

Central Kitsap School District

Instruction Driven by Standards

Final Draft
Summer, 1997



Essential Learnings

Central Kitsap School District

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Central Kitsap School District #401 complies with all federal rules and regulations and does not discriminate on the basis of race, color, national origin, sex, or handicap. This holds true for all District employment and opportunities.

**MUSIC
ESSENTIAL LEARNINGS**

COMMITTEE MEMBERS

Bob Barnes, Central Kitsap High School
Kristen Bauman, Green Mountain Elementary
Cathy Bleecker, Central Kitsap High School
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Kay Daling, Ridgetop Junior High
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Tom McVicker, Olympic High School
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Lori Smeltzer, Woodlands Elementary
Amy Sneegas, Silverdale Elementary
Allan Villiers, Fairview Junior High
Kathy Weymiller, Central Kitsap Junior High

MUSIC

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CENTRAL KITSAP SCHOOL DISTRICT MUSIC PROGRAM STANDARDS

- 1. The student applies musical skills and knowledge to communicate ideas, emotions, and information.**
- 2. The student uses creative and critical thinking skills to make informed decisions about music.**
- 3. The student values the artistic and creative voice within him/herself and others.**
- 4. The student experiences music as an expression of cultural heritage.**

VOCAL

MUSIC

Music Program Standards: Grade 1

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate rhythm and pitch in simple patterns identified by teacher • Sings in rhythm, maintaining a steady tempo • Sings on pitch and begins to develop a singing range • Plays classroom instruments to keep steady beat • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre a variety of music works • Improvises short songs and instrumental pieces using a variety of sound sources • Composes short compositions within specified guidelines • Devises and implements criteria for evaluating performances and compositions 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Devises and implements criteria for evaluating performances and compositions • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 1

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 2

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate rhythm and pitch in simple patterns identified by teacher • Sings in rhythm, maintaining a steady tempo • Sings on pitch and begins to develop a singing range • Sings with ostinati • Plays steady beat and/or simple patterns on classroom instruments • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre a variety of music works • Improvises short songs and instrumental pieces using a variety of sound sources • Improvises simple rhythmic ostinati accompaniments • Composes short compositions within specified guidelines • Devises and implements criteria for evaluating performances and compositions 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Devises and implements criteria for evaluating performances and compositions • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 2

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 3

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate rhythm and pitch in simple patterns identified by teacher • Sings on pitch and in rhythm, continuing to develop a singing range • Sings with ostinati, partner songs, rounds • Plays steady beat and/or simple patterns on classroom instruments • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre a variety of music works • Improvises, arranges, and composes short songs and instrumental pieces using a variety of sound sources • Improvises simple rhythmic and melodic ostinati accompaniments • Composes short compositions within specified guidelines • Evaluates the quality and effectiveness of his/her own and others' performances and compositions 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Analyzes the uses of the elements of music in aural examples • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 3

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			

Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 4

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns identified by teacher • Sings accurately, expressively, and with good breath control throughout his/her singing range in small and large ensembles • Sings music in one or two parts including ostinati, rounds, and partner songs • Plays one classroom instrument accurately, alone, and in ensembles • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre and style a variety of music works • Improvises simple melodies, variations, and accompaniments • Composes short compositions within specified guidelines • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Describes and classifies distinguishing characteristics of representative music genres and styles 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Analyzes the uses of the elements of music in aural examples • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many functions and purposes in different cultures • Describes the distinguishing characteristics of representative music genres and styles from a variety of cultures • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 4

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Demonstrates an understanding of the role music plays in various cultures • Recognizes and describes the characteristic musical elements found in various cultures • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 5

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns identified by teacher • Sings accurately, expressively, and with good breath control throughout his/her singing range in small and large ensembles • Sings music in one or two parts • Plays one classroom instrument accurately, alone, and in ensembles • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre and style a variety of music works • Improvises simple melodies, variations, and accompaniments • Composes short compositions within specified guidelines • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Describes and classifies distinguishing characteristics of representative music genres and styles 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Analyzes the uses of the elements of music in aural examples • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many functions and purposes in different cultures • Describes the distinguishing characteristics of representative music genres and styles from a variety of cultures • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 5

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Demonstrates an understanding of the role music plays in various cultures • Recognizes and describes the characteristic musical elements found in various cultures • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 6

Applying Musical Skills	Using Creative/Critical	Valuing Artistic	
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and Knowledge	Thinking Skills	and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns identified by teacher • Sings accurately, expressively, and with good breath control throughout his/her singing range in small and large ensembles • Sings music in one or two parts • Plays one classroom instrument accurately, alone, and in ensembles • Moves in response to music • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre and style a variety of music works • Improvises simple melodies, variations, and accompaniments • Composes short compositions within specified guidelines • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Describes and classifies distinguishing characteristics of representative music genres and styles 	<ul style="list-style-type: none"> • Identifies and articulates personal reactions after listening to or performing music • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Analyzes the uses of the elements of music in aural examples • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many functions and purposes in different cultures • Describes the distinguishing characteristics of representative music genres and styles from a variety of cultures • Plays, sings, and moves to music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life

Music Program Standards: Grade 6

Applying Musical Skills	Using Creative/Critical	Valuing Artistic	
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and Knowledge	Thinking Skills	and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Reads and performs simple music notation • Composes short compositions within specified guidelines • Sight-reads rudimentary melodic/rhythmic patterns 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, harmony, rhythm, pitch, form, tone quality • Participation in music: singing, moving, playing, listening, reading, writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Demonstrates an understanding of the role music plays in various cultures • Recognizes and describes the characteristic musical elements found in various cultures • Performs and responds to music in various cultures • Demonstrates an understanding of the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grade 7/Beginning Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage

<ul style="list-style-type: none"> • Identifies and uses standard symbols to notate meter, tempo, rhythm, pitch and dynamics, in simple patterns identified by teacher • Sings with accurate pitch, expressively, and with good breath control throughout his/her singing range in ensembles • Demonstrates good posture in rehearsal and performance • Sings music in two and three parts • Listens to and notates a music selection • Listens for and describes musical events 	<ul style="list-style-type: none"> • Classifies by genre and style a variety of musical works • Composes, improvises, or arranges short compositions within specified guidelines • Describes, classifies, and performs distinguishing characteristics of representative music genres and styles 	<ul style="list-style-type: none"> • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Analyzes the uses of the elements of music in aural examples • Demonstrates an understanding that music serves many purposes and functions: to inform, entertain, persuade, etc. • Demonstrates appropriate attitude and etiquette as a performer and as a listener • Treats conductor and fellow musicians with respect 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many functions and purposes in different cultures • Describes the distinguishing characteristics of representative music genres and styles from a variety of cultures • Performs music of various cultures • Recognizes the connections between music and other curricular areas • Recognizes the use of music in everyday life
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Music Program Standards: Grade 7/Beginning Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
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<ul style="list-style-type: none"> • Composes and/or arranges short compositions within specific guidelines • Sight-reads simple melodic and rhythmic patterns using a major scale 		<ul style="list-style-type: none"> • Follows the conductor • Identifies and articulates through verbal and/or written skills personal reactions after listening to or performing music 	
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, tempo, harmony, rhythm, pitch, form, and tone quality • Participation in music: singing, moving, listening, reading, and writing 	<ul style="list-style-type: none"> • Music history, improvisation, composition, self/group evaluation, musical genres 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Understands the role music plays in various cultures • Recognizes and describes the characteristic musical elements found in various cultures • Understands the relationship between music and other areas, both curricular and in everyday life

Music Program Standards: Grades 8 & 9/Advanced Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and performs 	<ul style="list-style-type: none"> • Classifies by genre a variety of 	<ul style="list-style-type: none"> • Demonstrates an understanding 	<ul style="list-style-type: none"> • Performs music of various

<p>melodies with both stepwise and small interval relationship</p> <ul style="list-style-type: none"> • Understands and performs beginning level rhythmic figures using subdivision • Defines and recognizes through performance the use of key signatures, accidentals, tempo, and dynamic markings and musical symbols • Sings with accurate pitch, expressively, and with good breath control throughout his/her singing range in ensembles • Sings in two to four parts • Demonstrates understanding of choral blend through performance 	<p>music including selections being performed in class</p> <ul style="list-style-type: none"> • Critically evaluates the quality and effectiveness of his/her own and others' performances • Applies knowledge in performance at concerts and festivals and/or contests • Improvises, arranges, and composes short compositions within specific guidelines • Describes, classifies, and performs distinguishing characteristics of representative genres and styles 	<p>that music serves many purposes and functions</p> <ul style="list-style-type: none"> • Identifies and articulates through verbal and/or written skills personal reactions after listening to or performing music • Demonstrates appropriate attitude and etiquette as a performer and as a listener • Evaluates the quality and effectiveness of his/her own and others' performances and compositions • Treats conductor and fellow musicians with respect • Follows the conductor 	<p>cultures</p> <ul style="list-style-type: none"> • Performs music in different languages • Recognizes connection between music and other curricular areas • Recognizes use of music in everyday life • Demonstrates an understanding of historical context and performance practices of different music periods and cultures • Listens to examples of music from different cultures and describes similarities and differences
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Music Program Standards: Grades 8 & 9/Advanced Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Defines and recognizes through performance the use of standard 			

form and phrasing <ul style="list-style-type: none"> • Demonstrates through performance proper knowledge of correct posture and breathing, vowel formation and modification, and vocal health • Sight-reads simple stepwise melodies 			
Key Processes/Components			
<ul style="list-style-type: none"> • Elements of music: melody, rhythm, tempo, pitch, form, timbre, tone quality • Participation in music by singing, listening, reading, and recognizing 	<ul style="list-style-type: none"> • Musical genres • Self/group evaluation • Music history • Improvisation 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and others 	<ul style="list-style-type: none"> • Performs and responds to music of various cultures and languages • Understands the relationship between music and school, curriculum, and everyday life

Music Program Standards: Grades 10-12/Beginning Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and performs melodies with both stepwise and small interval relationships 	<ul style="list-style-type: none"> • Classifies by genre a variety of music including selections being performed in class by 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many purposes and functions 	<ul style="list-style-type: none"> • Performs music of various cultures

<ul style="list-style-type: none"> • Understands and performs beginning level rhythmic figures using subdivision • Defines and recognizes through performance the use of key signatures, accidentals, tempo and dynamic markings, and music symbols • Sings in three or more parts • Sings with accurate pitch and blend within the section as well as the entire choral group • Defines and recognizes the use of standard form and phrasing 	<p>choir</p> <ul style="list-style-type: none"> • Listens to and critiques musical performances • Applies knowledge in performance at concerts, contests, and festivals • Devises and implements criteria for evaluation • Describes, classifies, and performs distinguishing characteristics of representative genres and styles • Improvises, arranges, and composes short compositions within specific guidelines 	<ul style="list-style-type: none"> • Identifies and articulates through both verbal and writing skills, personal reactions after listening to or performing music • Devises/implements criteria for evaluating both performances and compositions • Demonstrates appropriate attitude and etiquette as a performer and as a listener • Treats conductor and fellow musicians with respect • Follows the conductor • Develops home practice skills 	<ul style="list-style-type: none"> • Performs music in different languages • Recognizes connections between music and other curricular areas • Recognizes the use of music in everyday life • Demonstrates an understanding of historical context and performance practices of different music periods and cultures • Listens to examples of music from different cultures and describes similarities and differences
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Music Program Standards: Grades 10-12/Beginning Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Demonstrates through performance proper knowledge of correct posture and breathing, vowel formation and 			

modification, head voice and chest voice, and vocal health <ul style="list-style-type: none"> • Sings 1 to 1 ½ octaves with good tone quality • Sight-reads simple stepwise melodies • Develops home practice skills 			
Key Processes and Components			
<ul style="list-style-type: none"> • Elements of music: melody, rhythm, pitch, form, timbre, tone quality • Participation in music by singing, listening, and reading 	<ul style="list-style-type: none"> • Musical genres • Self/group evaluation • Music history • Improvisation 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and in others 	<ul style="list-style-type: none"> • Performs and responds to music of various cultures and languages • Understands the relationship between music and other areas: <ul style="list-style-type: none"> • Curricular • Everyday life

Music Program Standards: Grades 10-12/Treble Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and performs melodies with both stepwise and small interval relationships • Understands and performs 	<ul style="list-style-type: none"> • Classifies by genre a variety of music including selections being performed in class by choir 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many purposes and functions • Identifies and articulates 	<ul style="list-style-type: none"> • Performs music of various cultures • Performs music in different languages

<p>beginning level rhythmic figures using subdivision</p> <ul style="list-style-type: none"> • Sings in two to three parts • Sings with accurate pitch and blend within the section as well as the entire choral group • Defines and recognizes the use of standard form and phrasing • Demonstrates through performance proper knowledge of correct posture and breathing, vowel formation and modification, head voice and chest voice, and vocal health 	<ul style="list-style-type: none"> • Listens to and critiques musical performances • Applies knowledge in performance at concerts, contests, and festivals • Devises and implements criteria for evaluation • Describes, classifies, and performs distinguishing characteristics of representative genres and styles 	<p>through both verbal and writing skills, personal reactions after listening to or performing music</p> <ul style="list-style-type: none"> • Devises/implements criteria for evaluating both performances and compositions • Demonstrates appropriate attitude and etiquette as a performer and as a listener • Treats conductor and fellow musicians with respect 	<ul style="list-style-type: none"> • Recognizes connections between music and other curricular areas • Recognizes the use of music in everyday life • Demonstrates an understanding of historical context and performance practices of different music periods and cultures
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Music Program Standards: Grades 10-12/Treble Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Sings 1 to 1 ½ octaves with good tone quality • Sight-reads simple stepwise melodies 	<ul style="list-style-type: none"> • Improvises, arranges, and composes short compositions within specific guidelines 	<ul style="list-style-type: none"> • Follows the conductor • Develops home practice skills 	<ul style="list-style-type: none"> • Listens to examples of music from different cultures and describe similarities and differences

<ul style="list-style-type: none"> • Develops home practice skills 			
Key Processes and Components			
<ul style="list-style-type: none"> • Elements of music: melody, rhythm, pitch, form, timbre, tone quality • Participation in music by singing, listening, and reading 	<ul style="list-style-type: none"> • Musical genres • Self/group evaluation • Music history • Improvisation 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and in others 	<ul style="list-style-type: none"> • Performs and responds to music of various cultures and languages • Understands the relationship between music and other areas: <ul style="list-style-type: none"> • Curricular • Everyday life

Music Program Standards: Grades 10-12/Vocal Jazz Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Sings with characteristic tone • Sings with accurate pitch and blend within the section as well as the entire vocal group • Sings in four or more parts • Sings blues scale • Sings 1 to 1 ½ octaves with good tone quality • Identifies and uses music symbols • Performs jazz articulations and rhythms 	<ul style="list-style-type: none"> • Classifies by style (i.e., be-bop, ballad, swing, Latin) a variety of music including selections being performed in class by choir • Recognizes melody and accompaniment • Improvises on blues progression • Recognizes and demonstrates written and implied dynamics • Responds to music intellectually and emotionally • Develops home practice and sectional skills • Takes care of music, sound equipment, and music facility 	<ul style="list-style-type: none"> • Both verbally and through writing, identifies and articulates personal reactions after listening to or performing music • Comes to class equipped with proper materials • Exhibits self-confidence, self-discipline, and self-motivation • Treats conductor, fellow musicians, and other performing groups with respect • Demonstrates appropriate attitude and etiquette as a performer and as a listener 	<ul style="list-style-type: none"> • Demonstrates an understanding through performance practices of different jazz styles • Demonstrates technique as dictated by music • Sings with appropriate vocal jazz style

Music Program Standards: Grades 10-12/Vocal Jazz Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes and Components			
<ul style="list-style-type: none"> • Develops vocalist's appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, pitch, rhythm, form, timbre, and tone quality • Sings in class and in performances • Participates in local and regional festivals 	<ul style="list-style-type: none"> • Performs music of various jazz styles • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals • Listens to appropriate "recorded" jazz 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and in others • Performs individually, in small groups, and as an ensemble • Demonstrates a positive attitude, self-discipline, daily effort, and team work • Recognizes and demonstrates proper audience etiquette • Improvises using appropriate scales and phrasings 	<ul style="list-style-type: none"> • Performs/interprets music of various jazz styles • Listens to various jazz examples • Participates in concerts, festivals, and other community events

Music Program Standards: Grades 10-12/Advanced Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and performs melodies with both stepwise and small interval relationships in major and minor tonalities • Understands and performs advanced rhythmic figures using subdivision • Defines and recognizes through performance the use of key signatures, accidentals, tempo and dynamic markings, musical symbols, and simple chord structure • Sings in four or more parts • Sings with accurate pitch and blend within the section as well as the entire choral group • Defines and recognizes the use of standard form and phrasing 	<ul style="list-style-type: none"> • Classifies by genre a variety of music including selections being performed in class by choir • Listens to and critiques musical performances • Applies knowledge in performance at concerts, contests, and festivals • Devises and implements criteria for evaluation • Describes, classifies, and performs distinguishing characteristics of representative genres and styles 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many purposes and functions • Identifies and articulates through both verbal and writing skills, personal reactions after listening to or performing music • Devises/implements criteria for evaluating both performances and compositions • Demonstrates appropriate attitude and etiquette as a performer and as a listener • Treats conductor and fellow musicians with respect 	<ul style="list-style-type: none"> • Performs music of various cultures • Performs music in different languages • Recognizes connections between music and other curricular areas • Recognizes the use of music in everyday life • Demonstrates an understanding of historical context and performance practices of different music periods and cultures

Music Program Standards: Grades 10-12/Advanced Choir

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Demonstrates through performance proper knowledge of correct posture and breathing, vowel formation and modification, head voice and chest voice, and vocal health • Sings 1 to 1 ½ octaves with good tone quality • Sight-reads own part of a simple two-part song • Develops home practice skills 	<ul style="list-style-type: none"> • Improvises, arranges, and composes short compositions within specific guidelines 	<ul style="list-style-type: none"> • Follows the conductor • Develops home practice skills 	<ul style="list-style-type: none"> • Listens to examples of music from different cultures and describes similarities and differences

Key Processes and Components			
<ul style="list-style-type: none"> • Elements of music: melody, rhythm, pitch, form, timbre, tone quality • Participation in music by singing, listening, and reading 	<ul style="list-style-type: none"> • Musical genres • Self/group evaluation • Music history • Improvisation 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and in others 	<ul style="list-style-type: none"> • Performs and responds to music of various cultures and languages • Understands the relationship between music and other areas: <ul style="list-style-type: none"> • Curricular • Everyday life

INSTRUMENTAL MUSIC

Music Program Standards: Grade 5/Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone • Performs major scale in the key of Bb • Performs articulations and rhythms accurately/whole note through quarter note combinations • Identifies and uses musical symbols 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Demonstrates an understanding of balance • Demonstrates an understanding of phrasing • Recognizes and demonstrates written dynamics • Plays in unison and in parts • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Recognizes and experiences various styles and cultures in music • Understands basic phrasing within a given piece of music

Music Program Standards: Grade 5/Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs beginning band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reading is introduced 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops discerning listening skills 	<ul style="list-style-type: none"> • Performs with expression • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Participates in concerts

Music Program Standards: Grade 5/Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone, arco and pizzicato • Performs major scales in the keys of D and G • Performs articulations and rhythms accurately/whole note through eighth note combinations • Identifies and uses musical symbols • Plays with correct position and posture • Demonstrates appropriate bowing technique for legato, staccato, and simple slurs 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Demonstrates an understanding of balance • Demonstrates an understanding of phrasing • Recognizes and demonstrates written dynamics • Plays in unison and in parts • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Recognizes and experiences various styles and cultures in music • Understands basic phrasing within a given piece of music

Music Program Standards: Grade 5/Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes/Components			
<ul style="list-style-type: none"> • Performs beginning orchestra literature • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, and tone quality • Plays in class and in concerts • Sight-reading is introduced • Performs notes in major and minor finger patterns using four fingers on all strings 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops discerning listening skills 	<ul style="list-style-type: none"> • Performs with expression • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Participates in concerts

Music Program Standards: Grade 6/Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone • Performs major and chromatic scales in the keys of Bb, Eb, and F • Performs articulations and rhythms accurately/whole note through eighth note combinations • Identifies and uses musical symbols 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Demonstrates an understanding of balance and intonation • Demonstrates an understanding of phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Introduces appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.

Music Program Standards: Grade 6/Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
	<ul style="list-style-type: none"> • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 		
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade I band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reading is introduced 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops discernin33 listening skills 	<ul style="list-style-type: none"> • Performs with expression • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Participates in concerts

Music Program Standards: Grade 6/Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone, using the whole bow and pizzicato • Performs scales in the keys of G, D, C, A, F, Dm, and Em • Performs articulations and rhythms accurately/whole note through simple sixteenth note combinations • Identifies and uses musical symbols • Consistently performs with correct playing position • Demonstrates appropriate bowing technique for legato, staccato, and slurs 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Demonstrates an understanding of balance and intonation • Demonstrates an understanding of phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Recognizes and experiences various styles and cultures in music • Understands basic phrasing within a given piece of music • Introduces appropriate performance style for music of various types and performance periods

Music Program Standards: Grade 6/Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
	<ul style="list-style-type: none"> • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 		

Key Processes/Components			
<ul style="list-style-type: none"> • Performs Grade I orchestra literature • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, and tone quality • Plays in class and in concerts • Sight-reading is introduced • Performs all chromatic notes in first position 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops discerning listening skills 	<ul style="list-style-type: none"> • Performs with expression • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Participates in concerts

Music Program Standards: Grade 7/Cadet Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone • Performs major and chromatic scales in the keys of Bb, Eb, F, and C • Performs articulations and rhythms accurately/whole note through sixteenth note combinations • Identifies and uses musical symbols 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.

Music Program Standards: Grade 7/Cadet Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
	<ul style="list-style-type: none"> • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 		
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade I and II band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade I band literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals • Develops discerning listening skills 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts

Music Program Standards: Grades 8 and 9/Intermediate Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Performs major and chromatic scales in the keys of Bb, Eb, F, and C • Performs articulations and rhythms accurately/whole note through sixteenth note combinations • Identifies and uses musical symbols • Performs major and chromatic scales in the keys of Ab, Db, Cb, and G • Performs articulations and rhythms accurately using triplets 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.

Music Program Standards: Grades 8 and 9/Intermediate Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
	<ul style="list-style-type: none"> • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 		
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade II and III band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade I and II band literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals • Develops discerning listening skills 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts

Music Program Standards: Grades 7-9/Intermediate Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays a characteristic tone, using the whole bow and pizzicato • Performs major and minor scales up to three sharps and one flat • Performs articulations and rhythms accurately/whole note through simple sixteenth note combinations • Identifies and uses musical symbols • Performs simple songs in third position 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate style music of various types and performance periods

Music Program Standards: Grades 7-9/Intermediate Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Performs with good posture and playing position • Demonstrates appropriate bowing technique for legato, staccato, slurs, martele, and accents 	<ul style="list-style-type: none"> • Plays in unison and in parts • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance • Recognizes simple forms in music and uses them in sight-reading applications 		

Music Program Standards: Grades 7-9/Intermediate Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes/Components			
<ul style="list-style-type: none"> • Performs Grades I and II orchestra literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, and tone quality • Plays in class and in concerts • Sight-reads Grade I orchestra literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops self-evaluation and group evaluation goals • Develops discerning listening skills 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts

Music Program Standards: Grades 8 and 9/Advanced Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Plays twelve major and chromatic scales • Identifies and uses musical symbols • Performs articulations and rhythms accurately/whole note through sixteenth note combinations and triplets 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Demonstrates respect for fellow musicians, music facility, and equipment 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.

Music Program Standards: Grades 8 and 9/Advanced Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade III and IV band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade II and III band literature • Plays in local parades and festivals 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals • Develops discerning listening skills 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts

Music Program Standards: Grades 8 and 9/Advanced Orchestra

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone 	<ul style="list-style-type: none"> • Recognizes melody and 	<ul style="list-style-type: none"> • Comes to class equipped with 	<ul style="list-style-type: none"> • Demonstrates technique as

<ul style="list-style-type: none"> • Performs major, minor, and chromatic scales in three sharps and two flats • Performs articulations and rhythms accurately/whole note through sixteenth note combinations • Performs articulations and rhythms accurately using triplets • Identifies and uses musical symbols • Performs consistently with proper posture and playing position • Performs appropriately with a basic vibrato • Performs music in positions with correct shifting technique • Demonstrates appropriate bowing technique for the music: legato, staccato, slurring 	<p>accompaniment</p> <ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Exhibits ability to tune own instrument with reference tuning notes • Plays in unison and in parts • Knows a variety of home practice strategies • Demonstrates proper instrument maintenance • Recognizes forms in music and uses them in sight-reading applications 	<p>proper supplies, music, and instrument</p> <ul style="list-style-type: none"> • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Demonstrates respect for fellow musicians, music facility, and equipment 	<p>dictated by music</p> <ul style="list-style-type: none"> • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate style music of various types and performance periods
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Music Program Standards: Grades 8 and 9/Advanced Orchestra

<p>Applying Musical Skills and Knowledge</p>	<p>Using Creative/Critical Thinking Skills</p>	<p>Valuing Artistic and Creative Voice</p>	<p>Cultural Heritage</p>
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Key Processes/Components

<ul style="list-style-type: none"> • Performs Grades II and III orchestra literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, and tone quality • Plays in class and in concerts • Sight-reads Grade I and II orchestra literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance and intonation through performance • Develops self-evaluation and group evaluation goals • Develops discerning listening skills 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts
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Music Program Standards: Grades 7-9/Class Guitar

<p align="center">Applying Musical Skills and Knowledge</p>	<p align="center">Using Creative/Critical Thinking Skills</p>	<p align="center">Valuing Artistic and Creative Voice</p>	<p align="center">Cultural Heritage</p>
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<ul style="list-style-type: none"> • Plays with characteristic tone • Plays open chords • Identifies and uses musical symbols • Plays different strum and finger picking patterns • Plays two major scale patterns • Plays blues scale pattern with tonic note on 6th string 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of intonation • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Treats fellow musicians with respect 	<ul style="list-style-type: none"> • Demonstrates techniques as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style
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Music Program Standards: Grades 7-9/Class Guitar

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
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Key Processes, Elements, Components, and Topics

<ul style="list-style-type: none"> • Performs folk and popular literature • Develops instrument appropriate range • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend and intonation through performance • Develops self-evaluation and group evaluation goals 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in classroom concerts
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Music Program Standards: Grades 7-9/Junior High Percussion

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with appropriate percussion technique • Plays appropriate drum 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument 	<ul style="list-style-type: none"> • Demonstrates techniques as dictated by music • Recognizes and experiences

<p>rudiments</p> <ul style="list-style-type: none"> • Identifies and uses musical symbols • Performs articulations and rhythms accurately/whole note through sixteenth note combinations 	<p>intellectually and emotionally</p> <ul style="list-style-type: none"> • Demonstrates an understanding of balance, blend, and intonation • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<ul style="list-style-type: none"> • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Treats fellow musicians with respect 	<p>various styles and cultures in music</p> <ul style="list-style-type: none"> • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.
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Music Program Standards: Grades 7-9/Junior High Percussion

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grades I and II percussion literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles 	<ul style="list-style-type: none"> • Expresses emotion through performance 	<ul style="list-style-type: none"> • Performs/interprets music of various styles

<ul style="list-style-type: none"> • Develops appropriate technique on snare drum, timpani, and mallet instruments • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade I band literature 	<ul style="list-style-type: none"> • Demonstrates an understanding of balance, blend and intonation through performance • Develops self-evaluation and group evaluation goals 	<ul style="list-style-type: none"> • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Listens to music of various cultures • Participates in concerts
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Music Program Standards: Grades 10-12/Concert Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Plays twelve major/chromatic scales 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self- 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in

<ul style="list-style-type: none"> • Identifies and uses music symbols • Performs articulations and rhythms accurately/whole note through thirty-second note combinations • Introduces and plays Gm, Dm, Cm, Am scales 	<ul style="list-style-type: none"> • Demonstrates an understanding of balance, blend, and intonation • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<p>discipline, and self-motivation</p> <ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Treats fellow musicians with respect 	<p>music</p> <ul style="list-style-type: none"> • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.
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Music Program Standards: Grades 10-12/Concert Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade III-V band literature 	<ul style="list-style-type: none"> • Performs/interprets music of various styles 	<ul style="list-style-type: none"> • Expresses emotion through performance 	<ul style="list-style-type: none"> • Performs/interprets music of various styles

<ul style="list-style-type: none"> • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade II-IV band literature • Plays in local parades and festivals 	<ul style="list-style-type: none"> • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals • Evaluates performances of groups 	<ul style="list-style-type: none"> • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Listens to music of various cultures • Participates in concerts
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Music Program Standards: Grades 10-12/Symphonic Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Plays twelve major/chromatic scales • Identifies and uses music symbols 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music

<ul style="list-style-type: none"> • Performs articulations and rhythms accurately/whole note through thirty-second note combinations • Introduces and plays Gm, Dm, Cm, Am, Fm, Bbm, Em, Bm scales 	<ul style="list-style-type: none"> of balance, blend, and intonation • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<ul style="list-style-type: none"> • Responds to music intellectually and emotionally • Treats fellow musicians with respect 	<ul style="list-style-type: none"> • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.
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Music Program Standards: Grades 10-12/Symphonic Band

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade IV-V band literature • Develops instrument appropriate range 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures

<ul style="list-style-type: none"> • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade III-IV band literature • Plays in local parades and festivals 	<p>intonation through performance</p> <ul style="list-style-type: none"> • Develops self-evaluation and group evaluation goals • Evaluates performances of groups 	<ul style="list-style-type: none"> • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Participates in concerts
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Music Program Standards: Grades 10-12/Percussion Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with appropriate percussion technique • Plays twenty-six standard drum rudiments • Identifies and uses musical symbols 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of

<ul style="list-style-type: none"> • Performs articulations and rhythms accurately/whole note through sixty-fourth note combinations 	<ul style="list-style-type: none"> • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<ul style="list-style-type: none"> • Treats fellow musicians with respect 	<p>music</p> <ul style="list-style-type: none"> • Plays with appropriate performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.
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Music Program Standards: Grades 10-12/Percussion Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade II-VI percussion literature • Develops appropriate technique on snare drum, timpani, and mallet instruments 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts

<ul style="list-style-type: none"> • Recognizes and follows conducting patterns • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade I-V band literature • Plays in local parades and festivals 	<ul style="list-style-type: none"> • Develops self-evaluation and group evaluation goals • Evaluates performances of groups 	<p>attitude, self-discipline, daily effort, and teamwork</p> <ul style="list-style-type: none"> • Recognizes and demonstrates proper audience etiquette 	<ul style="list-style-type: none"> • Researches historical and cultural background of music performed
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Music Program Standards: Grades 10-12/Jazz Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Plays blues scales • Identifies and uses music symbols • Performs jazz articulations and rhythms accurately/whole note 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in jazz music • Demonstrates appropriate phrasing within a given piece of

through thirty-second note combinations	<ul style="list-style-type: none"> • Develops discerning listening skills • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Improvises on a given melody • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 	<ul style="list-style-type: none"> • Treats fellow musicians with respect 	<p>music</p> <ul style="list-style-type: none"> • Plays with appropriate Big Band style
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Music Program Standards: Grades 10-12/Jazz Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade III-VI jazz literature • Develops instrument appropriate range • Recognizes and follows 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to various jazz music examples • Participates in concerts

<p>conducting patterns</p> <ul style="list-style-type: none"> • Understands elements of music: melody, rhythm, pitch, form, timbre, and tone quality • Plays in class and in concerts • Sight-reads Grade III-V band literature • Plays at local and regional festivals 	<ul style="list-style-type: none"> • Develops self-evaluation and group evaluation goals • Listens to appropriate “recorded” jazz 	<p>attitude, self-discipline, daily effort, and teamwork</p> <ul style="list-style-type: none"> • Recognizes and demonstrates proper audience etiquette • Improvises using appropriate scales and phrasings 	
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Music Program Standards: Grades 10-12/Wind Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Plays with characteristic tone • Plays twelve major/chromatic scales • Identifies and uses music symbols • Performs articulations and rhythms accurately/whole note through thirty-second note combinations 	<ul style="list-style-type: none"> • Recognizes melody and accompaniment • Responds to music intellectually and emotionally • Demonstrates an understanding of balance, blend, and intonation • Develops discerning listening skills 	<ul style="list-style-type: none"> • Comes to class equipped with proper supplies, music, and instrument • Exhibits self-confidence, self-discipline, and self-motivation • Responds to music intellectually and emotionally • Treats fellow musicians with respect 	<ul style="list-style-type: none"> • Demonstrates technique as dictated by music • Recognizes and experiences various styles and cultures in music • Demonstrates appropriate phrasing within a given piece of music • Plays with appropriate

<ul style="list-style-type: none"> • Plays all twelve minor scales 	<ul style="list-style-type: none"> • Plays with appropriate phrasing • Recognizes and demonstrates written and implied dynamics • Identifies strategies for sight-reading • Matches pitch to a reference tuning note • Plays in unison and in parts • Develops at home practice strategies • Takes care of instrument, case, music, and music facility 		<p>performance style, i.e., march, overture, Latin, popular, folk, jazz, etc.</p>
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Music Program Standards: Grades 10-12/Wind Ensemble

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes, Elements, Components, and Topics			
<ul style="list-style-type: none"> • Performs Grade IV-VI band literature • Develops instrument appropriate range • Recognizes and follows conducting patterns • Understands elements of music: 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Demonstrates an understanding of balance, blend, and intonation through performance • Develops self-evaluation and group evaluation goals 	<ul style="list-style-type: none"> • Expresses emotion through performance • Performs individually, in small groups, and in large groups • Demonstrates a positive attitude, self-discipline, daily effort, and teamwork 	<ul style="list-style-type: none"> • Performs/interprets music of various styles • Listens to music of various cultures • Participates in concerts • Researches historical and cultural background of music

<p>melody, rhythm, pitch, form, timbre, and tone quality</p> <ul style="list-style-type: none"> • Plays in class and in concerts • Sight-reads Grade IV-V band literature • Plays in local parades and festivals 	<ul style="list-style-type: none"> • Evaluates performances of groups 	<ul style="list-style-type: none"> • Recognizes and demonstrates proper audience etiquette 	<p>performed</p>
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SECONDARY

GENERAL MUSIC

Music Program Standards: Grades 10-12/Theory

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and uses all major and minor key signatures • Recognizes and uses major, minor, melodic minor, harmonic minor, and pentatonic scales • Recognizes and uses the elements of music • Recognizes and uses major, minor, augmented, and diminished triads in root position and 1st/2nd inversion • Recognizes and uses all intervals within one octave • Develops listening skills through ear training • Recognizes and uses melody and harmony 	<ul style="list-style-type: none"> • Listens to and critiques musical performances and compositions • Composes short songs • Classifies by genre a variety of music • Devises and implements criteria for evaluation of compositions 	<ul style="list-style-type: none"> • Demonstrates an understanding that music serves many purposes and functions • Identifies and articulates, through both verbal and writing skills, personal reactions after listening to different musical selections • Devises/implements criteria for evaluating both performances and compositions • Demonstrates appropriate attitude and etiquette as a performer and as a listener 	<ul style="list-style-type: none"> • Listens to examples of music from different cultures and discusses similarities and differences • Recognizes the use of music in everyday life • Performs and studies music of different cultures through the use of rhythm and melody

Music Program Standards: Grades 10-12/Theory

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
<ul style="list-style-type: none"> • Recognizes and uses all common music symbols • Recognizes and uses musical notation and note values up to sixteenth notes • Recognizes and uses basic musical form • Recognizes and uses classical and modern chord symbols • Recognizes and uses the piano keyboard at a basic level • Creates standard four-part harmony using given parameters • Recognizes and uses technology available to help compose songs 			

Music Program Standards: Grades 10-12/Theory

Applying Musical Skills and Knowledge	Using Creative/Critical Thinking Skills	Valuing Artistic and Creative Voice	Cultural Heritage
Key Processes and Components			
<ul style="list-style-type: none"> • Understands elements of music: melody, rhythm, pitch, form, timbre, tone quality • Participation by composition, listening, technology 	<ul style="list-style-type: none"> • Musical genres • Self/group evaluation • Music history • Composition 	<ul style="list-style-type: none"> • Responds to music intellectually, physically, and emotionally • Recognizes and appreciates the artistic voice in self and in others 	<ul style="list-style-type: none"> • Performs and responds to music of various cultures and languages • Understands the relationship between music and other areas: <ul style="list-style-type: none"> • Curricular • Everyday life

Washington State Essential Academic Learning Requirements For Music

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