Music

Grades 1st - 12th

Band

Grade: 1-5 Course: Music

District Adopted Materials: Silver Burdett Ginn: The Music Connection

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

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation
Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
Benchmark 4: Students sing ostinatos, partner songs and rounds
Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ will match pitch	application, analysis	melody/harmony	I-1, R-2, M-3/4	30% year

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

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles
Benchmark 4: Students echo short rhythms and melodic patterns
Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to cues of a conductor
Benchmark 6: Students perform independent instrumental parts while other students sing or play contrasting parts

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ keep a steady beat with instruments for various songs	knowledge, application	rhythm	I-1, R-2/4, M-4	40%
☐ will play simple rhythmic patterns/ostinatos	knowledge, application, analysis	rhythm	I-1/2, R-2/4	20%
☐ will demonstrate basic playing technique on Orff instruments	knowledge, application		I-2, R-2/4, M-3/4	15%
☐ will accompany vocals on various songs	knowledge, application, analysis	rhythm, harmony	I-2, R-2/4, M-3/4	10%

Standard 3: Improvising melodies, variations, and accompaniments

Benchmark 1: Students improvise "answers" in the same style to given rhythmic and melodic phrases accompaniments
Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments
Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
Benchmark 4: Students 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

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ will improvise a rhythmic response to teacher's rhythm	synthesis	rhythm	I-3, R-3/4	10%
☐ will improvise a melodic response to teacher's melody	synthesis	melody	I-1/2, R-3/4	10%
☐ will play melodic/rhythmic melodies in Pentatonic scale for various songs	synthesis	melody/rhythm	I-2, R3/4	5%

Standard 4: Composing and arranging music within specified guidelines

Benchmark 1: Students create and arrange music to accompany readings or dramatizations
Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines
Benchmark 3: Students use a variety of sound sources when composing

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ will create rhythmic patterns using knowledge base of notes	synthesis, evaluation	rhythm	I-1/2, R-3/4, M-4	40%
☐ will create sounds to accompany literature	synthesis, evaluation	timbre	I-1, R-2/4	30%
☐ will compose simple rhythm and melody on recorders using B, A, G	synthesis, evaluation	rhythm/ melody	I-3, R-3/4	10%

Standard 5: Reading and notating music

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, ¾, and 4/4 meter signatures
Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ will be able to identify, read, perform various notes and patterns of notes	knowledge, comprehension, application, analysis	rhythm	I-1/2, R-2/4, M-4	80%
☐ will be able to identify symbols and terms	knowledge, comprehension	expression, pitch, melody, rhythm, harmony, timbre	I-1/4, R-2/4 M-2/4	90%
☐ will be able to notate rhythms and pitches in various repertoire	knowledge, comprehension, application	rhythm, pitch	I-1/2, R-2/4, M-3/4	40%

Standard 6: Listening to, analyzing, and describing music

Benchmark 1: Students identify simple music forms when presented aurally
Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
Benchmark 4: Students 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
Benchmark 5: Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ will be able to identify the form of a piece of music/song	analysis	form	I-1, R-2/4	20%
☐ will be able to move appropriately with a piece of music/song	application	expression	I-1, R-2/4	50%
☐ will be able to analyze instrumentation, voices, timbres of various songs	knowledge, comprehension, analysis	timbre	I-1/2, R-3/4	20%
☐ will be able to identify and describe sounds of various instruments	knowledge, comprehension	timbre	I-1/2, R-2/4	10%

Standard 7: Evaluating music and music performances

Benchmark 1: Students devise criteria for evaluating performances and compositions
Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ will discuss music performances they hear using knowledge base	analysis, evaluation	expression, timbre	I-1, R-2/4	5%
☐ will complete a self-evaluation after performances	analysis, evaluation	music appreciation	I-1/4, R1/4	1%
☐ will evaluate outside performances throughout the year	analysis, evaluation	music appreciation	I-3, R-3/4	1%

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

Benchmark 1: Students identify similarities and differences in the meanings of common terms used in the various arts

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ will listen and perform music from various cultures	comprehension, application	music appreciation, timbre	I-1, R-2/4	20%
☐ will listen and perform music of various genres	comprehension, application	music appreciation, timbre	I-1, R-2/4	80%

Standard 9: Understanding music in relation to history and culture

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from various cultures of the world

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use

Benchmark 4: Students identify and describe roles of musicians in various music settings and cultures

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ will listen, identify, and perform music of various genres	knowledge, comprehension, application	music appreciation	I-1/2, R-2/4, M-3/4	60%
☐ will identify music of other cultures	knowledge, comprehension	timbre, music appreciation	I-1/2, R-2/4	30%

Grade: Fifth **Course:** Band

District Adopted Materials:

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

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles

Benchmark 2: Students 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

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed

Benchmark 4: Students sing music written in two and three parts

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Plays the exercise number assigned both alone and small and/or large ensembles	Evaluation	Performance Listening Fluency	I/R/M	
☐ Plays exercise assigned with expression and technical accuracy and memorize	Analysis	Performance Listening Fluency	I/R/M/S	
☐ Compares and contrasts music representing diverse genres and cultures, perform	Evaluation	Appreciation Repertoire Perspective Listening	R/M	
☐ Plays both melody and harmony parts, in pairs and in a group	Application	Theory Performance Listening	R/M/S	
☐ May participate in small ensemble groups for performance	Synthesis	Performance Repertoire Fluency interpretive	R/M/S	

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

Benchmark 1: Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good posture, good playing position, and good breath, bow, or stick control

Benchmark 2: Students perform with expression and technical accuracy on at least one string instrument, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6

Benchmark 3: Students perform music representing diverse generes and cultures with expression appropriate for the work being performed

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

Benchmark 5: Students who participate in an instrumental ensemble or class 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 solo performed from memory

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Performs playing test, posture and technique are assessed	Application	Performance Fluency Comprehension	M	
☐ Performs at least at a level 2, on a scale of 1 to 6	Comprehension	Performance	M	
☐ Classroom and concerts include performance of diverse musical genres and cultures	Analysis	Repertoire appreciation performance Perspective	M/S	
☐ Can listen to a simple melody and repeat it by ear on their instrument	Application	Comprehension Listening Fluency Creativity	M/S	
☐ May participate in small ensemble groups, and/or solos for performance	Synthesis	Performance Repertoire Fluency interpretive	M/S	

Standard 3: Improvising melodies, variations, and accompaniments

Benchmark 1: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

Benchmark 2: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Will have the opportunity to perform a variation or embellish a melody given	Synthesis	Fluency Listening Interpretive Creativity	M/S	
☐ Can improvise a short melody with a given rhythm	Synthesis	Theory Fluency Performance Creativity Listening	R/M/S	

Standard 4: Composing and arranging music with specified guidelines

Benchmark 1: Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

Benchmark 2: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Indicators The student…	Blooms	Strand	Sequence	Teaching Time
☐ Will compose a short piece and perform it for the class, students will	Evaluation	Theory Perspective	I/R/M/S	

analyze their peers composition		Listening Fluency Appreciation Creativity		
☐ Will explore and create nontraditional sounds using their instruments	Synthesis	Listening Creativity	R	

Standard 5: Reading and notating music

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8, 3/8 and *alla breve* meter signatures

Benchmark 2: Students read at sight simple melodies in their clef

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

Benchmark 4: Students who participate in choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Clap rhythm and discuss what the possible meters are and why	Comprehension	Theory Listening	R/M	
☐ Analyzes a new piece with the class and performs it for the first time (no teacher demonstrating)	Application	Theory Listening Fluency	R/M	
☐ Take written and playing tests over musical signs and symbols	Knowledge	Theory Comprehension	M	
☐ Perform in at least 5 public concerts during their beginning year	Evaluation	Performance Repertoire Appreciation Fluency	M/S	

Standard 6: Listening to, analyzing, and describing music

Benchmark 1: Students describe specific music events in a given aural example, using appropriate terminology

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures

Benchmark 3: Students demonstrate knowledge of the basic principles of meter rhythm and tonality

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Writes their response to a piece of music played for them, in appropriate musical terms	Analysis	Interpretive Listening Perspective Appreciation	R/M/S	
☐ Compares and contrasts folk music from different cultures and time periods	Synthesis	Interpretive Listening Appreciation	M/S	
☐ Recognizes different musical forms and describe tonality	Analysis	Comprehension Theory Listening	M	

Standard 7: Evaluating music and music performances

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in their personal listening and performing

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and Improvisations by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Discuss what possible solutions there are for playing problems	Evaluation	Appreciation Listening Fluency Interpretive Comprehension	R/M	
☐ Discusses the performance of other students playing tests with constructive musical criteria	Evaluation	Appreciation Listening Fluency Interpretive Comprehension	R/M	

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

Benchmark 1: Students compare in two or more arts how characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art

Benchmark 2: Students describe ways in which the principles and subject matter of other discipline taught in the school are interrelated with those of music

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Changes dynamics and tempo to see how the mood of the piece transforms	Synthesis	Interpretive Theory Listening	R/M/S	
☐ Can transfer mathematical values to the note values in a given time signature	Comprehension	Theory Comprehension	M	

Standard 9: Understanding music in relation to history and culture

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures

Benchmark 2: Students 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

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
☐ Can discuss the quality that gives the music its characteristic sound (Latino, African, Native American, etc...)	Synthesis	Interpretive Perspective Repertoire	R/M	

		Listening Appreciation		
☐ Debate reasons why certain compositions have "stood the test of time"- are timeless	Evaluation	Interpretive Perspective Appreciation Listening Comprehension	R/M	
☐ Learns the value of music in everyday living in various cultures	Synthesis	Interpretive Perspective Appreciation Comprehension	R/M	

Grade: 6-8 **Course:** Middle School Music Curriculum

District Adopted Materials: Music (different genres, styles, and grade levels), other supplemental materials as available.

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

Benchmark 1: The student sings accurately and with good breath control throughout her/his singing range, alone and in small and large ensembles.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Sings accurately with a supported tone throughout her/his vocal range while singing alone and in small and large ensembles.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge •	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student sings 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.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Uses vocal techniques required for expressive performance of vocal literature of level two music in a classroom setting.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student sings music representing diverse genres and cultures, with expression appropriate for the work being performed.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Applies appropriate stylistic elements needed to perform authentically the music of various genres and cultures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 4: The student sings music written in two and three parts

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Independently sings harmony in songs of two and three parts.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 5: The student sings with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory (choral ensemble).

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Uses vocal techniques for expressive performance of vocal literature of level three in a choral ensemble.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

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

Benchmark 1: The student performs accurately and independently on at least one instrument, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Performs alone or in small and large ensembles using correct technique.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student performs with expression and technical accuracy on at least one string instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• uses instrumental techniques required for accurate and expressive performance of instrumental literature of level 2 music in a classroom setting.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student performs music representing diverse genres and cultures, with expression appropriate for the work being performed.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Applies stylistic elements to perform authentically the music of various genres and cultures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 4: The student plays by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Performs by ear a simple melody on a melodic instrument. • Performs by ear a simple accompaniment on a harmonic instrument.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 5: The student who participates in an instrumental ensemble or class; performs 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.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Uses instrumental techniques required for expressive performance of level 3 literature in an instrumental ensemble. • Performs a solo by memory with a level 3 difficulty.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Standard 3: Improvising melodies, variations, and accompaniments

Benchmark 1: improvises a simple harmonic accompaniment.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises a simple harmonic accompaniment.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises simple melodic embellishments and variations on a given melody using pentatonic and/or major keys. • improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student improvises short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises a short melody within a selected style, meter, and tonality over a given rhythmic accompaniment.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Standard 4: Composing and arranging music within specified guidelines.

Benchmark 1: The student composes short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• composes simple pieces demonstrating unity and variety. • Composes simple pieces using tension and release. • Composes simple pieces demonstrating the use of balance (ensemble and/or structural).	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student arranges simple pieces for instruments other than those for which the pieces were written.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Arranges a simple piece for voices or instruments other than that for which the piece was written.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student uses a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Composes and/or arranges a piece using traditional and nontraditional sound sources and electronic music.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Standard 5: Reading and notating music.

Benchmark 1: Reads and notates whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 4/4, 3/4, 6/8, 3/8, and alla breve meter signatures.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Reads and notates whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 4/4, ¾, 6/8, 3/8 and alla breve meter signatures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student reads at sight simple melodies in both the treble and bass clefs.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Sight-reads simple melodies in treble and bass clef.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student identifies and defines standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression [interpretation].

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Identifies and defines standard notation symbols.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge •	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 4: The student uses standard notation to record [notate] their musical ideas and the musical ideas of others.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Creates and notates a short musical phrase using standard notation. • Notates a dictated short musical phrase using standard notation.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 5: The student who participates in a choral or instrumental ensemble or class: sight-reads, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Sight-reads, accurately and expressively, music with a difficulty level of 2.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

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

Benchmark 1: The student describes specific music events in a given aural example, using appropriate terminology.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• analyzes the uses of music elements in aural examples representing diverse genres and cultures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student analyzes the uses of elements of music in aural examples representing diverse genres and cultures

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• analyzes the uses of music elements in aural examples representing diverse genres and cultures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student demonstrates knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in her/his analysis of music.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• explains the use of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in a given musical selection.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Standard 7: Evaluating music and music performed.

Benchmark 1: The student develops criteria for evaluating the quality and effectiveness of music performances and compositions and applies the criteria in their personal listening and performing.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• develops criteria for evaluating the quality and the effectiveness of music performances and compositions. • Applies quality criteria to personal listening, composing and/or performance.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student evaluates the quality and effectiveness of her/his and others' performances, compositions, arrangements, and improvisations by applying specific criteria.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• uses specific criteria to evaluate her/his and others' performances, compositions, arrangements and/or improvisations.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

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

Benchmark 1: The student compares, in two or more arts, how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• compares and contrasts the unique conceptual elements of two or more art forms as they are used to communicate similar events, scenes, emotions, or ideas.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student describes ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• describes the interrelationships of the conceptual elements of music and the conceptual elements of several disciplines in the school.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

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

Benchmark 1: The student describes distinguishing characteristics [elements] of representative music genres and styles from a variety of cultures.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Describe specific characteristics (elements) of genres and styles from various cultures.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student classifies by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristics) musical works and explain the characteristics [elements] that cause each work to be considered exemplary.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• identifies selected repertoire by genre, style, historical period and composer. • Classifies selected repertoire by genre, style, historical period and composer. • Explains the characteristics (elementals) that cause the repertoire to be considered exemplary.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 3: The student compares, in several cultures of the world, functions music serves, roles of musicians, and conditions under which is typically performed.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• Compares the function music serves in selected cultures of the world. • Compares the role of a musician in selected cultures of the world. • Compares avenues of performance in selected cultures of the world.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Grade: 9-12 **Course:** High School Music

District Adopted Materials: Music (different genres, styles, and grade levels), other supplemental materials as available.

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

Benchmark 1: The student sings 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.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• uses vocal techniques required for the expressive performance of vocal literature of level 4 in a classroom setting.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge •	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* • *As Needed	• Everyday

Benchmark 2: The student sings music written in four parts, with and without accompaniment.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• independently sings in a four-part ensemble with or without Accompaniment.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge •	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student demonstrates well-developed ensemble skills.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• demonstrates vocal techniques to enhance ensemble performance.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

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

Benchmark 1: The student performs 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.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• uses instrumental techniques required for the expressive and accurate performance of instrumental literature of level 4 in a classroom setting.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student performs an appropriate part in an ensemble demonstrating well-developed ensemble skills.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• demonstrates well-developed technical and musical skills while performing in an ensemble.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student performs in small ensembles with one student on a part.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• performs in a small ensemble with one student on a part.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Standard 3: Improvising melodies, variations, and accompaniments.

Benchmark 1: The student improvises stylistically appropriate harmonizing parts.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises a stylistically appropriate harmonizing part.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor key.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises simple rhythmic and melodic variations on a given melody using pentatonic, major and minor keys.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student improvises original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• improvises original melodies over given chord progressions each in a consistent style, meter, and tonality.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Standard 4: Composing and arranging music within specified guidelines.

Benchmark 1: The student composes music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• composes in at least two distinct styles.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student arranges 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.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• arranges a piece for voices or instruments other than that for which the piece was written while preserving or enhancing the expressive effect of the music.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student composes and arranges music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional uses of the sound sources.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• composes and/or arranges a piece for a variety of instruments within their traditional range and use.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Standard 5: Reading and notating music.

Benchmark 1: The student demonstrates the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• describes traditional musical elements: form, melody, rhythm, harmony, style, timbre, and expression when reading an instrumental or vocal score (up to four staves).	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student who participates in a choral or instrumental ensemble or class: Sight-reads, accurately and expressively, music with a level difficulty of 3 on a scale of 1-6.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• sight-reads, accurately and expressively, music with a difficulty of 3.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

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

Benchmark 1: The student analyzes aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• describes and classifies given aural examples of a varied repertoire of music focusing on the use of elements of music and expressive devices.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge •	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student demonstrates extensive knowledge of the technical vocabulary of music.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• identifies and explains compositional devices and techniques used to provide tension and release in a musical work and gives examples of other pieces that use these devices and techniques.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

• identifies and explains compositional devices and techniques used to provide unity and variety in a musical work and gives examples of other works that use these devices and techniques.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student identifies and explains compositional devices and techniques used to provide unity and variety and tension and release in a musical work and gives examples of other works that make similar uses of these devices and techniques.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• demonstrates extensive knowledge of vocabulary unique to appropriate literature.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Standard 7: Evaluating music and music performances.

Benchmark 1: The student evolves specific criteria for making informed , critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and applies criteria in his/her personal participation in music

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• develops an ever increasingly complex set of criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and/or improvisations	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday
• applies an ever increasingly complex set of criteria for making informed critical evaluations regarding personal participation in music	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student evaluates a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• uses an ever increasingly complex set of criteria to evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

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

Benchmark 1: elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• creates an original work and cites examples that influence his/her artistic/creative processes and organizational principles	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student compares characteristics of two or more arts, within a particular historical period or style, and cites examples from various cultures.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• compares characteristics of two or more arts within a particular historical period or style and cites examples from various cultures	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student explains ways in which the principles and subject matter of various disciplines outside the arts interrelated with those of music.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• explains the way in which the content and conceptual elements of various disciplines outside the arts are interrelated with those of music	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

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

Benchmark 1: The student classifies, by genre or style and historical period of culture, unfamiliar but representative aural examples of music and explains the reasoning behind her/his classification.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• classifies new examples of music by genre/style, by historical period, and/or culture.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday
• explains the reasoning for the classification.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 2: The student identifies sources of American music genres, trace the evolution of those genres, and cites well-known musicians associated with them.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• identifies various genres of American music, their historical origins, and associated well-known musicians.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 3: The student identifies various roles that musicians perform, cites representative individuals who have functioned in each role, and describes their activities and achievements.

Indicators The student...	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• recalls the various roles of musicians and how they function in each role.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday
• describes the activities and achievements of various musicians.	• Evaluation • Synthesis • Analysis • Application • Comprehension	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension	• I* • R • M • S* *As Needed	• Everyday

	• Knowledge	• Problem Solving • Communication • Reasoning • Inquiry		

Benchmark 4: The student identifies and explains the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural content.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• identifies and explains the stylistic features of a given musical work and its relationship to historical and cultural content.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday

Benchmark 5: The student identifies and describes music genres or styles that show the influence of two or more cultural traditions, identifies the cultural source of each influence, and traces the historical conditions that produced the synthesis of influences.

Indicators The student…	**Blooms**	**Strand**	**Sequence**	**Teaching Time**
• identifies and describes music genres or styles that show the influence or two or more cultural sources.	• Evaluation • Synthesis • Analysis • Application • Comprehension • Knowledge	• Scales • Rhythmic exercises • Chorales • Vocabulary • Comprehension • Problem Solving • Communication • Reasoning • Inquiry	• I* • R • M • S* *As Needed	• Everyday