



**Standard 3: Improvising melodies, variations, and accompaniments.**

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students improvise rhythmic and melodic phrases.</b>						
					Perform using non-traditional methods.	Perform using non-traditional methods.
<b>Benchmark B: Students improvise using a variety of sound sources.</b>						
					Perform using non-traditional vocal approach.	Perform using non-traditional vocal approach.

**Standard 4: Composing and arranging music within specified guidelines.**

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students create and arrange short musical examples.</b>						
	Compose musical examples using rhythmic and melodic patterns.					

**Standard 5: Reading and notating music.**

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students use a system to read pitch notation.</b>						
Recognize treble clef note names.	Recognize treble clef note names.	Recognize bass clef note names. Recognize treble/bass clef ledger lines.	Identify key signature as written in exercises and music studied.	Identify chromaticism as written in exercises and music studied.		
Incorporate musical symbols of p, f.	Incorporate musical symbols of pp, p, mp, mf, f, ff.	Incorporate musical symbols of crescendo and decrescendo.	Incorporate musical symbols of sfz and fp.	Incorporate the musical symbols of ritardando, rallentando, and accelerando.		
Perform accurate syllables and hand signs from low "do" to high "do".	Perform accurate syllables and hand signs from low "do" to high "do".	Perform accurate syllables and hand signs in the keys of C and F.	Perform accurate syllables and hand signs in all major keys.	Perform accurate syllables and hand signs to any given any chromatic melody.	Perform accurate syllables and hand signs to any given any chromatic melody.	Perform accurate syllables and hand signs to any given any chromatic melody.
<b>Benchmark B: Students apply a system to read rhythmic notation.</b>						
Read and clap rhythmic patterns that contain whole, half, quarter, eighth notes and corresponding rests, using "one and two and..." etc.	Read and clap rhythmic patterns that contain whole, half, quarter, eighth notes and corresponding rests, using "one and two and..." etc.	Read and clap rhythmic patterns that contain whole, half, quarter, eighth, and sixteenth notes and corresponding rests, using "one and two and..." etc.	Read, clap, and notate syncopated rhythmic patterns .	Read and clap syncopated rhythmic patterns in mixed meter.	Read and clap syncopated rhythmic patterns in mixed meter.	Read and clap syncopated rhythmic patterns in mixed meter.

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

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students will identify and categorize musical examples using appropriate terminology.</b>						
Describe the form or style of a musical selection.	Describe the form or style of a musical selection.	Describe the form or style of a musical selection.	Describe the form or style of a musical selection.	Discuss musical elements related to form, style, and time period.	Analyze examples by classifying musical elements related to form, style, and time period.	Synthesize examples by classifying musical elements related to form, style, and time period.
						Classify music based on genre using appropriate terminology.
<b>Benchmark B: Students reflect upon and discuss aural examples.</b>						
Analyze musical examples through written and verbal communication.	Analyze musical examples through written and verbal communication.	Analyze musical examples through written and verbal communication.	Analyze musical examples through written and verbal communication.	Demonstrate knowledge of fundamental musical concepts through written and verbal communication.	Demonstrate knowledge of fundamental musical concepts through written and verbal communication.	Demonstrate knowledge of fundamental musical concepts through written and verbal communication.

**Standard 7: Evaluating music and music performances.**

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students use music criterion to interpret and critique musical presentations.</b>						
Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.	Evaluate individual and ensemble performances.
Recognize form	Recognize the melody in performance literature.	Recognize the melody in performance literature.	Recognize the melody in performance literature.	Recognize the phrase structure used in performance literature.	Recognize important melodic ideas in performance literature.	Recognize important melodic ideas in performance literature.
						Generate multiple options through diagnosis and prescription as it relates to the elements of musical performances.

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

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students will understand the use of music and the connection to the world around us.</b>						
Recognize parallels between music and core classes.	Discuss parallels between music and core classes.	Discuss parallels between music and core classes.	Analyze parallels between music and core classes.	Analyze parallels between music and core classes.	Create parallels between music and core classes.	Synthesize parallels between music and core classes.
Recognize parallels between music and current life experiences.	Discuss parallels between music and current life experiences.	Discuss parallels between music and current life experiences.	Analyze parallels between music and current life experiences.	Analyze parallels between music and current life experiences.	Create parallels between music and current life experiences.	Synthesize parallels between music and current life experiences.
Find joy in performance.	Appreciate intrinsic emotion.	Make connections between their feelings and music.	Understand connections between their feelings and music.	Develop habits, behaviors, and attitudes of a successful ensemble.	Refining habits, behaviors, and attitudes of a successful ensemble.	Model leadership habits, behaviors, and attitudes of a successful ensemble.

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

5	6	7	8	9	10 - 12	10 - 12 Advanced
<b>Benchmark A: Students demonstrate audience behavior appropriate for the context and style of music performed.</b>						
Understand positive rehearsal and performance habits and behaviors.	Understand positive rehearsal and performance habits and behaviors.	Recognize positive rehearsal and performance habits and behaviors.	Recognize positive rehearsal and performance habits and behaviors.	Integrate positive rehearsal and performance habits and behaviors.	Integrate positive rehearsal and performance habits and behaviors.	Model positive rehearsal and performance habits and behaviors.
Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.	Respond to music performances that reflect the nature of the given genre.
<b>Benchmark B: Students will understand the utility of the historical and cultural significance through the study and performance of music.</b>						
Observe and connect musical ideas from a variety of historical and cultural references.	Observe and connect musical ideas from a variety of historical and cultural references.	Recognize and connect musical ideas from a variety of historical and cultural references.	Discuss and connect musical ideas from a variety of historical and cultural references.	Discuss and connect musical ideas from a variety of historical and cultural references.	Discuss and connect musical ideas from a variety of historical and cultural references.	Evaluate and connect musical ideas from a variety of historical and cultural references.