited director assistance (wind players only). (NSM.5-8.2.a)
	Mu.6B.5.3	perform appropriate tonguing technique with limited director assistance (wind players only). (NSM.5-8.2.b)
	Mu.6B.5.4	utilize breath support and embouchure to improve tone quality and intonation with limited director assistance (wind players only). (NSM.5-8.2.a)
	Mu.6B.5.5	utilize proper mallet and stick placement to improve tone quality with limited director assistance (percussion only). (NSM.5-8.2.a)

Music and society		
Mu.6B.6	Students will relate music to its role in culture and society with director assistance.	
	Students will...	
	Mu.6B.6.1	relate to and identify the paths a professional musician takes to achieve a successful performance (Chicago Symphony Orchestra Field Trip). (NSM.5-8.9.c)
	Mu.6B.6.2	identify and describe the characteristics of highly successful ensembles with limited director assistance. (NSM.5-8.7.a)
	Mu.6B.6.3	understand and describe literature in relation to history and culture with limited director assistance. (NSM.5-8.8.b, NSM.5-8.9.a)

7- Grade Band

Focus: Students will demonstrate a characteristic ensemble sound with support, and integrate individual instrumental parts and appropriate practice habits into grade 1-2.5 wind and percussion literature.

Tonality and Pitch		
Mu.7B.1	Students will utilize major and minor key signatures, enharmonics, and appropriate intonation typical of grade 1-2.5 wind and percussion literature.	
	Students will...	
	Mu.7B.1.1	perform a concert F Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.2	perform a concert C Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.3	perform a concert G Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.4	perform a concert D Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.5	perform a concert g minor scale and arpeggio.(NSM.5-8.2.b)
	Mu.7B.1.6	perform a concert c minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.7	perform a concert d minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.7B.1.8	perform music with key changes typical of grade 1-2.5 wind and percussion literature. (NSM.5-8.2.e)
	Mu.7B.1.9	perform major and relative minor key signatures. (NSM.5-8.2.b)
	Mu.7B.1.10	identify the enharmonics Cb, B#, Fb, and E#. (NSM.5-8.2.b)
	Mu.7B.1.11	list the order of sharps in a key signature. (NSM.5-8.2.a)
	Mu.7B.1.12	perform with a proficient middle school level of intonation. (NSM.5-8.2.b)

Rhythm and Time Signature		
Mu.7B.2	Students will perform rhythms typical of grade 1-2.5 wind and percussion literature.	

	Students will...
Mu.7B.2.1	count and perform rhythms in 6/8. (NSM.5-8.5.a)
Mu.7B.2.2	count and perform syncopated rhythms in cut time. (NSM.5-8.5.a)
Mu.7B.2.3	count and perform a dotted eighth note with one sixteenth note. (NSM.5-8.5.a)
Mu.7B.2.4	count and perform eighth note triplets. (NSM.5-8.5.a)
Mu.7B.2.5	count and perform an eighth note with two sixteenth notes. (NSM.5-8.5.a)
Mu.7B.2.6	count and perform two sixteenth notes-one eighth note. (NSM.5-8.5.a)
Mu.7B.2.7	subdivide quarter note, dotted quarter note, half note, dotted half note, and whole note into eighth notes. (NSM.5-8.5.a)

Style and Musicality	
Mu.7B.3	Students will perform stylistic and expressive components typical of grade 1-2.5 wind and percussion literature.
	Students will...
Mu.7B.3.1	identify and perform a <i>D.S. al Fine</i> , <i>D.S. al Coda</i> , measure repeat. (NSM.5-8.5.c)
Mu.7B.3.2	describe and perform <i>maestoso</i> , <i>subito</i> , <i>sforzando (sfz)</i> , <i>forte piano (fp)</i> , march tempo, and <i>a tempo</i> . (NSM.5-8.5.c)
Mu.7B.3.3	perform with dynamics and phrasing at a proficient middle school level. (NSM.5-8.5.c)
Mu.7B.3.4	perform all symbols typical of grade 1–2.5 wind and percussion literature at an proficient middle school level. (NSM.5-8.5.c)

Ensemble Skills	
Mu.7B.4	Students will analyze and demonstrate aesthetic qualities of musical performance at a proficient middle school level.
	Students will...
Mu.7B.4.1	demonstrate a characteristic tone quality at a proficient middle school level. (NSM.5-8.2.a)
Mu.7B.4.2	assess the balance, blend, tone, intonation, and expressive elements of the ensemble. (NSM.5-8.7.b)

	Mu.7B.4.3	critique balance, blend, tone, intonation and expressive elements of the ensemble and other reference ensembles. (NSM.5-8.7.b)
	Mu.7B.4.4	demonstrate characteristic balance and blend in an ensemble setting at a proficient middle school level. (NSM.5-8.2.a)
	Mu.7B.4.5	demonstrate proper performance etiquette in all venues and genres with guidance. (NSM.5-8.2.a)
	Mu.7B.4.6	demonstrate proficient sight reading in multiple parts up to grade 1 wind and percussion literature.

Music in Society		
Mu.7B.5	Students will analyze historical and cultural background of music in order to integrate the composer's intent into grade 1-2.5 wind and percussion literature.	
	Students will...	
	Mu.7B.5.1	identify cultural origins of music. (NSM.5-8.9.a)
	Mu.7B.5.2	describe the story of a piece of wind and percussion literature. (NSM.5-8.2.c)
	Mu.7B.5.3	Interpret and perform the symbols of music to convey style and composer intent with director assistance. (NSM.5-8.5.c)

7. Grade Percussion

Focus: Students will demonstrate rudimental snare drum playing, technique, percussion ensemble playing, and reading and responding to pitch notation in grade 1-2.5 percussion literature.

Tonality and Pitch		
Mu.7P.1	Students will utilize major and minor key signatures, enharmonics, and appropriate intonation typical of grade 1-2.5 wind and percussion literature.	
	Students will...	
	Mu.7P.1.1	perform a concert C Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.2	perform a concert G Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.3	perform a concert D Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.4	perform a concert A Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.5	perform a concert E Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.6	perform a concert Db Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.7	perform a concert Gb Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.8	perform a concert g minor scale and arpeggio.(NSM.5-8.2.b)
	Mu.7P.1.9	perform a concert c minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.10	perform a concert d minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.7P.1.11	identify enharmonics Cb, B#, Fb, and E#. (NSM.5-8.2.b)
	Mu.7P.1.12	List the order of sharps in a key signature. (NSM.5-8.2.a)
	Mu.7P.1.13	tune timpani by singing and matching pitch with director assistance. (NSM.5-8.2.b)

Rhythm and Time Signatures

Mu.7P.2	Students will perform rhythms typical of grade 1-2.5 wind and percussion literature.	
	Students will...	
	Mu.7P.2.1	count and perform rhythms in 6/8. (NSM.5-8.5.a)
	Mu.7P.2.2	count and perform syncopated rhythms in cut time. (NSM.5-8.5.a)
	Mu.7P.2.3	count and perform a dotted eighth note with one sixteenth note. (NSM.5-8.5.a)
	Mu.7P.2.4	count and perform eighth note triplets. (NSM.5-8.5.a)
	Mu.7P.2.5	count and perform an eighth note with two sixteenth notes. (NSM.5-8.5.a)
	Mu.7P.2.6	count and perform two sixteenth notes-one eighth note. (NSM.5-8.5.a)
	Mu.7P.2.7	subdivide quarter note, dotted quarter note, half note, dotted half note, and whole note into eighth notes. (NSM.5-8.5.a)

Style and Musicality		
Mu.7P.3	Students will demonstrate and perform musical fluency in different styles utilizing expressive components of performance typical of grades 1-2.5 wind and percussion literature.	
	Students will...	
	Mu.7P.3.1	demonstrate style and genre typical in grade 1-2.5 wind and percussion literature. (NSM.5-8.2.b)
	Mu.7P.3.2	identify and perform a <i>D.S. al Fine</i> , <i>D.S. al Coda</i> , and measure repeat. (NSM.5-8.5.c)
	Mu.7P.3.3	describe and perform <i>maestoso</i> , <i>subito</i> , <i>sforzando (sfz)</i> , march tempo, and <i>a tempo</i> . (NSM.5-8.5.c)
	Mu.7P.3.4	perform with dynamics and phrasing at a proficient middle school level. (NSM.5-8.2.b)
	Mu.7P.3.5	perform all symbols typical of grades 1–2.5 wind and percussion literature. (NSM.5-8.2.b)

Technique		
Mu.7P.4	Students will demonstrate and perform appropriate technique and ensemble skills on snare drum, bass drum, timpani, cymbals, and auxiliary percussion typical of grade 1-2.5 wind and percussion literature.	

	Students will...
Mu.7P.4.1	demonstrate proper performance etiquette in all venues and genres with guidance. (NSM.5-8.2.a)
Mu.7P.4.2	produce a characteristic tone quality on percussion instruments through stick and mallet selection with guidance. (NSM.5-8.2.a)
Mu.7P.4.3	perform on timpani with varying mallet speed, striking area, and rolling technique. (NSM.5-8.2.a)
Mu.7P.4.4	perform on suspended concert bass drum with proper striking area and rolling technique. (NSM.5-8.2.a)
Mu.7P.4.5	perform on crash, suspended, and hi-hat cymbals with proper technique. (NSM.5-8.2.a)
Mu.7P.4.6	perform on auxiliary instruments typically found in grades 1–2.5 wind and percussion literature with proper technique. (NSM.5-8.2.b)
Mu.7P.4.7	identify and perform open roll, five stroke roll, nine stroke roll, flam, single stroke four, single stroke seven, single paradiddle, and double paradiddle on a concert snare drum. (NSM.5-8.2.a)
Mu.7P.4.8	critique balance, blend, tone quality, and expressive elements of the ensemble. (NSM.5-8.7.b)
Mu.7P.4.9	demonstrate characteristic balance and blend in an ensemble setting at a proficient middle school level. (NSM.5-8.2.a)

Sight-reading	
Mu.7P.5	Students will demonstrate independent musicianship through sight-reading at a proficient middle school level.
	Students will...
Mu.7P.5.1	demonstrate proficiency sight reading short melodies-and wind and percussion literature up to grade 2. (NSM.5-8.5.e)
Mu.7P.5.2	demonstrate proficiency performing rhythms in short etudes and wind and percussion literature up to grade 2. (NSM.5-8.5.e)
Mu.7P.5.3	demonstrate a proficient middle school level of expression, balance, blend, and phrasing. (NSM.5-8.5.e)

Music in Society	
Mu.7P.6	Students will analyze historical and cultural background of music and integrate the composer’s intent into grade 1-2.5 wind and percussion literature.
	Students will...

	Mu.7P.6.1	identify cultural origins of music. (NSM.5-8.9.a)
	Mu.7P.6.2	describe the story of a piece of wind and percussion literature. (NSM.5-8.2.c)
	Mu.7P.6.3	Interpret and perform the symbols of music to convey style and composer intent with director assistance. (NSM.5-8.5.c)

8- Grade Band

Focus: Students will demonstrate a mature sense of intonation, balance, blend, range, technique, and individual accountability appropriate to grade 1.5-3 wind and percussion literature.

Pitch and Tonality		
Mu.8B.1	Students will utilize major and minor key signatures and apply intonation typical of grade 1.5–3 wind and percussion literature.	
	Students will...	
	Mu.8B.1.1	identify and perform a concert Db Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.2	identify and perform a concert Gb Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.3	identify and perform a concert Cb Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.4	identify and perform a concert E Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.5	identify and perform a concert A Major scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.6	identify and perform a concert bb minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.7	identify and perform a concert e minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.8	identify and perform a concert f minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.9	identify and perform a concert a minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8B.1.10	compare and contrast major and minor scales (NSM.5-8.2.b)
	Mu.8b.1.11	perform with an advanced middle school level of intonation. (NSM.5-8.2.b)

Rhythm and Time Signature	
Mu.8B.2	Students will utilize time signatures, rhythms, and tempo markings typical of grade 1.5–3 wind and percussion literature.

	Students will...	
	Mu.8B.2.1	count sixteenth note rhythms in compound meter. (NSM.5-8.5.a)
	Mu.8B.2.2	perform sixteenth note rhythms in compound meter (NSM.5-8.5.a)
	Mu.8B.2.3	count rhythms in 5/4. (NSM.5-8.5.a)
	Mu.8B.2.4	perform rhythms in 5/4. (NSM.5-8.5.a)
	Mu.8B.2.5	perform music with multiple time signatures. (NSM.5-8.5.a)
	Mu.8B.2.6	perform quarter note triplets. (NSM.5-8.5.a)
	Mu.8B.2.7	perform eighth note triplets with rests. (NSM.5-8.5.a)
	Mu.8B.2.8	count sixteenth-dotted eighth rhythm. (NSM.5-8.5.a)
	Mu.8B.2.9	perform sixteenth-dotted eighth rhythm. (NSM.5-8.5.a)
	Mu.8B.2.10	count sixteenth-eighth-sixteenth rhythm. (NSM.5-8.3.a)
	Mu.8B.2.11	perform sixteenth-eighth-sixteenth rhythm. (NSM.5-8.3.a)
	Mu.8B.2.12	define tempo markings typical of grade 1.5-3 wind and percussion literature. (NSM.5-8.5.a)
	Mu.8B.2.13	subdivide eighth, quarter, dotted quarter, half, dotted half, and whole notes into sixteenth notes. (NSM.5-8.5.a)

Style and Musicality		
Mu.8B.3	Students will perform stylistic and expressive components typical of grade 1.5–3 wind and percussion literature.	
	Students will...	
	Mu.8B.3.1	perform style and genre typical in grade 1.5–3 wind and percussion literature. (NSM.5-8.2.b)

	Mu.8B.3.2	define stylistic musical terms typical of grade 1.5-3 wind and percussion literature. (NSM.5-8.5.c)
	Mu.8B.3.3	perform with dynamics and phrasing at an advanced middle school level. (NSM.5-8.5.c)
	Mu.8B.3.4	perform all symbols typical of grade 1.5–3 wind and percussion literature at an advanced middle school level. (NSM.5-8.5.c)

Ensemble Skills		
Mu.8B.4	Students will analyze and demonstrate aesthetic qualities of musical performance at an advanced middle school level.	
	Students will...	
	Mu.8B.4.1	demonstrate a characteristic tone quality at an advanced middle school level. (NSM.5-8.2.a)
	Mu.8B.4.2	demonstrate characteristic balance and blend in an ensemble setting at an advanced middle school level. (NSM.5-8.2.a)
	Mu.8B.4.3	critique the balance, blend, tone, intonation, and expressive elements of the ensemble and professional ensembles at an advanced middle school level. (NSM.5-8.7.b)
	Mu.8B.4.4	demonstrate proper performance etiquette in all venues and genres with some guidance. (NSM.5-8.2.a)
	Mu.8B.4.5	demonstrate proficient sight reading in multiple parts up to grade 1.5 wind and percussion literature.

Music in Society		
Mu.8B.6	Students will analyze historical and cultural background of music in order to integrate composer intent into the performance of grade 1.5–3 woodwind and percussion literature.	
	Students will...	
	Mu.8B.5.1	compare and contrast two examples of the same cultural origin. (NSM.5-8.9.a)
	Mu.8B.5.2	perform the programmatic story of a piece of musical literature. (NSM.5-8.2.c)
	Mu.8B.5.3	interpret and perform the symbols of music to convey style and composer intent with limited director assistance. (NSM.5-8.5.c)

8- Grade Percussion

Focus: Students will demonstrate technical facility through major and minor keys, scales, arpeggios, patterns and etudes, melodic sight-reading on mallet instruments, rudimental snare playing, percussion ensemble, technique on auxiliary percussion and stick and mallet selection in Grade 1.5-3 percussion literature.

Pitch and Tonality		
Mu.8P.1	Students will utilize major and minor key signatures and apply intonation typical of Grades 1.5 – 3 wind and percussion literature.	
	Students will...	
	Mu.8P.1.1	identify and perform major scales in 3rds and major arpeggios on a mallet instrument. (NSM.5-8.2.b)
	Mu.8P.1.2	identify and perform a concert bb minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8P.1.3	identify and perform a concert e minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8P.1.4	identify and perform a concert f minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8P.1.5	identify and perform a concert a minor scale and arpeggio. (NSM.5-8.2.b)
	Mu.8P.1.6	perform one octave marimba exercises in bass clef. (NSM.5-8.2.b)
	Mu.8P.1.7	tune timpani by singing and matching pitch. (NSM.5-8.2.b)

Rhythm and Time Signatures		
Mu.8P.2	Students will utilize time signatures and rhythms and identify tempo markings typical of grades 1.5 – 3 wind and percussion literature.	
	Students will...	
	Mu.8P.2.1	count sixteenth note rhythms in compound meter.. (NSM.5-8.5.a)
	Mu.8P.2.2	perform sixteenth note rhythms in compound meter. (NSM.5-8.5.a)
	Mu.8P.2.3	count rhythms in 5/4. (NSM.5-8.5.a)

	Mu.8P.2.4	perform rhythms in 5/4.. (NSM.5-8.5.a)
	Mu.8P.2.5	perform music with multiple time signatures. (NSM.5-8.5.a)
	Mu.8P.2.6	identify and perform rudimental notation with rhythmic accuracy. (NSM.5-8.4.a)
	Mu.8P.2.7	count sixteenth-dotted eighth rhythm. (NSM.5-8.3.a)
	Mu.8P.2.8	perform sixteenth-dotted eighth rhythm. (NSM.5-8.3.a)
	Mu.8P.2.9	count sixteenth-eighth-sixteenth rhythm. (NSM.5-8.3.a)
	Mu.8P.2.10	perform sixteenth-eighth-sixteenth rhythm. (NSM.5-8.3.a)
	Mu.8P.2.11	subdivide a melody into sixteenth note patterns. (NSM.5-8.5.a)

Style and Musicality		
Mu.8P.3	Students will demonstrate fluency in musical styles and utilize expressive elements of performance typical of grades 1.5–3 wind and percussion literature.	
	Students will...	
	Mu.8P.3.1	demonstrate style and genre typical in grades 1.5–3 wind and percussion literature. (NSM.5-8.2.b)
	Mu.8P.3.2	define stylistic musical terms typical of grade 1.5-3 wind and percussion literature (NSM.5-8.5.c)
	Mu.8P.3.3	perform with dynamics and phrasing at an advanced middle school level. (NSM.5-8.2.b)
	Mu.8P.3.4	perform all symbols typical of grade 1.5–3 wind and percussion literature. (NSM.5-8.2.b)

Technique		
Mu.8P.4	Students will analyze and demonstrate aesthetic qualities of musical performance at an advanced middle school level.	
	Students will...	

	Mu.8P.4.1	demonstrate proper performance etiquette in all venues and genres with some guidance. (NSM.5-8.2.a)
	Mu.8P.4.2	produce a characteristic tone quality on percussion instruments through stick and mallet selection with limited guidance. (NSM.58.2.a)
	Mu.8P.4.3	perform with proper technique on auxiliary instruments typically found in grades 1.5–3 wind and percussion literature. (NSM.58.2.b)
	Mu.8P.4.4	identify and perform triple paradiddle rudiment on a concert snare drum. (NSM.5-8.2.a)
	Mu.8P.4.5	identify and perform paradiddle-diddle rudiment on a concert snare drum. (NSM.5-8.7.b)
	Mu.8P.4.6	identify and perform flam accent rudiment on a concert snare drum. (NSM.5-8.2.a)
	Mu.8P.4.7	identify and perform flam tap rudiment on a concert snare drum. (NSM.5-8.2.a)
	Mu.8P.4.8	identify and perform 17 stroke roll rudiment on a concert snare drum. (NSM.5-8.2.a)
	Mu.8P.4.9	critique the balance, blend, tone, intonation, and expressive elements of the ensemble and professional ensembles at an advanced middle school level. (NSM.5-8.2.a)
	Mu.8P.4.10	demonstrate characteristic balance and blend in an ensemble setting at an advanced middle school level. (NSM.5-8.2.a)
	Mu.8P.4.11	demonstrate proficient sight reading in multiple parts up to grade 1.5 wind and percussion literature. (NSM.5-8.5.e)

Music in Society		
Mu.8P.6	Students will analyze historical and cultural background of music and integrate composer intent into the performance of grade 1.5–3 woodwind and percussion literature.	
	Students will...	
	Mu.8P.6.1	compare and contrast two examples of the same cultural origin. (NSM.5-8.9.a)
	Mu.8P.6.2	perform the programmatic story of a piece of musical literature. (NSM.5-8.2.c)
	Mu.8P.6.3	interpret and perform the symbols of music to convey style and composer intent with limited director assistance. (NSM.5-8.5.c)

Percussion Ensemble

Focus: Students will demonstrate tone quality, technical skills, listening, and musicality appropriate to grade 2-4 percussion literature.

Pitch and Tonality		
Mu.PE.1	Students will perform grade 2-4 percussion literature with advanced pitch accuracy, intonation, and tone quality.	
	Students will...	
	Mu.PE.1.1	identify and perform one octave natural, harmonic and melodic minor scales in all keys on a mallet instrument. (NSM.5-8.2.b)
	Mu.PE.1.2	tune timpani by singing and matching intervals based on the lowest pitch. (NSM.5-8.2.b)
	Mu.PE.1.3	distinguish and perform with advanced tone quality and timbre of individual instrument and ensemble sound at all ranges and dynamics. (NSM.9-12P.2.b)
	Mu.PE.1.4	identify and perform major and minor tonality typical of grade 2-4 percussion literature.

Rhythm and Time Signatures		
Mu.PE.2	Students will perform rhythms and time signatures commonly found in grade 2-4 percussion literature.	
	Students will...	
	Mu.PE.2.1	analyze and perform complex rhythms typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)
	Mu.PE.2.2	distinguish and perform complex time signatures (mixed meter, compound meter) typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)
	Mu.PE.2.3	subdivide all rhythms at all tempos typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)

Style and Musicality		
Mu.PE.3	Students will interpret grade 2-4 percussion literature expressively with guidance.	

	Students will...
Mu.PE.3.1	distinguish and perform extreme dynamics to a proficient level on grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)
Mu.PE.3.2	distinguish and perform various tempos typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c, NSM.9-12P.6.b)
Mu.PE.3.3	distinguish and perform all musical expressions at a proficient level typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c, NSM.9-12P.6.b)
Mu.PE.3.4	interpret musical phrasing at a proficient level using all given markings with guidance. (NSM.9-12P.2.c)
Mu.PE.3.5	perform styles of various composers and compositions typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c, NSM.9-12A.5.b)
Mu.PE.3.6	demonstrate an understanding of programmatic music typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12A.5.b)

Technique	
Mu.PE.4	Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 2-4 percussion literature.
	Students will...
Mu.PE.4.1	identify and perform all musical symbols typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c, NSM.9-12A.5.b)
Mu.PE.4.2	demonstrate proper performance etiquette in all venues and genres with limited guidance. (NSM.9-12P.2.c)
Mu.PE.4.3	perform with correct technique on auxiliary instrumentals typical of grade 2-4 percussion literature. (NSM.9-12P.2.a)
Mu.PE.4.4	identify and perform a six stroke roll, seven stroke roll, and thirteen stroke roll on a concert snare drum. (NSM.9-12P.2.a)
Mu.PE.4.5	demonstrate proficient sight reading techniques on grade 1 percussion literature. (NSM.9-12P.2.c)
Mu.PE.4.6	demonstrate proficient rehearsal/practice techniques individually and as an ensemble at a level typical of grade 2-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.b)

	Mu.PE.4.7	perform grade 2-4 percussion literature with proper balance and blend based on genre, performance venue, and instrumentation. (NSM.9-12P.2.a, NSM.9-12P.2.b, NSM.9-12P.2.c)
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Analysis		
Mu.PE.5	Students will evaluate and analyze grade 2-4 percussion literature.	
	Students will...	
	Mu.PE.5.1	identify aesthetic moments in performances of grade 2-4 percussion literature. (NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12P.6.a, NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.7.a, NSM.9-12A.9.a)
	Mu.PE.5.2	compare and contrast live performances/recordings with guidance. (NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12P.7.b)
	Mu.PE.5.3	analyze cultural and historical significance of compositions or composers typical of grade 2-4 percussion literature in order to make musical decisions. (NSM.9-12A.6.c, NSM.9-12A.9.a)
	Mu.PE.5.4	utilize musical vocabulary typical of grade 2-4 percussion literature to evaluate performances. (NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.b, NSM.9-12A.6.c)

Concert Band

Focus: Students will demonstrate tone quality, technical skills, listening, and musicality appropriate to grade 2-3 wind and percussion literature.

Pitch and Tonality		
Mu.CB.1	Students will perform grade 2-3 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.	
	Students will...	
	Mu.CB.1.1	distinguish and perform proficient tone quality and timbre of individual instrument and ensemble sound at all ranges and dynamics typical of grade 2-3 wind and percussion literature. (NSM.9-12P.2.b)
	Mu.CB.1.2	distinguish and apply intonation in an ensemble setting at a proficient high school level. (NSM.9-12P.2.b)
	Mu.CB.1.3	identify and adjust for basic individual instrument pitch tendencies with guidance. (NSM.9-12P.2.b)
	Mu.CB.1.4	expand individual ranges appropriate to grade 2-3 wind and percussion literature. (NSM.5-8.2.e)
	Mu.CB.1.5	perform with pitch accuracy in developing ranges. (NSM.5-8.2.e)

Rhythm and Time Signatures		
Mu.CB.2	Students will perform rhythms and time signatures commonly found in grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.2.1	analyze and perform complex rhythms typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e)
	Mu.CB.2.2	distinguish and perform complex time signatures (mixed meter, compound meter) typical of grade 2-3 wind and percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)
	Mu.CB.2.3	subdivide all rhythms at all tempos typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e)

Technique		
Mu.CB.3	Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.3.1	identify and perform all musical symbols typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e, NSM.9-12A.5.b)
	Mu.CB.3.2	demonstrate proper performance etiquette in all venues and genres with guidance.
	Mu.CB.3.3	develop individual instrumental technique to a proficient level typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e)
	Mu.CB.3.4	demonstrate proficient sight reading techniques up to grade 2 wind and percussion literature.
	Mu.CB.3.5	demonstrate proficient rehearsal/practice techniques individually and as an ensemble at a level typical of grade 2-3 wind and percussion literature. (NSM9-12.P.2.a, NSM.9-12P.2.b)
	Mu.CB.3.6	perform grade 2-3 wind and percussion literature with proper balance and blend based on genre, performance venue, and instrumentation. (NSM.5-8.2.e, NSM.9-12P.2.b)

Musicality		
Mu.CB.4	Students will interpret grade 2-3 wind and percussion literature expressively with guidance.	
	Students will...	
	Mu.CB.4.1	distinguish and perform extreme dynamics to a proficient level on grade 2-3 wind and percussion literature. (NSM.5-8.2.e)
	Mu.CB.4.2	distinguish and perform various tempos typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e, NSM.9-12P.6.b)
	Mu.CB.4.3	distinguish and perform all musical expressions at a proficient level typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e, NSM.9-12P.6.b)
	Mu.CB.4.4	interpret musical phrasing at a proficient level using all given markings with guidance. (NSM.5-8.2.e)

Style

Mu.CB.5	Students will perform various styles, genres, and forms characteristic of grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.5.1	demonstrate an understanding of march style and form through performance of grade 2-3 marches. (NSM.5-8.2.e)
	Mu.CB.5.2	perform styles of various composers and compositions typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e, NSM.9-12A.5.b)
	Mu.CB.5.3	demonstrate an understanding of programmatic music typical of grade 2-3 wind and percussion literature. (NSM.5-8.2.e, NSM.9-12A.5.b)

Tonality		
Mu.CB.6	Students will differentiate key, scales, intervals, and tonality typical of grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.6.1	perform all twelve major scales.
	Mu.CB.6.2	perform one octave chromatic scale from memory.
	Mu.CB.6.3	identify and perform major and minor tonality typical of grade 2-3 wind and percussion literature.
	Mu.CB.6.4	perform in all twelve major key signatures.
	Mu.CB.6.5	relate concert pitch and written pitch according to tonality of instrument.

Analysis		
Mu.CB.7	Students will evaluate and analyze grade 2-3 wind and percussion literature.	
	Students will...	
	Mu.CB.7.1	identify and evaluate aesthetic moments in performances of grade 2-3 wind and percussion literature. (NSM.9-12P.6.a, NSM.912P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12A.7.a, NSM.9-12A.9.a)

	Mu.CB.7.2	compare and contrast live performances or recordings with guidance. (NSM.9-12P.6.a, NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12P.7.b)
	Mu.CB.7.3	analyze cultural and historical significance of compositions or composers typical of grade 2-3 wind and percussion literature in order to make musical decisions. (NSM.9-12A.6.c, NSM.912A.9.a)
	Mu.SB.7.4	utilize music vocabulary typical of grade 2-3 wind and percussion literature to evaluate performances. (NSM.9-12P.6.b, NSM.912P.6.c, NSM.9-12A.6.b, NSM.9-12A.6.c)

Symphonic Band

Focus: Students will demonstrate proficient technique, tone quality, listening, and musicality appropriate to grade 3-4 wind and percussion literature.

Pitch	
Mu.SB.1	Students will perform grade 3-4 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.
	Students will...
Mu.SB.1.1	distinguish and perform proficient tone quality and timbre of individual instrument and ensemble sound at all ranges and dynamics typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.b)
Mu.SB.1.2	distinguish and apply intonation and just intonation in an ensemble setting at a proficient high school level. (NSM.9-12P.2.b)
Mu.SB.1.3	identify and adjust for basic individual instrument pitch tendencies. (NSM.9-12P.2.b)
Mu.SB.1.4	expand individual ranges appropriate to grade 3-4 wind and percussion literature. (NSM.9-12A.2.a)
Mu.SB.1.5	perform alternate fingerings for intonation purposes with guidance. (NSM.9-12P.2.b)
Mu.SB.1.6	perform with pitch accuracy in moderately expanded ranges. (NSM.9-12A.2.a)

Rhythm and Time Signatures	
Mu.SB.2	Students will perform rhythms and time signatures commonly found in grade 3-4 wind and percussion literature.
	Students will...
Mu.SB.2.1	analyze and perform complex rhythms typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.a)
Mu.SB.2.2	distinguish and perform complex time signatures (mixed meter, compound meter) typical of grade 3-4 percussion literature. (NSM.9-12P.2.a, NSM.9-12P.2.c)
Mu.SB.2.3	subdivide all rhythms at all tempos typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.a)

Technique		
Mu.SB.3	Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 3-4 wind and percussion literature.	
	Students will...	
Mu.SB.3.1	identify and perform all musical symbols typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.a, NSM.9-12A.5.b, NSM.9-12A.5.b)	
Mu.SB.3.2	demonstrate proper performance etiquette in all venues and genres with limited guidance.	
Mu.SB.3.3	hypothesize the meaning of an unknown term or symbol by utilizing deductive reasoning and context clues with guidance.	
Mu.SB.3.4	develop individual instrumental technique to a proficient level typical of grade 3-4 wind and percussion literature. (NSM.912P.2.a)	
Mu.SB.3.5	demonstrate proficient sight reading techniques up to grade 3 wind and percussion literature. (NSM.5-8.2.e)	
Mu.SB.3.6	demonstrate proficient rehearsal/practice techniques individually and as an ensemble at a level typical of grade 3-4 wind and percussion literature. (NSM9-12.P.2.a, NSM.9-12P.2.b)	
Mu.SB.3.7	perform grade 3-4 wind and percussion literature with proper balance and blend based on genre, performance venue, and instrumentation with limited guidance. (NSM.9-12P.2.a, NSM.912.P.2.b)	

Musicality		
Mu.SB.4	Students will interpret grade 3-4 wind and percussion literature expressively with limited guidance.	
	Students will...	
Mu.SB.4.1	distinguish and perform extreme dynamics to a proficient level on grade 3-4 wind and percussion literature. (NSM.9-12P.2.a)	
Mu.SB.4.2	distinguish and perform various tempos typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.a, NSM.9-12P.6.b)	
Mu.SB.4.3	distinguish and perform all musical expressions at a proficient level typical of grade 3-4 wind and percussion literature. (NSM.912P.2.a, NSM.9-12P.6.b)	
Mu.SB.4.4	interpret musical phrasing at a proficient level with limited markings or guidance. (NSM.9-12P.2.a)	

Style		
Mu.SB.5	Students will perform various styles, genres, and forms characteristic of grade 3-4 wind and percussion literature.	
	Students will...	
	Mu.SB.5.1	demonstrate an understanding of march style and form through performance of grade 3-4 marches. (NSM.9-12P.2.a)
	Mu.SB.5.2	perform styles of various composers and compositions typical of grade 3-4 wind and literature. (NSM.9-12P.2.a, NSM.9-12A.5.b)
	Mu.SB.5.3	demonstrate an understanding of programmatic music typical of grade 3-4 wind and percussion literature. (NSM.9-12P.2.a, NSM.912A.5.b)

Tonality		
Mu.SB.6	Students will differentiate key, scales, intervals, and tonality typical of grade 3-4 wind and percussion literature.	
	Students will...	
	Mu.SB.6.1	perform C, F, Bb, Eb, Ab, Db, Gb major scales from memory.
	Mu.SB.6.2	perform one octave chromatic scale from memory at varying tempos.
	Mu.SB.6.3	identify and perform major and minor tonality typical of grade 3-4 wind and percussion literature.
	Mu.SB.6.4	transpose individual parts according to tonality of instrument.
	Mu.SB.6.5	transpose unison melodies in common key centers.

Analysis		
Mu.SB.7	Students will evaluate and analyze grade 3-4 wind and percussion literature.	
	Students will...	

	Mu.SB.7.1	identify and evaluate aesthetic moments in performances of grade 3-4 wind and percussion literature. (NSM.9-12P.6.a, NSM.912P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.912A.6.c, NSM.9-12A.7.a, NSM.9-12A.9.a)
	Mu.SB.7.2	compare and contrast live performances or recordings with limited guidance. (NSM.9-12P.6.a, NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12P.7.b)
	Mu.SB.7.3	analyze cultural and historical significance of compositions or composers typical of grade 3-4 wind and percussion literature in order to make musical decisions.(NSM.9-12A.6.c, NSM.9-12A.9.a)
	Mu.SB.7.4	utilize music vocabulary typical of grade 3-4 wind and percussion literature to evaluate performances. (NSM.9-12P.6.b, NSM.9-12P.6.c, NSM.9-12A.6.b, NSM.9-12A.6.c,)

Wind Ensemble

Focus: Students will demonstrate advanced technique, tone quality, listening, and musicality appropriate to grade 4-5 wind and percussion literature.

Pitch and Tonality		
Mu.WE.1	Students will perform grade 4-5 wind and percussion literature with advanced pitch accuracy, intonation, and tone quality.	
	Students will...	
	Mu.WE.1.1	distinguish and perform with advanced tone quality and timbre of individual instrument and ensemble sound at all ranges and dynamics typical of grade 4-5 wind and percussion literature. (NSM.9-12P.2.b)
	Mu.WE.1.2	distinguish and apply intonation and just intonation at an advanced high school level in an ensemble setting (overtones, tuner use). (NSM.9-12P.1.c, NSM.9-12P.2.b)
	Mu.WE.1.3	identify and adjust for advanced individual instrument pitch tendencies. (NSM.9-12P.2.b)
	Mu.WE.1.4	expand individual ranges appropriate to grade 4-5 wind and percussion literature. (NSM.9-12A.2.a)
	Mu.WE.1.5	perform alternate fingerings for intonation purposes. (NSM.912P.2.b)
	Mu.WE.1.6	perform with pitch accuracy in advanced expanded ranges. (NSM.9-12A.2.a)

Rhythm and Time Signature		
Mu.WE.2	Students will perform grade 4-5 wind and percussion literature with advanced rhythms and in advanced time signatures.	
	Students will...	
	Mu.WE.2.1	analyze and perform complex rhythms typical of grade 4-5 wind and percussion literature. (NSM.9-12A.2.a)
	Mu.WE.2.2	distinguish and perform complex time signatures (mixed meter, compound meter, free-time) typical of grade 4-5 wind and percussion literature. (NSM.9-12A.2.a)
	Mu.WE.2.3	subdivide all rhythms at all tempos typical of grade 4-5 wind and percussion literature.

Technique

Mu.WE.3	Students will develop and apply ensemble skills and rehearsal techniques utilized in grade 4-5 wind and percussion literature.	
	Students will...	
	Mu.WE.3.1	identify and perform all musical symbols typical of grade 4-5 wind and percussion literature at an advanced high school level. (NSM.9-12A.2.a)
	Mu.WE.3.2	demonstrate proper performance etiquette in all venues and genres. (NSM.9-12A.2.a)
	Mu.WE.3.3	hypothesize the meaning of an unknown term or symbol by utilizing deductive reasoning and context clues with limited guidance.
	Mu.WE.3.4	develop individual instrumental technique to an advanced level typical of grade level 4-5 wind and percussion literature. (NSM.912A.2.a)
	Mu.WE.3.5	demonstrate advanced sight reading technique up to grade 4 wind and percussion literature.(NSM.9-12P.5.b)
	Mu.WE.3.6	demonstrate advanced rehearsal/practice techniques individually and as an ensemble at a level typical to grade 4-5 wind and percussion literature.
	Mu.WE.3.7	perform grade 4-5 wind and percussion literature with proper balance and blend based on genre, performance venue, and instrumentation. (NSM.9-12P.1.c, NSM.9-12A.2.a)

Musicality		
Mu.WE.4	Students will interpret grade 4-5 wind and percussion literature expressively with limited or no guidance.	
	Students will...	
	Mu.WE.4.1	distinguish and perform extreme dynamics to an advanced level on grade 4-5 wind and percussion literature.
	Mu.WE.4.2	distinguish and perform various tempos typical to grade 4-5 wind and percussion literature.
	Mu.WE.4.3	distinguish and perform all musical expressions at an advanced level typical of grade 4-5 wind & percussion literature.
	Mu.WE.4.4	interpret musical phrasing at an advanced level with limited markings or guidance.

Style		
Mu.WE.5	Students will perform various styles, genres, and forms characteristic of grade 4-5 wind and percussion literature.	
	Students will...	
	Mu.WE.5.1	demonstrate an understanding of march style and form through performance of grade 4-5 marches. (NSM.9-12A.2.a, NSM.9-12P.5.b, NSM.9-12A.6a)
	Mu.WE.5.2	perform styles of various composers and compositions typical of grade 4-5 wind and percussion literature. (NSM.9-12A.2a)
	Mu.WE.5.3	demonstrate an understanding of programmatic music through performance typical of grade 4-5 wind and percussion literature. (NSM.9-12A.2.a, NSM.9-12P.5.b, NSM.9-12A.6a)

Tonality		
Mu.WE.6	Students will differentiate key, scales, intervals, and tonality typical of grade 4-5 wind and percussion literature.	
	Students will...	
	Mu.WE.6.1	perform all twelve major scales for memory.
	Mu.WE.6.2	perform chromatic scale two octaves memorized.
	Mu.WE.6.3	construct major, minor, augmented, and diminished chords.
	Mu.WE.6.4	identify and perform major, minor, and atonal tonality typical of grade 4-5 wind & percussion literature.
	Mu.WE.6.5	identify and perform intervals typical of grade 4-5 wind & percussion literature.
	Mu.WE.6.6	identify and perform dissonance, consonance, suspension-resolution typical of grade 4-5 wind & percussion literature.
	Mu.WE.6.7	transpose given music by half step, whole step, third, fourth, and fifth.

Analysis		
Mu.WE.7	Students will evaluate and analyze grade 4-5 wind and percussion literature.	
	Students will...	
	Mu.WE.7.1	identify and evaluate aesthetic moments in performances of grade 4-5 wind and percussion literature. (NSM.912A.6.c, NSM.9-12P.6.a, NSM.9-12A.7.a, NSM.9-12.7.a)
	Mu.WE.7.2	compare and contrast live performances or recordings. (NSM.9-12A.6.a, NSM.9-12A.6.b, NSM.9-12A.6.c, NSM.9-12P.6.a, NSM.9-12P.6.c, NSM.9-12A.7.a, NSM.9-12P.7.a, NSM.9-12P7.b).
	Mu.WE.7.3	analyze cultural and historical significance of compositions or composers typical of grade 4-5 wind and percussion literature to make musical decisions. (NSM.912P.8.b).
	Mu.WE.7.4	utilize music vocabulary typical of grade 4-5 literature to evaluate performances.
	Mu.WE.7.5	analyze compositions in order to accurately perform the intent of the composer. (NSM.9-12A.6.b).

Introduction to Guitar

Focus: Students will demonstrate basic music theory and guitar performance technique.

Pitch		
Mu.G.1	Students will demonstrate note reading skills using proper left hand playing technique.	
	Students will...	
	Mu.G.1.1	demonstrate proper left hand guitar technique for chord shapes and single pitches. (NSM.5-8.2.a and 2.b)
	Mu.G.1.2	identify and perform pitched notation on the treble staff and tablature on guitar. (NSM.K-4.2.b, NSM.K-4.5.b)
	Mu.G.1.3	perform natural note fingering in first position. (NSM.5-8.2.a)
	Mu.G.1.4	identify and perform all chromatic pitches in first position on guitar. (NMS.K-4.2.b, NSM.5-8.2.a)
	Mu.G.1.5	identify and perform accidentals and enharmonics. (NSM.5-8.5.c, NSM.5-8.2.a)
	Mu.G.1.6	identify the hammer on technique (slur).

Tonality		
Mu.G.2	Students will utilize chord structure and key signatures in guitar performance.	
	Students will...	
	Mu.G.2.1	identify and perform chords notated on a chord chart.
	Mu.G.2.2	identify and perform I-IV-V7 chord progressions in the keys of D, G, C, A, em, am. (NSM.K-4.2.b, NSM.5-8.5.c)
	Mu.G.2.3	identify key signatures up to 4 sharps and 4 flats. (NSM.5-8.5.c)
	Mu.G.2.4	perform key signatures up to 2 sharps and 2 flats. (NSM.K-4.2.b)
	Mu.G.2.5	compose an eight measure melody in the key of C on the treble staff. (NSM.K-4.4.b)

	Mu.G.2.6	improvise on the blues scale in the key of A. (NSM.5-8.3.b)
	Mu.G.2.7	create chords that fit a melody in the key of C. (NSM.5-8.3.a)

Rhythm		
Mu.G.3	Students will count and perform basic rhythms on guitar though notation.	
	Students will...	
	Mu.G.3.1	count and perform 2/4, 3/4, and 4/4 time signatures. (NSM.K-4.2.b, NSM.K-4.5.a)
	Mu.G.3.2	identify and perform whole, half, dotted half, quarter, dotted quarter, and eighth note rhythms and rests. (NSM.K-4.2.b, NSM.K-4.5.a)
	Mu.G.3.3	identify and perform ties.
	Mu.G.3.4	identify and perform a syncopated rhythm using quarter and eighth notes.
	Mu.G.3.5	improvise a rhythm while strumming one chord. (NSM.K-4.3.b)
	Mu.G.3.6	compose an eight measure rhythm in 4/4 time. (NSM.K-4.5.d)

Right Hand Technique		
Mu.G.4	Students will demonstrate proper tone production and various strumming and picking styles.	
	Students will...	
	Mu.G.4.1	demonstrate proper right arm and hand positioning on guitar. (NSM.5-8.2.a)
	Mu.G.4.2	perform chords strumming with both thumb and pick. (NSM.5-8.2.a)
	Mu.G.4.3	distinguish between down and up strokes. (NSM.5-8.2.a)
	Mu.G.4.4	demonstrate <i>pima</i> picking patterns on chords and arpeggios. (NSM.K-4.2.b)

	Mu.G.4.5	identify and demonstrate dynamics that range from <i>piano - forte</i> . (NSM.K-4.5.c)
	Mu.G.4.6	identify and perform <i>crescendo</i> and <i>decrescendo</i> . (NSM.K-4.5.c)
	Mu.G.4.7	perform a rest stroke in <i>pima</i> patterns. (NSM.5-8.2.a)
	Mu.G.4.8	identify and perform a “root-fifth” pattern. (NSM.5-8.2.a)

Style		
Mu.G.5	Students will perform various styles, genres, and forms.	
	Students will...	
	Mu.G.5.1	identify and perform chords within a blues progression. (NSM.K-4.2.b)
	Mu.G.5.2	distinguish between technique and chord structure in various genres, including folk, rock, pop, and classical. (NSM.K-4.2.c)
	Mu.G.5.3	identify and perform <i>D.C. al fine</i> and <i>D.S. al fine</i> .
	Mu.G.5.4	identify and perform songs containing chorus, refrain, and verse.
	Mu.G.5.5	identify and perform a 1st and 2nd ending in a piece.
	Mu.G.5.6	identify and perform music with a double bar and repeat sign.

Analysis		
Mu.G.6	Students will evaluate and analyze student and professional guitar performances.	
	Students will...	
	Mu.G.6.1	analyze professional recordings to compare and contrast strumming patterns, chord changes, and phrasing. (NSM.K-4.6.c)
	Mu.G.6.2	identify half steps and whole steps in music.
	Mu.G.6.3	describe the historical/cultural significance of a song. (NSM.K-4.9.b)

	Mu.G.6.4	identify parts of the instrument.
	Mu.G.6.5	evaluate self and peer performance of strumming/picking patterns, rhythm, and pitch. (NSM.5-8.7.b)
	Mu.G.6.6	create and utilize rehearsal strategies in order to practice independently. (NSM.5-8.2.a)

Basic Piano Keyboarding

Focus: Students will demonstrate fundamental basic music theory and piano performance technique.

Pitch		
Mu.BPK.1	Students will demonstrate note reading skills in beginning to intermediate level literature.	
	Students will...	
	Mu.BPK.1.1	identify, label, and perform melodic pitched notation on the treble and bass staves. (NSM.K-4.2.b, NSM.K-4.5.b)
	Mu.BPK.1.2	identify, label, and perform harmonic pitched notation on the treble and bass staves. (NSM.K-4.2.b, NSM.5-8.5.b)
	Mu.BPK.1.3	play accurately and expressively on the grand staff. (NSM.5-8.2.e, NSM.5-8.5.e)
	Mu.BPK.1.4	identify and perform major and minor chords in left and right hands on the grand staff. (NSM.K-4.2.b, NSM.5-8.5.c)
	Mu.BPK.1.5	discriminate and perform major and minor chords in left and right hands by chordal symbols. (NSM.K-4.2.b, NSM.5-8.5.c)
	Mu.BPK.1.6	compose, improvise, and perform harmonic patterns given chordal structure and melodic phrase. (NSM.5-8.3.a, NSM.5-8.4.c)

Rhythm		
Mu.BPK.2	Students will demonstrate rhythm reading skills in beginning to intermediate level literature.	
	Students will...	
	Mu.BPK.2.1	apply a variety of meters to perform basic rhythmic patterns: 2/4, 3/4, and 4/4 time. (NSM.K-4.2.b, NSM.5-8.5.a, NSM.5-8.5.c)
	Mu.BPK.2.2	identify and perform notated rhythms: whole, half, quarter, eighth, dotted half, dotted quarter, and corresponding rests. (NSM.K4.2.b, NSM.5-8.5.a, NSM.5-8.5.c)
	Mu.BPK.2.3	identify and perform ties, slurs, and pick-up beats. (NSM.K-4.2.b, NSM.5-8.5.c)
	Mu.BPK.2.4	perform basic rhythmic patterns in beginning sight-reading examples. (NSM.5-8.5.a, NSM.5-8.5.b, NSM.5-8.5.e)

	Mu.BPK.2.5	utilize keyboard technology in order to create rhythmic beats in playing. (NSM.5-8.4.c)
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Technique		
Mu.BPK.3	Students will demonstrate technical accuracy in beginning piano playing.	
	Students will...	
	Mu.BPK.3.1	apply appropriate hand position (C, G, middle C, F) on keyboard. (NSM.K-4.2.a)
	Mu.BPK.3.2	apply appropriate feet, back, arm, wrist, and finger posture. (NSM.5-8.2.a)
	Mu.BPK.3.3	label and apply correct fingering in hand positions and cross over movement. (NSM.5-8.2.a)

Musicality		
Mu.BPK.4	Students will demonstrate musical expression in beginning piano playing.	
	Students will...	
	Mu.BPK.4.1	identify, define, and perform dynamic symbols in repertoire including <i>piano</i> , <i>mezzo-piano</i> , <i>mezzo-forte</i> , <i>forte</i> , <i>crescendo</i> , and <i>diminuendo</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.BPK.4.2	identify, define, and perform articulations including <i>legato</i> and <i>staccato</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.BPK.4.3	identify, define, and perform tempo markings including <i>ritardando</i> , <i>accelerando</i> , <i>moderately fast</i> , or <i>moderately slow</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.BPK.4.4	identify, define, and perform music mapping signs including repeat signs, 1 st and 2 nd endings, <i>D.C. al fine</i> , and <i>Fine</i> . (NSM.5-8.2.b, NSM.5-8.5.c)
	Mu.BPK.4.5	classify a variety of repertoire from different styles and genres. (NSM.5-8.2.c)

Analysis		
Mu.BPK.5	Students will demonstrate evaluative skills to create performance goals.	
	Students will...	
	Mu.BPK.5.1	create and utilize rehearsal strategies in order to practice independently. (NSM.5-8.2.a)

	Mu.BPK.5.2	evaluate performance by strengths and weaknesses in order to create independent goals. (NSM.5-8.7.b)
	Mu.BPK.5.3	compare and contrast recordings of piano playing to self-assess performance. (NSM.5-8.6.c)

Glossary

Instrumental Literature Grading System - Instrumental music literature is classified into grade-levels based on the difficulty of the composition on a system of 1 - 6 (beginning - most advanced).

Decrescendo/Diminuendo - Interchangeable terms meaning to gradually decrease in loudness.

Tablature (or **tabulature**, or **tab** for short) is a form of musical notation indicating instrument fingering rather than musical pitches.

Pima - an acrostic for the thumb and the first three fingers of the right hand. Often used to indicate which fingers to use in guitar picking. **P**ulgar = Thumb, **I**ndice = Fore Finger, **M**edio = Middle Finger, **A**nular = Ring Finger.

Caesura/Cesura (seen also as symbol //) a pause in a piece of music.

Rallentando/Ritardando - Interchangeable terms meaning to gradually slow down the tempo.

Arpeggio - Performing the scale degrees 1-3-5-8-5-3-1.

Appendix

1st Grade:

- “so” and “sol” are the same and therefore interchangeable.
- Movement can include any locomotor or non-locomotor movements.

2nd Grade:

- *decrescendo* and *dimuendo* are used interchangeably.
- Half note = (ta-a, to-o, half note)
- Half rest = (hat rest)

3rd Grade:

- suggestion: sentence starter

4th Grade:

- Counting system used from 4th grade and beyond is as follows.
- Suggested instrument- Recorder

5th Grade:

- Students are expected to know the extended treble staff up to an A above the staff and middle C below the staff.

Composers and Pieces used in Music History and Culture outcome/category:

- 1st Grade: *Carnival of the Animals*, Camille Saint-Saëns
- 2nd Grade: *Young Person’s Guide to the Orchestra*, Benjamin Britten
- 3rd Grade: *Peter and the Wolf*, Sergei Prokofiev
- 4th Grade: *The Magic Flute*, Wolfgang Amadeus Mozart

Guitar 10-12:

- Pima - Labeling of the fingers in the right hand.
- TAB - Tablature; shorthand system for reading guitar music.

4th grade through 12th grade:

- The word “count” when used in the curriculum means both writing and performing.

5th Grade Band:

- Embouchure/Stick techniques Diagrams
- Dream outloud

- Guidelines for Grade 0.5-1.5
- List of percussion instruments studied
- Rhythm Sheets
- Suggested Counting

6th Grade Band:

- Major Scale Sheet and 1 full octave chromatic scales (Include fingerings for commonly missed fingerings)
- List of 6th Grade Percussion instruments studied
- List of criteria for grade level
- Dream Outloud
- Rhythm sheets
- Suggested counting

Characteristics of Grade Levels in Band Literature

- **Grade 1** - Music for beginners, primarily written in quarter, half and whole notes in 4/4, 3/4, 3/4. Simple melodies and articulations in the keys of Bb, F, and Eb. Short ABA forms with uniform rhythms, sustained harmonies.
- **Grade 2** - For 2nd and 3rd year players; more 8th-16th notes, basic syncopation, some staccato, accidentals, and trills; 1 1/2 octave range, some in Ab. Pieces have introductions, codas, contrasting moods, and dissonance.
- **Grade 3** - For intermediate students in junior/senior high. Fast 16th notes, 5/4, 5/8, 3/8, changing meters, and includes Db key. Fast articulations, scale patterns, varied scoring within sections. Multi-sectional pieces, simple counterpoint, polytonal and dissonant harmonies, 7th and 9th chords. Theme variation, overtures, traditional marches.
- **Grade 4** - For good high school musicians; fast technical passages, polyrhythms, music in Db, Gb, and D. Orchestral transcriptions, jazz elements, complex suites, with more modulations, minor harmonies. Includes tone poems, toccatas, and orchestral transcriptions.
- **Grade 5** - Difficult music for college or very advanced high school players. Irregular rhythms, changing meters, wide intervals, extended ranges. Improvisation, 12-tone compositions, all major and minor keys. Complete symphonies, impressionistic works, preludes and fugues.
- **Grade 6** - Aleatoric rhythms and soloistic writing for all parts. Tone clusters, irregular forms, large orchestral works, virtuoso pieces for advanced college and professional players. The Instrumentalist, April, 2001

National Standards in Music

Content Standard 1: Singing, alone and with others, a varied repertoire of music

Grades K-4

- sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- sing expressively, with appropriate dynamics, phrasing, and interpretation
- sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- sing ostinatos, partner songs, and rounds
- sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Grades 5-8

- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- sing music written in two and three parts

Choral Performance - 5-8

- sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs from memory

Grades 9-12

Proficient

- sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- sing music written in four parts, with and without accompaniment
- demonstrate well-developed ensemble skills

Advanced

- sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- sing music written in more than four parts
- sing in small ensembles with one student on a part

Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Grades K-4

- perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
- perform expressively a varied repertoire of music representing diverse genres and styles
- echo short rhythms and melodic patterns
- perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- perform independent instrumental parts while other students sing or play contrasting parts

Grades 5-8

- perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow or stick control
- perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Grades 9-12

Proficient

- perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- perform in small ensembles with one student on a part

Advanced

- perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

Content Standard 3: Improvising melodies, variations, and accompaniments

Grades K-4

- improvise "answers" in the same style to given rhythmic and melodic phrases
- improvise simple rhythmic and melodic ostinato accompaniments

- improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

Grades 5-8

- improvise simple harmonic accompaniments
- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality

Grades 9-12

Proficient

- improvise stylistically appropriate harmonizing parts
- improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Advanced

- improvise stylistically appropriate harmonizing parts in a variety of styles
- improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

Content Standard 4: Composing and arranging music within specified guidelines

Grades K-4

- create and arrange music to accompany readings or dramatizations
- create and arrange short songs and instrumental pieces within specified guidelines
- use a variety of sound sources when composing

Grades 5-8

- compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- arrange simple pieces for voices or instruments other than those for which the pieces were written
- use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Grades 9-12

Proficient

- compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect

- arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Advanced

- compose music, demonstrating imagination and technical skill in applying the principals of composition
-

Content Standard 5: Reading and notating music

Grades K-4

- read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, *, and 4/4 meter signatures
- use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys
- identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Grades 5-8

- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, *, 4/4, 6/8, 3/8 and alla breve meter signatures
- read at sight simple melodies in both the treble and bass clefs
- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- use standard notation to record their musical ideas and the musical ideas of others
- (for choral/instrumental ensemble/class) sight-read accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Grades 9-12

Proficient

- demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- (for choral/instrumental ensemble/class) sight-read accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Advanced

- demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- interpret nonstandard notation symbols used by twentieth-century composers
- (for choral/instrumental ensemble/class) sight-read accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

Content Standard 6: Listening to, analyzing, and describing music

Grades K-4

- identify simple music forms when presented aurally
- demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Grades 5-8

- describe specific music events in a given aural example, using appropriate terminology
- analyze the uses of elements of music in aural examples representing diverse genres and cultures
- demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music

Grades 9-12

Proficient

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- demonstrate extensive knowledge of the technical vocabulary of music
- identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Advanced

- demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example
- compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
- analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

Content Standard 7: Evaluating music and music performances

Grades K-4

- devise criteria for evaluating performances and compositions
- explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Grades 5-8

- develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing
- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Grades 9-12

Proficient

- evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Advanced

- evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Grades K-4

- identify similarities and differences in the meanings of common terms used in the various arts
- identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 5-8

- compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theater) can be used to transform similar events, scenes, emotions or ideas into works of art
- describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music

Grades 9-12

Proficient

- explain how elements, artistic processes (such as imagination or craftsmanship) and organizational principals (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Advanced

- compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

- explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

Content Standard 9: Understanding music in relation to history and culture

Grades K-4

- identify by genre or style aural examples of music from various historical periods and cultures
- describe in simple terms how elements of music are used in music examples from various cultures of the world
- identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- identify and describe roles of musicians in various music settings and cultures
- demonstrate audience behavior appropriate for the context and style of music performed

Grades 5-8

- describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Grades 9-12

Proficient

- classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
- identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Advanced

- identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

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