

EAST ISLIP SCHOOL DISTRICT
PERFORMING MUSIC CURRICULUM CONSENSUS MAP
Grades 3-12

Performing Music					
Skill	Beginner	Novice	Intermediate	Proficient	Distinguished
Technique (I) = Instrumental (C) = Choral	(I) Students are learning to hold instrument properly and demonstrate basic posture. (C) Students are exploring the basic elements of vocal technique.	(I) Students continue to develop instrument specific posture and technique. (C) Students are developing technique, which may include proper breath support and posture.	(I) Students demonstrate understanding of instrument specific posture and technique as beginning to be evidenced in performance. (C) Students demonstrate understanding of proper breath support and good posture as beginning to be evidenced in performance.	(I/C) Students demonstrate understanding of instrument specific posture and technique and are evidenced consistently in performance.	(I/C) Student technique surpasses that of the proficient student and is at college level.
Musical Literacy (Rhythm & Note Reading)	Students are exposed to basic rhythmic and melodic patterns in a variety of modalities that pertain to traditional notation.	Students are learning to read and perform basic rhythm and notation in their respective clefs.	Students continue to develop their ability to read and perform a wider range of rhythms and notation in their respective clefs.	Students read and perform multi-faceted rhythms and notation in their respective clefs.	Students attain the ability to read and perform in multiple clefs that do not pertain to their primary instrument or voice, and are involved in a culture of professional inquiry.



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Music Vocabulary	Students are exploring basic music terminology.	Students begin to read and recognize traditional terminology and symbols.	Students expand their knowledge of music terminology and symbols. Students are developing the ability to transfer this knowledge to performance.	Students have developed a substantial inventory of music terminology and symbols. Practical application is evident.	Students have developed an exceptional knowledge base of music terminology and can readily engage in discussion using appropriate musical terminology.
Interdisciplinary Integration	Students are exploring the connection between music and the world around them.	Students are learning the basic connections between music and culture, history, and mathematics.	Students are developing a deeper understanding of the connections between music and culture, history, literature, and mathematics.	Students have developed a substantial understanding of the connections between music and culture, history, mathematics, science, literature, art, technology, physical education, world language, etc.	Students autonomously make connections between music and culture, history, mathematics, science, literature, art, technology, physical education, world language, etc. as evidenced in their performance.



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Common Core Learning Standards Integrated/Music

**Performing
Music**

RL31

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text/artwork as the basis for the answers.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL31

- **CCSS.ELA-LITERACY.SL.3.1.A**
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-LITERACY.SL.3.1.B**
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-LITERACY.SL.3.1.C**
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **CCSS.ELA-LITERACY.SL.3.1.D**
Explain their own ideas and understanding in light of the discussion.



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Common Core Learning Standards Integrated/Music

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RL41

Refer to details and examples in text/artwork when explaining what the text/artwork says explicitly and when drawing inferences from the text/artwork.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-LITERACY.SL.4.1.A**
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-LITERACY.SL.4.1.B**
Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-LITERACY.SL.4.1.C**
Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **CCSS.ELA-LITERACY.SL.4.1.D**
Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL41



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Common Core Learning Standards Integrated/Music

**Performing
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RL52

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

W51

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- **CCSS.ELA-LITERACY.W.5.1.A**
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **CCSS.ELA-LITERACY.W.5.1.B**
Provide logically ordered reasons that are supported by facts and details.
- **CCSS.ELA-LITERACY.W.5.1.C**
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- **CCSS.ELA-LITERACY.W.5.1.D**
Provide a concluding statement or section related to the opinion presented.



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Common Core Learning Standards Integrated/Music

Performing Music	RL9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RL9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RL9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	RL9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
	RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
	RI11-12.9	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.



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Performing Music

SL9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **CCSS.ELA-LITERACY.SL.9-10.1.A**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- **CCSS.ELA-LITERACY.SL.9-10.1.B**
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **CCSS.ELA-LITERACY.SL.9-10.1.C**
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **CCSS.ELA-LITERACY.SL.9-10.1.D**
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

