

**WEST VIRGINIA
SECRETARY OF STATE**

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ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

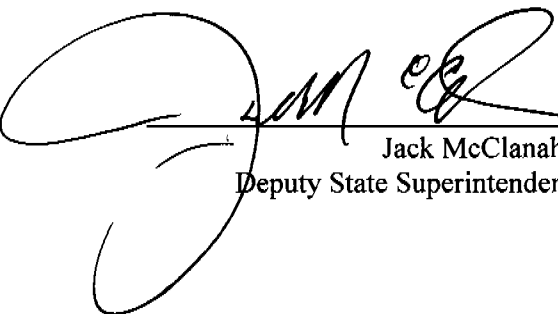
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44J

TITLE OF RULE BEING AMENDED: 21st Century Music Education Content Standards
and Objectives for West Virginia Schools (2520.10)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.


Jack McClanahan
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.10
21ST CENTURY MUSIC EDUCATION CONTENT STANDARDS AND OBJECTIVES
FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board of Education Policy 2520.10: *21st Century Music Education Content Standards and Objectives for West Virginia Schools*

Background: Policy 2520.10 defines the content standards and objectives for music education as required by 2510 and establishes a standardized format for such.

- The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997.
- The West Virginia Board of Education approved initial work on content standards in Mathematics, Reading and English Language Arts, Science, and Social Studies in December 2001. In January 2003, content standards for music were placed on comment until March 10, 2003. The version placed on comment created a separate policy for music.
- Policy 2520.10 was filed on May 8, 2003 and became effective July 1, 2003.

Major Revisions or Reasons for New Policy: A repeal and replace of Policy 2520.10 is being recommended due to the format changes.

- One set of universal performance descriptors has been employed for all levels
- Names of three music programs of study have been given new, more appropriate titles:
 - "Instrumental Music" has the new title of "Band"
 - "Strings" has the new title of "Orchestral Strings"
 - "Folk Music" has the new title of "Appalachian Folk Music"
- Levels of five music programs of study have been reduced to 3 levels: beginning, intermediate, and advanced:
 - "Band" has been condensed from eight different levels to the following:
 - Level I Beginning Band Grades 5-12
 - Level II Intermediate Band Grades 5-12
 - Level III Advanced Band Grades 5-12
 - "Orchestral Strings" has been condensed from nine different levels to the following:
 - Level I Orchestral Strings Beginning Grades 4-8
 - Level II Orchestral Strings Intermediate Grades 4-12
 - Level III Orchestral Strings Advanced Grades 9-12
 - "General Music" has been condensed from nine different levels to the following:
 - General Music Grades K-2
 - General Music Grades 3-5
 - General Music Grades 8-12
 - "Choral Music" has been condensed from eight different levels to the following:
 - Choral Music Beginning Grades 3-12
 - Choral Music Intermediate Grades 6-12
 - Choral Music Advanced Grades 8-12
 - "Piano" has been condensed from four different levels to the following:

Piano Beginning Grade 6-12
Piano Intermediate Grades 6-12
Piano Advanced Grades 6-12

- A glossary is offered.

Impact:

- Aligning the music CSOs with the 21st century learning skills places new emphasis on skills that are particularly demanded in the content area of music: collaboration, creativity and innovation; communication skills; personal responsibility; adaptability; self-direction; and problem-solving skills.
- The universal set of performance descriptors applies to all performance levels across all programmatic levels of music. Its simplicity makes it more practical and more likely to be used by the music teachers.
- New titles of the music programs of study are more descriptive of the content delivered.
- Condensing the levels of the music curricula is more practical given the reality of the music classroom in which students of various levels of proficiency are grouped together.
- The glossary, to be made available and accessible to all teachers, provides clarity and better serves the needs of the users.
- Students will be better prepared for success on national assessments, in postgraduate studies and in the workplace of the 21st century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

Response to Comments:

- There were five comments made on the music CSO revision. Of those five comments, four concerned music class scheduling.
- No action was taken because scheduling is addressed in Policy 2510. One comment addressed teacher certification in all of the performing arts – an issue dealt with in Policy 5202. The remaining comments were complimentary of the revision committee's work and the new CSO format.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED

2007 MAR 16 PM 12:09

SERIES 44J
21ST CENTURY MUSIC EDUCATION CONTENT STANDARDS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520.10)

OFFICE WEST VIRGINIA
SECRETARY OF STATE

§126-44J-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.10 defines the content standards (or instructional goals) and objectives for music education as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- March 16, 2007.

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. -- This legislative rule repeals and replaces W. Va. 126CSR44J, West Virginia Board of Education Policy 2520.10, "Music Content Standards and Objectives for West Virginia Schools" filed May 8, 2003 and effective July 1, 2003.

§126-44J-2. Purpose.

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in music education.

§126-44J-3. Incorporation by Reference.

3.1. A copy of 21st Century Music Education Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44J-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all educational programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for music education, an explanation of terms; objectives that reflect rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy
2520.10
*21st Century Music Education Content
Standards and Objectives for West
Virginia Schools*

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century music curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.10, 21st Century Music Content Standards and Objectives for West Virginia Schools. The West Virginia Music Standards for 21st Century Learning include 21st century content standards and objectives as well as 21st century standards and objectives for *learning skills* and *technology tools*. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

A committee of educators from different areas of the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging music curriculum that would prepare students for the 21st century. West Virginia educators played a key role in shaping the content standards to align with national standards and best practice in the field of music education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.10 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant music curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is MU for Music,
- the letter S, for Standard,
- the grade level or performance level
- the standard number.

Illustration: MU.S.GM6-8.1 refers to grades 6 -8 music content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (MU for music),
- the letter O is for Objective,
- the grade level or performance level
- the number of the content standard addressed, and
- the objective number.

Illustration: MU.O.GM6-8.4.6 refers to a music grades 6-8 objective that addresses standard #4 in music, the sixth objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (MU for music),
- the letters PD are for Performance Descriptors,
- the grade level or performance level and
- the standard number.

Illustration: MU.PD.GMK-2.3 refers to music performance descriptors for general music kindergarten – 2nd grade, content standard #3.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.10 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.10 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.10 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.10 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.10 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21st Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for beginning level 1 band standard #3 will be "200607.MU.S.B1.3".

Abbreviations

MU	Music
	K-8 General Music
	GMK-2 General Music Grades Kindergarten – 2
	GM3-5 General Music Grades 3 – 5
	GM6-8 General Music Grades 6 – 8
	Music Electives K-12
	Orchestral Strings
	OSI Orchestral Strings, (Beginning) Level I (Grades 4 – 8)
	OSII Orchestral Strings, (Intermediate) Level II (Grades 4 – 12)
	OSIII Orchestral Strings, (Advanced) Level III (Grades 9 – 12)
	Band
	BI Band, (Beginning) Level I (Grades 5 – 12)
	BII Band, (Intermediate) Level II (Grades 5 – 12)
	BIII Band, (Advanced) Level III (Grades 5 – 12)
	Choral Music
	CM I Choral Music, (Beginning) Level I (Grades 3 – 12)
	CM II Choral Music, (Intermediate) Level II (Grades 6 – 12)
	CM III Choral Music, (Advanced) Level III (Grades 8 – 12)
	Piano
	PI Piano (Beginning) Level I (Grades 6 – 12)
	PII Piano (Intermediate) Level II (Grades 6 – 12)
	PIII Piano (Advanced) Level III (Grades 6 – 12)
	AFM Appalachian Folk Music (Grades 9 – 12)
	MAH Music Appreciation/History (Grades 9 – 12)
	MT Music Theory, Composition, Arranging (Grades 9 – 12)
	Other Abbreviations
PD	Performance Descriptors
O	Objective
S	Standard (Content Standard)

MUSIC – POLICY 2520.10

Performing, creating, and responding to music are essential parts of the school curriculum because they are fundamental processes in which human beings engage. Because music is a basic expression of human culture, every student must have access to a balanced comprehensive and sequential program of study in music during the school day, including the opportunity to perform and attend performances. Singing, playing instruments, moving to music, and creating music enables students to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them skills to explore music independently. Listening to, analyzing, and evaluating music are important building blocks of musical learning. To relate to a diverse, global society, students must understand historical and cultural heritage.

West Virginia's vision is to prepare all students with the skills they need to succeed in the 21st Century. This includes a focus on the core academic subjects, which includes the arts. In addition to these traditional subjects, West Virginia also recognizes key content areas and skills that have not been previously emphasized, including global awareness, civic literacy, critical thinking and problem-solving skills, creativity, accountability, collaboration and self-direction. The study of music is particularly well-suited to addressing these subjects and skills.

The West Virginia Content Standards and Objectives are arranged into four broad State Standards which align with the National Standards in the following manner:

WV Standard 1: Performing

- National Standard 1: Singing, alone and with others, a varied repertoire of music.
- National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

WV Standard 2: Exploring

- National Standard 5: Reading and notating music.
- National Standard 6: Listening to, analyzing, and describing music.
- National Standard 7: Evaluating music and music performances.

WV Standard 3: Creating

- National Standard 3: Improvising melodies, variations, and accompaniments.
- National Standard 4: Composing and arranging music within specified guidelines.

WV Standard 4: Relating

- National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.
- National Standard 9: Understanding music in relation to history and culture.

WV Standard 1: Performing

Singing, playing, and moving are fundamental processes of musical expression. Basic performing skills in singing and in playing a variety of pitched and non-pitched instruments are developed in the K-8 general music area of study. Students who participate in the concentrated study of

choral and/or instrumental music area of study will develop advanced musical skills and technical accuracy through a varied repertoire of musical literature. Piano and folk music areas of study may also be taught at the high school level.

WV Standard 2: Exploring

Skills in the analysis of music enable students to listen to a wide variety of music with discernment and enjoyment. Broad experiences with a variety of music assist students in evaluating musical works and performances. The ability to read and notate music is the foundation for independent study and performance. Exploring musical notation is a key to lifelong learning and participation in music. Music reading experiences begin in kindergarten and are stressed throughout all levels of study.

WV Standard 3: Creating

Creating music by improvisation and composition is encouraged and developed through experiences in music. Students at the secondary level may further develop improvisation and composition skills through participation in small ensembles and classes in music theory or composition.

WV Standard 4: Relating

Students will be encouraged to explore the commonalities and relationships between music and other disciplines. As it becomes easier to maneuver around our world, students must become more diverse in their knowledge of history, other cultures and the importance of music as it pertains to these. In an increasingly interdependent world, students must develop awareness of diversity in cultures and the uniqueness of music to cultures.

K-8 General Music Content Standards and Objectives

The sequential program of music study will include, but not be limited to, general music kindergarten through eighth grade. Sufficient time should be allotted for students to achieve the Content Standards and Objectives. High quality arts programs bring richness to the school curriculum; therefore, it is strongly recommended that schools provide more than the required minimal amount of time for the delivery of the music curriculum. The objectives were written in a way to maximize teacher flexibility in delivering quality instruction to all students.

K-2 General Music Content Standards and Objectives

K-2 students explore the world of music through singing, playing instruments, moving and listening. They develop a beginning recognition of simple music notation and an awareness of the singing voice. Opportunities are provided to sing patriotic and folk songs that support civic literacy. In addition, global awareness is introduced to the student through experiencing the music of other cultures. Collaboration skills are emphasized as students begin to sing and perform on instruments with others. Critical-thinking skills are sharpened as students are taught to actively listen and respond to what they hear. Their creativity and problem-solving skills are developed through simple composition and improvisation. Students begin relating music to other disciplines, including literature, math, science, and visual art.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-2 Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high-quality, content-specific professional development.

Grade K-2		General Music			
Standard: 1		Performing			
MU.S.GMK-2.1		Students will:			
		• sing, alone and with others, a varied repertoire of music; and • perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.GMK-2.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.

Objectives	Students will
MU.O.GMK-2.1.01	participate in singing a variety of songs.
MU.O.GMK-2.1.02	sing loudly and softly.
MU.O.GMK-2.1.03	sing high and low pitches.
MU.O.GMK-2.1.04	echo a simple rhythmic pattern.
MU.O.GMK-2.1.05	perform steady beat and melodic rhythm.
MU.O.GMK-2.1.06	perform rhythms using quarter notes, quarter rests, beamed eighth notes, half notes and half rests.
MU.O.GMK-2.1.07	communicate by moving expressively to music.
MU.O.GMK-2.1.08	demonstrate slow and fast tempi through movement.
MU.O.GMK-2.1.09	demonstrate high and low pitches through movement.
MU.O.GMK-2.1.10	demonstrate strong and weak beats through movement.
MU.O.GMK-2.1.11	demonstrate AB form through movement.
MU.O.GMK-2.1.12	perform an accompaniment to a song, i.e., rhythm instruments, melodic instruments, or body percussion.

Grade K-2	General Music
Standard: 2	Exploring
MU.S.GMK-2.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances

Performance Descriptors MU.PD.GMK-2.2			
Distinguished	Above Mastery	Mastery	Partial Mastery
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting – is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.
Novice			
The student, with considerable assistance – reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.			

Objectives	Students will
MU.O.GMK-2.2.01	identify and distinguish uses of the voice, i.e., whisper, shout, speak and sing.
MU.O.GMK-2.2.02	identify and manipulate/notate high and low pitches on a music staff.
MU.O.GMK-2.2.03	identify steps, skips, and leaps in staff notation.
MU.O.GMK-2.2.04	distinguish between steady beat and rhythmic patterns.
MU.O.GMK-2.2.05	read notation for quarter notes, quarter rests, beamed eighth notes, half notes and half rests.
MU.O.GMK-2.2.06	read rhythmic notation in 2/4 and 4/4 meter.

MU.O.GMK-2.2.07	distinguish between same and different musical phrases.
MU.O.GMK-2.2.08	identify introduction and coda.
MU.O.GMK-2.2.09	identify same and different sections of music, e.g., AB form, verse/refrain staff.
MU.O.GMK-2.2.10	identify and demonstrate proper use of repeat signs.
MU.O.GMK-2.2.11	define piano (p) and forte (f).
MU.O.GMK-2.2.12	define Allegro and Adagio.
MU.O.GMK-2.2.13	evaluate their own musical performance, e.g., pitch, dynamics, tempo.
MU.O.GMK-2.2.14	identify musical instruments, e.g., classroom, symphonic, folk, global, etc.

Grade K-2		General Music	
Standard: 3	Creating		
MU.S.GMK-2.3	Students will:	- improvise melodies, variations, and accompaniments; and - compose and arrange music within specified guidelines	

Performance Descriptors MU.PD.GMK-2.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance – improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance – improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.

Objectives		Students will	
MU.O.GMK-2.3.01	improvise a melodic or rhythmic phrase.		
MU.O.GMK-2.3.02	create appropriate sounds to accompany stories or poems.		
MU.O.GMK-2.3.03	compose a rhythmic or melodic pattern to represent a character in a story.		
MU.O.GMK-2.3.04	improvise on a melodic instrument within specified guidelines.		
MU.O.GMK-2.3.05	improvise a rhythmic accompaniment for a song.		
MU.O.GMK-2.3.06	compose an original composition.		
MU.O.GMK-2.3.07	compose a piece of music in AB form.		

K-2		General Music	
Standard: 4	Relating		

MU.S.GMK-2.4	Students will			
	- understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture			
Performance Descriptors MU.PD.GMK-2.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting – explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives	Students will			
MU.O.GMK-2.4.01	relate music to other disciplines, e.g., children's literature, math, science, visual art, etc.			
MU.O.GMK-2.4.02	discuss social responsibility through appropriate audience behavior.			
MU.O.GMK-2.4.03	demonstrate civic literacy by singing and discussing American folk songs and songs with patriotic texts.			
MU.O.GMK-2.4.04	sing and discuss Appalachian, global, and holiday songs.			
MU.O.GMK-2.4.05	compare singing games from various global cultures.			
MU.O.GMK-2.4.06	discuss how music is used in daily life, e.g., television, radio, Internet, etc.			
MU.O.GMK-2.4.07	discuss the roles of musicians in society.			
MU.O.GMK-2.4.08	identify instruments unique to various global cultures.			
MU.O.GMK-2.4.09	discuss Italian origin of music terminology.			

Grade 3-5 General Music Content Standards and Objectives

Grade 3-5 students develop further independence in the use of the singing voice. Terms are added to the basic music vocabulary for continued music literacy. Through the use of the voice, classroom instruments and body percussion, students' creativity and problem-solving skills are further developed as they improvise and compose rhythms and melodies. Their critical-thinking skills are refined as they evaluate their own musical performances and the performances of others. Global awareness is expanded through performing and listening to music of other cultures. Students continue to collaborate with others in classroom ensembles. Students relate music to other disciplines by singing songs in foreign languages and studying how music correlates with history and visual art.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-2 Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high-quality, content-specific professional development.

3-5 General Music				
Standard:	Performing			
MU.S.GM3-5.1	Students will: • sing, alone and with others, a varied repertoire of music; and • perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.GM3-5.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives	Students will			
MU.O.GM3-5.1.01	expand singing songs in major and minor keys.			
MU.O.GM3-5.1.02	sing or perform an ostinato.			
MU.O.GM3-5.1.03	sing two part round and partner songs.			
MU.O.GM3-5.1.04	perform syncopated patterns.			
MU.O.GM3-5.1.05	perform rhythmic patterns from notation.			
MU.O.GM3-5.1.06	play melodic patterns from notation.			
MU.O.GM3-5.1.07	play chords to harmonize melody			
MU.O.GM3-5.1.08	accompany singing on a variety of classroom instruments.			
MU.O.GM3-5.1.09	perform rhythmic and melodic patterns to add special effects to songs.			

MU.O.GM3-5.1.10	demonstrate presto, moderato, andante, and largo through movement.
MU.O.GM3-5.1.11	demonstrate ritardando and accelerando and a tempo through movement.
MU.O.GM3-5.1.12	perform music containing crescendo and diminuendo.
MU.O.GM3-5.1.13	communicate ABA form through movement.
MU.O.GM3-5.1.14	communicate rondo form through movement.
MU.O.GM3-5.1.15	sing or play instruments, following the cues of a conductor.

3-5 General Music				
Standard:	Exploring			
MU.S.GM3-5.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances			
Performance Descriptors MU.PD.GM3-5.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives	Students will			
MU.O.GM3-5.2.01	identify aurally and visually orchestra, band and folk instruments.			
MU.O.GM3-5.2.02	distinguish between an orchestra and a band.			
MU.O.GM3-5.2.03	expand previously learned notation to include single eighth notes and rests and beamed sixteenth notes.			
MU.O.GM3-5.2.04	expand previously learned notation to include whole notes and rests and dotted half notes.			
MU.O.GM3-5.2.05	read notation for songs.			
MU.O.GM3-5.2.06	read rhythmic notation in 3/4 meter.			
MU.O.GM3-5.2.07	identify a treble clef.			
MU.O.GM3-5.2.08	identify bass clef.			
MU.O.GM3-5.2.09	identify notes on the treble clef staff by letter name.			
MU.O.GM3-5.2.10	identify use of sharps and flats.			
MU.O.GM3-5.2.11	manipulate/notate notes for the major scale.			
MU.O.GM3-5.2.12	identify pp, p, mp, mf, f, ff dynamics.			
MU.O.GM3-5.2.13	recognize the symbols for crescendo and diminuendo.			

MU.O.GM3-5.2.14	identify the four vocal parts: soprano, alto, tenor, bass.
MU.O.GM3-5.2.15	identify and demonstrate staccato and legato.
MU.O.GM3-5.2.16	identify and demonstrate fermata.
MU.O.GM3-5.2.17	identify <i>ritardando</i> , <i>accelerando</i> and <i>a tempo</i> .
MU.O.GM3-5.2.18	identify and demonstrate first and second endings.
MU.O.GM3-5.2.19	identify and demonstrate D.C. al Fine and D.S.
MU.O.GM3-5.2.20	identify ABA form.
MU.O.GM3-5.2.21	evaluate their own musical performances.

3-5 General Music	
Standard:	Creating

MU.S.GM3-5.3	Students will: - improvise melodies, variations, and accompaniments; and - compose and arrange music within specified guidelines
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Performance Descriptors MU.PD.GM3-5.3	
Distinguished	Above Mastery
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.
Mastery	Partial Mastery
The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.
Novice	
The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.	

Objectives	Students will
MU.O.GM3-5.3.01	improvise music questions and answers.
MU.O.GM3-5.3.02	compose a piece using different dynamic levels.
MU.O.GM3-5.3.03	given a theme, create variations on that theme.
MU.O.GM3-5.3.04	compose a song in ABA form.
MU.O.GM3-5.3.05	compose a piece using rondo form.

3-5 General Music	
Standard:	Relating
MU.S.GM3-5.4	Students will - understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture
Performance Descriptors MU.PD.GM3-5.4	

Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.		The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting – explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives		Students will			
MU.O.GM3-5.4.01		collaborate with others in a musical play.			
MU.O.GM3-5.4.02		create a visual artwork for a piece of music or create music for visual art.			
MU.O.GM3-5.4.03		compare and contrast works of art and music that are based upon the same event, subject, or mood.			
MU.O.GM3-5.4.04		relate ABA forms in related arts.			
MU.O.GM3-5.4.05		sing and interpret foreign language songs from global cultures.			
MU.O.GM3-5.4.06		refine the use of Italian in music terminology.			
MU.O.GM3-5.4.07		develop civic literacy by singing West Virginia and patriotic songs.			
MU.O.GM3-5.4.08		sing spirituals, gospel songs, and work songs and recognize their roles in American history.			
MU.O.GM3-5.4.09		identify and discuss tone production for instruments and voices.			
MU.O.GM3-5.4.10		explore musical careers, e.g., conductor, composer, accompanist, etc.			
MU.O.GM3-5.4.11		explore 21 st century life skills relevant to musical careers, e.g., leadership, ethics, accountability, etc.			
MU.O.GM3-5.4.12		discuss and demonstrate social responsibility through appropriate audience behavior.			

Grade 6-8 General Music Content Standards and Objectives

Grade 6-8 students continue to build proper singing technique. Student creativity and problem-solving are demonstrated through interpretation, improvisation, and composition of music. Students increase their civic literacy through singing both patriotic songs and the songs of West Virginia. Global awareness is further expanded through performing and listening to music of other cultures. Students explore the role of the musician in society and careers in music. Students relate music to other disciplines through the study of acoustics and the study of history as it relates to the evolution of musical style.

6-8 General Music				
Standard:	Performing			
MU.S.GM6-8.1	Students will: • sing, alone and with others, a varied repertoire of music; and • perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.GM6-8.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, and personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives	Students will			
MU.PD.GM6-8.1.01	sing songs and/or play instruments in unison and two-part harmony.			
MU.PD.GM6-8.1.02	sing and play major/minor melodies.			
MU.PD.GM6-8.1.03	play major/minor chords.			
MU.PD.GM6-8.1.04	perform music in a variety of global styles (e.g. classical, folk, jazz, etc.)			
MU.PD.GM6-8.1.05	perform compositions and/or accompaniments on instruments.			
6-8 General Music				
Standard:	Exploring			
MU.S.GM6-8.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances			
Performance Descriptors MU.PD6-8.2				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives				
Students will				
MU.O.GM6-8.2.01	aurally identify soprano, alto, tenor, and bass voices.			
MU.O.GM6-8.2.02	visually and aurally identify musical instruments (e.g. traditional, folk, electronic, global, etc.).			
MU.O.GM6-8.2.03	aurally distinguish between major and minor tonalities.			
MU.O.GM6-8.2.04	review and refine all previous learned notation and musical forms.			
MU.O.GM6-8.2.05	read rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 meters.			
MU.O.GM6-8.2.06	identify in 6/8 meter.			
MU.O.GM6-8.2.07	identify and notate dotted quarter notes.			
MU.O.GM6-8.2.08	expand previous notation to include dotted rhythms.			
MU.O.GM6-8.2.09	explore grand staff notation.			
MU.O.GM6-8.2.10	read notation for the bass clef and treble clef.			
MU.O.GM6-8.2.11	follow a musical score.			
MU.O.GM6-8.2.12	identify modulation.			
MU.O.GM6-8.2.13	interpret tempo markings and dynamics.			
MU.O.GM6-8.2.14	interpret D.C., D.S., first and second endings.			
MU.O.GM6-8.2.15	evaluate vocal and instrumental performances.			

6-8	General Music			
Standard:	Create			
MU.S.GM6-8.3	Students will: • improvise melodies, variations, and accompaniments; and • compose and arrange music within specified guidelines			
Performance Descriptors MU.PD6-8.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and	The student improvises, composes, and arranges well-crafted melodies, variations, and	The student improvises, composes, and arranges coherent melodies, variations and	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and	The student, with considerable assistance, improvises, composes, and arranges melodies,

accompaniments. The student displays insight and musicianship, and models creativity.	accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	accompaniments within specified guidelines. Numerous errors detract from the overall result.	variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives	Students will			
MU.O.GM6-8.3.01	improvise on percussion instrument e.g. drum circle or percussion ensemble.			
MU.O.GM6-8.3.02	improvise on a melodic instrument e.g. ii V I; blues.			
MU.O.GM6-8.3.03	compose melodies using major/minor tonalities.			
MU.O.GM6-8.3.04	compose a piece in 2/4, 3/4, 4/4, 6/8 meter.			
6-8 General Music				
Standard:	Relating			
MU.S.GM6-8.4	Students will - understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture			
Performance Descriptors MU.PD.GM6-8.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives	Students will			
MU.O.GM6-8.4.01	develop civic literacy by singing and relating West Virginia songs to West Virginia history and geography.			
MU.O.GM6-8.4.02	explore and characterize music from various global cultures.			
MU.O.GM6-8.4.03	examine the science of acoustics.			
MU.O.GM6-8.4.04	use information and communication technology to examine the financial, economic, business and entrepreneurial aspects of musical careers.			
MU.O.GM6-8.4.05	discuss the evolution of musical styles, including their relationship to historical events.			
MU.O.GM6-8.4.06	discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.			

Music Electives K-12

Electives K-8: In addition to completing courses in General Music, elementary and middle school students should have the opportunity to take elective courses of instrumental music and choral music; therefore, content standards and objectives have been developed for K-8 music education beyond General Music. High quality arts programs bring richness to the school curriculum; therefore, it is strongly recommended that schools provide more than the required minimal amount of time for the delivery of the music curriculum.

Electives 9-12: Music is one of the four fine arts programs of study from which an elective course may be chosen to meet the graduation requirement of one arts credit. At a minimum, both instrumental and choral music electives must be offered to accommodate four sequential levels of student achievement in grades 9-12.

Within the Music program of study there are six areas of study for electives in music education. The Content Standards and Objectives represent the basic curriculum, while not prescribing a specific pedagogical approach. Teachers are encouraged to augment and enhance the curriculum as their schedules and resources permit.

- Orchestral Strings provides instruction in playing the violin, viola, 'cello, and bass. At the adolescent level students playing these instruments are generally grouped in classes of all string players (a String Orchestra), or string players plus wind and percussion (Full Orchestra). If enrollment is large, more than one orchestra may be offered and these orchestras may be differentiated by achievement level. The most advanced players may be given additional challenges of playing more difficult parts, solos, and chamber music (such as quartets and trios).
- Band provides opportunities for students in grades 5-12 to learn wind and percussion instruments. Students enrolled in band may be scheduled into a single class period. If enrollment is large, more than one band may be offered and these bands may be differentiated by achievement level. The advanced band students may be given opportunities to participate in a variety of specialized or small ensembles (such as brass quartet, jazz ensemble, percussion ensemble, steel drum band).
- Choral Music provides opportunities for students to sing in large and small ensembles. When enrollment justifies, two or more choral groups may be offered. These groups may be differentiated by the achievement level of students and/or by their composition (treble voices, tenor and bass voices, mixed voices). Students at the advanced levels may also participate in chamber choirs, madrigal singers, barbershop quartets, and other select ensembles.
- Piano classes may be offered for beginners and more advanced students. The three levels of objectives included in this area of study provide for beginners and for those who have already studied piano. If facilities and piano lab equipment are available, a teacher can give instruction to students working at several different levels in a single classroom. On the other hand, if enrollment justifies, two or more classes differentiated by achievement level should be provided.
- Appalachian Folk Music offers opportunities for students to learn to play the guitar, banjo, and dulcimer.
- Music Literature is an area of study that provides content standards and objectives for electives in Music Appreciation or Music History.

- Music Theory, an elective appropriate for advanced students and music majors, is included in this area of study.

County school systems may exercise the option of offering additional music courses. Content Standards and Objectives must be developed for these courses and approved by the county board of education.

Level I Orchestral Strings (Beginning)

MU.O.OSI.1.13	play legato melodies marked with two-note slurs.
MU.O.OSI.1.14	play staccato passages.
MU.O.OSI.1.15	interpret accents.
MU.O.OSI.1.16	develops personal productivity through practice habits.

Grade 4-8				
Orchestral Strings				
Standard: 2 Exploring				
MU.S.OSI.2 Students will:				
• read and notate music • listen to, analyze, and describe music • evaluate music and music performances				
Performance Descriptors MU.PD.OSI.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives				
Students will:				
MU.O.OSI.2.01	read notated music containing whole, half, quarter, eighth, and dotted quarter notes and rests in meters of 2, 3, and 4.			
MU.O.OSI.2.02	identify incorrectly played rhythms.			
MU.O.OSI.2.03	notate quarter notes and rests.			
MU.O.OSI.2.04	add bar lines to an example containing none.			
MU.O.OSI.2.05	respond verbally, using correct names of notes, the staff, rhythms, clefs, and meter signatures when questioned about a line of music.			
MU.O.OSI.2.06	identify AB and ABA form.			
MU.O.OSI.2.07	listen to exemplary models of instrumental performances.			
MU.O.OSI.2.08	distinguish between appropriate and inappropriate tone quality.			
MU.O.OSI.2.09	classify a piece as played in tune or out of tune after listening to a performance.			
MU.O.OSI.2.10	differentiate between octaves, unisons, and fifths presented aurally.			
MU.O.OSI.2.11	interpret the following: repeat sign, D.C. al Fine, D.S. al Fine, multiple endings.			
MU.O.OSI.2.12	play a melody in tempo andante, allegro and in tempo moderato.			
MU.O.OSI.2.13	evaluate their own performances.			

Grade 4-8		Orchestral Strings			
Standard: 3		Creating			
MU.S.OSI.3		Students will: - improvise melodies, variations and accompaniments. - compose and arrange music within specified guidelines.			
Performance Descriptors MU.PD.OSI.3					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.	
Objectives					
Students will:					
MU.O.OSI.3.01	create a response to a rhythmic pattern performed by the teacher.				
MU.O.OSI.3.02	create a response to a melodic pattern performed by the teacher.				
Grade 4-8					
Orchestra Strings					
Standard: 4		Reading			
MU.S.OSI.4		Students will: - understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture			
Performance Descriptors MU.PD.OSI.4					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.	

Objectives	Students will:
MU.O.OSI.4.01	relate note values to fractions in math.
MU.O.OSI.4.02	discuss the principles of sound and pitch production on string instruments.
MU.O.OSI.4.03	perform folk tunes from various global cultures.
MU.O.OSI.4.04	listen to a performance of a folk tune and discuss its cultural background.
MU.O.OSI.4.05	compile a list of how music is used, e.g., commercials, movie/TV themes, church music, and answer questions as to why music is used in everyday life.
MU.O.OSI.4.06	discuss social responsibility through appropriate audience behavior.

Level II Orchestral Strings (Intermediate)

Students at this level of study demonstrate characteristics of good ensemble playing while continuing to further develop their own individual playing and listening skills. Typically, these are students at the middle school or junior high level, but may also include more advanced elementary students, and high school students who have not progressed to the Advanced level. The study a wider range of dynamics, tempi and meters. Students learn to play legato and non-legato melodies, two and three-note slurred staccato, and loured and martelé bowings. Students also study syncopated rhythms and positions other than first. They become familiar with the Baroque period, play scales and melodies up to 3 sharps and 1 flat, learn the chromatic scale and continue to evaluate performances.

Grade 4-12 Orchestral Strings				
Standard: 1 Performing				
MU.S.OSII.1	Students will: perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.OSII.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives	Students will:			
MU.O.SII.1.01	play melodies and major and minor scales in keys up to 3 sharps and 1 flat.			
MU.O.SII.1.02	play music containing dotted rhythms, eighth-note triplets, sixteenth notes and rests in meters of 2, 3, 4, 6 and alla breve.			
MU.O.SII.1.03	demonstrate characteristics of good ensemble playing.			
MU.O.SII.1.04	play melodies marked with 3-note slurs.			
MU.O.SII.1.05	play slurred melodies incorporating string crossings.			
MU.O.SII.1.06	play with slurred staccato bow strokes.			
MU.O.SII.1.07	play non-legato melodies.			
MU.O.SII.1.08	perform using martelé and loured bow strokes.			
MU.O.SII.1.09	play syncopated rhythms.			
MU.O.SII.1.10	participate in the performance of a Baroque piece.			
MU.O.SII.1.11	play with extended finger positions in the first position.			
MU.O.SII.1.12	perform melodies using chromatic tones and play a chromatic scale.			
MU.O.SII.1.13	play sixths in first position (omit double bass).			

MU.O.SII.1.14	play unisons and octaves formed with 1 open string and one string fingered in 3 rd position (cellos and basses in 4 th position.)
MU.O.SII.1.15	play melodies which, because of extended range or convenience of finger patterns, require the use of positions other than first. These positions are different for the various stringed instruments. Thus, they are specified as follows: violin and viola – 3 rd position; cello – half, 2 nd , 3 rd , and 4 th positions and extensions; bass – half, 2 nd , and 4 th positions and extensions.
MU.O.SII.1.16	develop accountability and personal productivity through practice habits.

Grade 4-12 Orchestra Strings				
Standard: 2 Exploring				
MU.S.OSII.2	Students will: • read and notate music • listen to, analyze, and describe music • evaluate music and music performances			
Performance Descriptors MU.PD.OSII.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, crucially analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. These are significant errors.
Objectives				
Students will:				
MU.O.OSII.2.01	sightread pieces in major and minor containing various bowing and articulations.			
MU.O.OSII.2.02	interpret music using contrasting dynamics including pp, p, mp, mf, f and ff.			
MU.O.OSII.2.03	identify the following in a given piece of music: slur and staccato marking; key signature; sixteenth notes, dotted notes, and eighth note triplets.			
MU.O.OSII.2.04	identify and define crescendo, diminuendo, ritardando, sforzando, a tempo and femata.			
MU.O.OSII.2.05	interpret the tempos allegretto and adagio.			
MU.O.OSII.2.06	identify the following: introduction, coda tonal center.			
MU.O.OSII.2.07	identify like and unlike phrases and sections			
MU.O.OSII.2.08	identify minor melodies presented aurally.			
MU.O.OSII.2.09	tune his/her instrument.			
MU.O.OSII.2.10	write major scales and specified intervals above a given note.			
MU.O.OSII.2.11	list characteristics of good solo playing and good ensemble playing, e.g., type of tone quality, intonation, rhythmic precision.			
MU.O.OSII.2.12	distinguish between good and poor intonation, correct and incorrect rhythms, good and poor tone quality in their own performance.			
MU.O.OSII.2.13	critique a performance.			

Grade 4-12				
Standard: 3				
Creating				
MU.S.OSII.3	Students will: - improvise melodies, variations, and accompaniments - compose and arrange music within specified guidelines			
Performance Descriptors MU.PD.OSII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives	Students will:			
MU.O.OSII.3.01	improvise a rhythmic variation on a melody.			
MU.O.OSII.3.02	improvise a response to a simple melody played by the teacher.			
MU.O.OSII.3.03	improvise a musical phrase according to parameters provided by the teacher.			
MU.O.OSII.3.04	create and notate a musical example in a given meter and key, using correct pitch and rhythmic notation, clef, and key signatures.			

Grade 4-12				
Standard: 4				
Relating				
MU S.OSII.4				
Students will:				
• understand relationship between music, the other arts, and disciplines outside the arts • understand music in relation to history and culture.				
Performance Descriptors MU.PD.OSII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.

and are well-reasoned and insightful.				
Objectives	Students will:			
MU.O.OSII.4.01	discuss the difference between fiddle and violin music.			
MU.O.OSII.4.02	demonstrate simple fiddle techniques.			
MU.O.OSII.4.03	trace the global origins of Appalachian fiddle music.			
MU.O.OSII.4.04	discuss the art, music, and dance of the Baroque period.			
MU.O.OSII.4.05	compare phrases to sentences in language arts (antecedent and consequent phrases).			
MU.O.OSII.4.06	discuss the characteristics of music genres and styles studied.			
MU.O.OSII.4.07	discuss and demonstrate social responsibility through appropriate audience behavior.			

Level III Orchestral Strings (Advanced)

At this level students continue to develop individual playing skills and ensemble skills. They play scales and melodies in major and minor keys up to 5 sharps and 4 flats and utilize the higher positions in their performance. Students explore and perform chords, arpeggiated chords, and ornamentation. They learn irregular and changing meters and expand musical vocabulary, demonstrating the interpretation of this vocabulary in their playing. Students study vibrato and ensemble techniques. They study the Classical and Romantic period, twentieth-century music and the use of stringed instruments in American music genres. Students continue performance evaluation, and a strong emphasis is placed on listening skills through which students develop the knowledge of musical form, genre, history, and musical interpretation.

Grade 9-12		Orchestral Strings			
Standard: 1		Performing			
MU.S.OSIII.1		Students will:			
		• perform on instruments, alone and with others, a varied repertoire of music			
Performance Descriptors MU.PD.OSIII.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, and personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will:			
MU.O.OSIII.1.01		perform ensemble music (e.g., string orchestra works, full orchestra works, chamber music) from various time periods.			
MU.O.OSIII.1.02		refine characteristics of good ensemble playing.			
MU.O.OSIII.1.03		play melodies and scales in major and minor keys up to 5 sharps and 4 flats.			
MU.O.OSIII.1.04		play melodies which, because of extended range or convenience of finger patterns, require the use of the higher positions. These include (but are not limited to) the following: violin and viola – 2 nd through 5 th positions; cello and bass – half through 6 th positions and extensions. (Include thumb position for cello and extreme upper positions of bass.)			
MU.O.OSIII.1.05		review and refine bowings, expanding to include spiccato.			
MU.O.OSIII.1.06		play pieces containing irregular and/or changing meters.			
MU.O.OSIII.1.07		play double stops, arpeggiated chords, trills and grace notes.			
MU.O.OSIII.1.08		play 3 and 4-note cords.			
MU.O.OSIII.1.09		play a melody con sordino.			
MU.O.OSIII.1.10		play using vibrato.			

MU.O.OSIII.1.11	demonstrates accountability and personal productivity though practice habits.
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Grade 9-12		Orchestral Strings			
Standard: 2		Exploring			
MU.S.OSIII.2		Students will: • read and notate music • listen to, analyze, and describe music • evaluate music and music performances			
Performance Descriptors MU.S.OSIII.2					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.		The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives		Students will:			
MU.O.OSIII.2.01		sightread music containing the temp markings largo and <i>accelerando</i> , contrasting dynamics, <i>subito p</i> and <i>subito f</i> .			
MU.O.OSIII.2.02		listen to compositions by different composers and describe the elements of music and expressive devices that make each unique.			
MU.O.OSIII.2.03		interpret tempo, dynamic, and expressive terms and symbols used in a piece of music, e.g., <i>andante</i> , <i>accelerando</i> , <i>sforz</i> , <i>col legno</i> .			
MU.O.OSIII.2.04		create a list of characteristics of exemplary playing including techniques and expression.			
MU.O.OSIII.2.05		describe the compositional techniques used in a theme and variation.			
MU.O.OSIII.2.06		interpret the symbol for a turn (~).			
MU.O.OSIII.2.07		identify counter melodies in recorded, played or written examples.			
MU.O.OSIII.2.08		describe various orchestral forms (e.g., rondo, sonata, allegro, etc.)			
MU.O.OSIII.2.09		play a piece that makes use of non-standard notation.			
MU.O.OSIII.2.10		compare and contrast timbre, dynamics, and form in two orchestral pieces.			
MU.O.OSIII.2.11		describe feelings evoked while listening to a musical work and list what elements of music contributed to those emotions.			
MU.O.OSIII.2.12		compare and contrast student performances with those of professional groups.			

Grade 9-12		Orchestral Strings	
Standard: 3	Creating		
MU.S.OSIII.3	Students will:	• improvise melodies, variations, and accompaniments • compose and arrange music within specified guidelines	

Performance Descriptors MU.PD.OSIII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variation, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
Students will:				
MU.O.OSIII.3.01 create melodic variations on a given melody.				
MU.O.OSIII.3.02 add trills and grace notes to a major or minor melody,				
MU.O.OSIII.3.03 create a melody in the style requested by the teacher.				
MU.O.OSIII.3.04 perform an improvisation (e.g., jazz, blues, bluegrass, aleatoric).				
Grade 9-12				
Orchestral Strings				
Standard: 4				
Relating				
Students will:				
- understand relationships between music, the other arts, and disciplines outside the arts. - understand music in relation to history and culture				
Performance Descriptors MU.PD.OSIII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
Students will:				
MU.O.OSIII.4.01 compare recordings of musical works from the Classical and Romantic periods; discussing similarities and differences.				
MU.O.OSIII.4.02 describe ways in which music is related to a foreign language, mathematics, and science.				
MU.O.OSIII.4.03 create a list various roles that musicians perform, cite representative individuals in each role and describe their activities and				

	achievements.
MU.O.OSIII.4.04	compare the processes used in composing music and creating visual arts including the basic content of each art form, e.g., unity and variety, repetition and contrast.
MU.O.OSIII.4.05	discuss how music has reflected historical events and culture.
MU.O.OSIII.4.06	discuss the use of stringed instruments in American music genres, e.g., folk music, jazz, pop.
MU.O.OSIII.4.07	list the musical characteristics that contribute to a given musical work's placement in a time period.
MU.O.OSIII.4.08	discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.

Level I Band (Beginning)

The Beginning Band objectives are written for the student who has begun the study of a band instrument. Typically, the student is at the elementary level, but due to delayed entry into band or differences in scheduling, he/she could also be at the middle or high school level. The beginning band student learns basic playing skills, performance criteria and begins exploring relationships between music and other disciplines.

5-12		Beginning Band			
Standard:		Performing			
MU.S.Bi.1		Students will:			
		perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.Bi.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will			
MU.O.Bi.1.01		show proper instrument assembly, maintenance, hygiene and cleaning.			
MU.O.Bi.1.02		display correct posture and instrumental playing techniques.			
MU.O.Bi.1.03		keep a steady beat.			
MU.O.Bi.1.04		echo rhythmic and melodic patterns.			
MU.O.Bi.1.05		match pitches with good intonation and tone quality.			
MU.O.Bi.1.06		perform beginning level music.			
MU.O.Bi.1.07		play an instrumental solo.			
MU.O.Bi.1.08		play music containing harmony.			
MU.O.Bi.1.09		play melodies containing slurs.			
MU.O.Bi.1.10		play a variety of beginning percussion instruments, e.g., snare drum, bass drum, and cymbals (percussion only).			
MU.O.Bi.1.11		develop personal productivity through practice habits.			

5-12		Beginning Band			
Standard:					

MU.S.BI.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances			
Performance Descriptors MU.PD.BI.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives	Students will			
MU.O.BI.2.01	identify by sound musical instruments used in beginning band.			
MU.O.BI.2.02	differentiate between good and poor tone quality.			
MU.O.BI.2.03	identify like and unlike musical phrases and/or sections.			
MU.O.BI.2.04	read quarter, half, whole, and eighth notes and rests in meters of 2, 3, 4, and <i>alla breve</i> .			
MU.O.BI.2.05	identify the clef and the names of the lines and spaces.			
MU.O.BI.2.06	play notated melodies in concert Bb and Eb major.			
MU.O.BI.2.07	play exercises that include single strokes, five-stroke rolls, nine-stroke rolls, long rolls, and flams (percussion only).			
MU.O.BI.2.08	interpret the following: repeat sign, D.C. al Fine, D.S. al Coda, multiple endings.			
MU.O.BI.2.09	discuss criteria for evaluating music performances.			
MU.O.BI.2.10	sight-read a short melody.			
MU.O.BI.2.11	play the B flat concert major scale.			
MU.O.BI.2.12	interpret piano, mezzo-forte and forte with their symbols.			

5-12	Beginning Band				
Standard:	Creating				
MU.S.BI.3	Students will: • improvise melodies, variations, and accompaniments; and • compose and arrange music within specified guidelines.				
Performance Descriptors MU.PD.BI.3					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges		The student improvises, composes, and arranges	The student improvises, composes, and arranges	The student, with frequent assistance, improvises.	The student, with considerable assistance.

sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives Students will				
MU.O.BI.3.01	improvise using two to three pitches.			
MU.O.BI.3.02	create a response to a rhythmic pattern performed by the teacher.			

5-12 Beginning Band				
Relating				
MU.S.BI.4	Students will: • understand relationships between music, the arts, and disciplines outside the arts; and • understand music in relation to history and culture.			
Performance Descriptors MU.PD.BI.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
MU.O.BI.4.01	Students will describe the method of tone production for brass, woodwind, and percussion instruments as it relates to the principles of sound production.			
MU.O.BI.4.02	explore and perform folk songs and global music as presented in the method book.			
MU.O.BI.4.03	develop civic literacy through the study of patriotic selections.			
MU.O.BI.4.04	discuss social responsibility through appropriate audience behavior			

Level II Band (Intermediate)

The Intermediate Band objectives are written for the student who has advanced beyond the beginning study of a band instrument. Typically, this is a student at the middle school or junior high level, but he/she may be an advanced elementary student or a high school student who has not progressed to the advanced level. The student at the Intermediate level will continue to develop basic playing skills. He/she learns additional notes, fingerings and more rhythmic variations in notation. The student will further develop articulation, rhythmic interpretation, and self-evaluation skills. The student will have the opportunity to learn basic ensemble techniques and sight-reading. The student plays music from the West Virginia Bandmasters Association Graded Music List. This list can be obtained from the West Virginia State Arts Coordinator.

5-12		Intermediate Band			
Standard:		Performing			
MU S.BII.1		Students will:			
Performance Descriptors MU.PD.BII.1		• perform on instruments, alone and with others, a varied repertoire of music.			
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will			
MU.O.BII.1.01		demonstrate characteristics of proper ensemble playing, e.g., balance, blend, intonation.			
MU.O.BII.1.02		play music containing increased range and contrasting dynamic levels.			
MU.O.BII.1.03		perform graded band music, using appropriate expression, articulation, posture and tone production.			
MU.O.BII.1.04		play timpani and perform using two-hand technique on mallet percussion (percussion only).			
MU.O.BII.1.05		play a chromatic scale and major scales up to three sharps and three flats.			
MU.O.BII.1.06		play pieces in major and minor tonalities.			
MU.O.BII.1.07		play a minor scale.			
MU.O.BII.1.08		play a familiar melody by ear.			
MU.O.BII.1.09		play syncopated rhythms.			
MU.O.BII.1.10		develop accountability and personal productivity through practice habits.			
5-12		Intermediate Band			

Standard:	Exploring				
MU.S.BII.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances				
Performance Descriptors MU.PD.BII.2					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.	
Objectives	Students will				
MU.O.BII.2.01	Identify and demonstrate conducting patterns in 2, 3 and 4.				
MU.O.BII.2.02	review and refine previously learned rhythms.				
MU.O.BII.2.03	Identify sixteenth notes, eighth note triplets, and dotted rhythms.				
MU.O.BII.2.04	play ruffs, ratamacues, five-stroke rolls, nine-stroke rolls, seventeen-stroke rolls, flam accents, flam taps, and single and double paradiddles (percussion only).				
MU.O.BII.2.05	perform music in 6/8 time.				
MU.O.BII.2.06	Interpret <i>allegro</i> , <i>moderato</i> and <i>andante</i> .				
MU.O.BII.2.07	Interpret the markings for <i>ritardando</i> .				
MU.O.BII.2.08	Identify key changes.				
MU.O.BII.2.09	Interpret staccato, accents and <i>fp</i> .				
MU.O.BII.2.10	Interpret <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , crescendo and diminuendo.				
MU.O.BII.2.11	sight-read in a major key.				
MU.O.BII.2.12	tune using an electronic tuner.				
MU.O.BII.2.13	Identify AB and ABA forms.				
MU.O.BII.2.14	evaluate personal performances and performances by others.				
5-12 Intermediate Band					
Standard:	Creating				
MU.S.BII.3	Students will: • improvise melodies, variations, and accompaniments; and • compose and arrange music within specified guidelines.				

Performance Descriptors MU.PD.BII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives		Students will		
MU.O.BII.3.01	create a response to a melodic pattern performed by the teacher.			
MU.O.BII.3.02	improvise a musical phrase according to parameters provided by the teacher.			
MU.O.BII.3.03	compose a simple melody.			
5-12 Intermediate Band				
Standard: Relating				
MU.S.BII.4	Students will: • understand relationships between music, the arts, and disciplines outside the arts; and • understand music in relation to history and culture.			
Performance Descriptors MU.PD.BII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives		Students will		
MU.O.BII.4.01	relate note subdivision to simple mathematics.			
MU.O.BII.4.02	perform music from different global cultures and historical periods.			
MU.O.BII.4.03	analyze the style and characteristics of musical genres, styles and cultures studied in band.			
MU.O.BII.4.04	use information and communication technology to examine musical careers.			

MU.O.BII.4.05	discuss and demonstrate social responsibility through appropriate audience behavior.
MU.O.BII.4.06	develop civic literacy through the performance of patriotic selections.

Level III Band (Advanced)

The Advanced Band objectives are written for the student who has progressed through the intermediate study of a band instrument. Typically, this student is at the high school level, but may also be an advanced middle school or junior high student. The student at the advanced level will continue to refine playing skills and study various composers, compositions, and styles. He/she learns to play in more keys, use ornamentation, and perform with more precision. The advanced level student will study the formal structures and elements of music and learn how these are used by composers. He/she will learn about the historical context of the music performed, especially American music. The student plays music from the West Virginia Bandmasters Association Graded Music List. This list can be obtained from the West Virginia State Arts Coordinator.

5-12 Advanced Band					
Standard: Performing					
MU.S.BIII.1	Students will: perform on instruments, alone and with others, a varied repertoire of music.				
Performance Descriptors MU.PD.BIII.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.	
Objectives	Students will				
MU.O.BIII.1.01	perform in a large ensemble, e.g., concert band, wind ensemble, marching band.				
MU.O.BIII.1.02	refine characteristics of good ensemble playing.				
MU.O.BIII.1.03	perform graded music.				
MU.O.BIII.1.04	play triplets and swing eighth notes.				
MU.O.BIII.1.05	play melodies with changing meters.				
MU.O.BIII.1.06	play <i>rubato</i> passages.				
MU.O.BIII.1.07	play conducted tempo and dynamic changes.				
MU.O.BIII.1.08	play ornaments, e.g., grace notes, trills, and turns.				
MU.O.BIII.1.09	play <i>staccato</i> , <i>marcato</i> , and <i>legato</i> .				
MU.O.BIII.1.10	demonstrate different combinations of articulation.				
MU.O.BIII.1.11	demonstrate proper playing techniques on a variety of percussion instruments, e.g., drum set, accessories, world percussion (percussion only).				

MU.O.BIII.1.12	interpret an instrumental solo passage with proper style.
MU.O.BIII.1.13	demonstrates accountability and personal productivity through practice habits.

5-12 Advanced Band				
Standard:	Exploring			
MU.S.BIII.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances			
Performance Descriptors MU.PD.BIII.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives	Students will			
MU.O.BIII.2.01	play and notate scales up to four sharps and four flats.			
MU.O.BIII.2.02	play major and minor arpeggios.			
MU.O.BIII.2.03	play rudiments including, but not limited to, the 26 standard American drum rudiments (percussion only).			
MU.O.BIII.2.04	play and sight-read melodies in major and minor keys up to four sharps and four flats.			
MU.O.BIII.2.05	identify and interpret musical symbols, terms, dynamic changes and odd and/or mixed meters.			
MU.O.BIII.2.06	perform a piece using non-standard notation symbols.			
MU.O.BIII.2.07	explain how tempo terms relate to metronome markings.			
MU.O.BIII.2.08	identify counter melodies.			
MU.O.BIII.2.09	describe how the elements of music are used in a given work to make it unique, interesting and expressive.			
MU.O.BIII.2.10	discuss how the elements in a given musical work elicit an emotional response.			
MU.O.BIII.2.11	develop a list of criteria to be used in the evaluation of musical performances.			
MU.O.BIII.2.12	compare student performances with those of professional groups.			
MU.O.BIII.2.13	compare and contrast different musical selections analyzing the form, style, musical era, etc.			

5-12 Advanced Band	
Standard:	Creating

MU.S.BIII.3	Students will: - improvise melodies, variations, and accompaniments; and - compose and arrange music within specified guidelines.			
Performance Descriptors MU.PD.BIII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
Students will				
MU.O.BIII.3.01	create melodic variations on a given melody.			
MU.O.BIII.3.02	perform an improvisation, e.g., jazz, blues, aleatoric.			
MU.O.BIII.3.03	improvise background "fills" (percussion).			
MU.O.BIII.3.04	compose, notate and perform a melody.			
5-12 Advanced Band				
Standard:	Relating			
MU.S.BIII.4	Students will: - understand relationships between music, the arts, and disciplines outside the arts; and - understand music in relation to history and culture.			
Performance Descriptors MU.PD.BIII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
Students will				

MU.O.BIII.4.01	explain the acoustical properties of particular instruments.
MU.O.BIII.4.02	identify and compare musical characteristics of a variety of genres, styles, historical periods and cultures.
MU.O.BIII.4.03	discuss how the elements of music compare with those of the other arts, e.g., balance, form, mood, etc.
MU.O.BIII.4.04	analyze and explain how the elements of music can be used to evoke feelings or to describe places or events.
MU.O.BIII.4.05	assess the importance of major American musicians.
MU.O.BIII.4.06	analyze and explain the style and historical context of American musical selections performed in band.
MU.O.BIII.4.07	discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.
MU.O.BIII.4.08	develop civic literacy through the performance of the National Anthem.

Level I Choral Music (Beginning)

The Beginning Choral Music objectives are written for students who have begun their study of voice. Typically, these students would be at the elementary or early middle school level, but due to delayed entry into choral programs or differences in scheduling, these students could also be at the late middle school or high school level. These students learn basic singing skills, performance criteria, and begin to explore relationships between music, and other disciplines.

3-12		Choral Music			
Standard:	1	Performing			
MU S.CMI.1		Students will: Sing, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.CMI.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives					
MU.O.CMI.1.01		sing unison and two-part music.			
MU.O.CMI.1.02		sing scales and vocal warm-ups within their vocal range.			
MU.O.CMI.1.03		sing rounds and partner songs.			
MU.O.CMI.1.04		sing music with various dynamic levels.			
MU.O.CMI.1.05		sing a variety of choral literature, e.g., regional, national, global.			
MU.O.CMI.1.06		sing using various singing styles, e.g., jazz, gospel, classical.			
MU.O.CMI.1.07		sing using correct attacks and releases.			
MU.O.CMI.1.08		sing with proper vocal technique, e.g., posture, breath support, pitch.			
MU.O.CMI.1.09		sing with metrical and textual accents.			
MU.O.CMI.1.10		echo rhythmic and melodic patterns.			
MU.O.CMI.1.11		sing using various articulations, e.g., legato and staccato.			
MU.O.CMI.1.12		match given pitches.			
MU.O.CMI.1.13		maintain a steady pulse while performing rhythms.			
MU.O.CMI.1.14		demonstrate proper ensemble singing characteristics, e.g., balance, blend, etc.			
MU.O.CMI.1.15		develops personal productivity through practice habits.			

3-12		Choral Music				
Standard:		Exploring				
MU.S.CMI.2	Student will:	• read and notate music • listen to and describe music • evaluate music and music performances				
Performance Descriptors MU.PD.CMI.2						
Distinguished		Above Mastery		Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.		The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.		The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives		Students will				
MU.O.CMI.2.01		read and sing literature containing various rhythmic notations, e.g., whole, half, quarter, eighth, sixteenth, dotted notes and rests.				
MU.O.CMI.2.02		identify pitches on a staff.				
MU.O.CMI.2.03		sing music from a notated score.				
MU.O.CMI.2.04		sing melodies in appropriate clefs.				
MU.O.CMI.2.05		identify and notate various meters, dynamics, and tempo markings.				
MU.O.CMI.2.06		aurally identify major and minor tonalities.				
MU.O.CMI.2.07		identify musical phrases and various forms, e.g., AB or ABA.				
MU.O.CMI.2.08		identify voice classifications, e.g., Soprano, Alto, Tenor, Bass. .				
MU.O.CMI.2.09		identify breath marks and musical phrases.				
MU.O.CMI.2.10		identify syncopated rhythms.				
MU.O.CMI.2.11		listen to exemplary models of quality choral performances.				
MU.O.CMI.2.12		develop criteria for quality choral performances.				
MU.O.CMI.2.13		evaluate various types of choral literature.				
MU.O.CMI.2.14		identify intervals, e.g., steps, skips, leaps.				
MU.O.CMI.2.15		interpret musical symbols, e.g., bar lines, measures, ties, accidentals, fermata, repeat sign, D.C. al Fine, D.S. al Fine and multiple endings.				
MU.O.CMI.2.16		discuss the function of the accompaniment				

3-12	Choral Music
Standard:	Creating
MU.S.CMI.3	Students will: - improvise melodies, variations, and accompaniments - compose and arrange music within specified guidelines
Performance Descriptors MU.PD.CMI.3	
Distinguished	Above Mastery
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.
Mastery	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.
Partial Mastery	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.
Novice	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives	Students will
MU.O.CMI.3.01	improvise a melodic or rhythmic response.
MU.O.CMI.3.02	create new lyrics for a known melody.
MU.O.CMI.3.03	collaborate to compose a vocal warm-up.
3-12	Choral Music
Standard:	Relating
MU.S.CMI.4	Students will: - understand relationships between music, the arts and disciplines outside the arts - understand music in relation to history and culture.
Performance Descriptors MU.PD.CMI.4	
Distinguished	Above Mastery
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.
Mastery	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.
Partial Mastery	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.
Novice	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.

Objectives	Students will
MU.O.CMI.4.01	identify physical characteristics and anatomical characteristics of vocal tone production.
MU.O.CMI.4.02	explain how the text affects choral interpretation.
MU.O.CMI.4.03	describe the stylistic differences of selected global choral literature.
MU.O.CMI.4.04	discuss the role of the conductor and accompanist
MU.O.CMI.4.05	discuss concert etiquette as a performer and audience member.
MU.O.CMI.4.06	relate note values to fractions in mathematics.
MU.O.CMI.4.07	discuss social responsibility through appropriate audience behavior.

Level II Choral Music (Intermediate)

The Intermediate Choral Music objectives are written for students who have advanced past the beginning study of voice. Typically these students would be at the late middle school level or high school level, but the class may include more advanced elementary or early middle school students who have not progressed to the Advanced level. Students at the Intermediate level build on previously studied skills, learning additional choral techniques and more developed singing styles. They further develop their singing range, ensemble singing, sight-reading and self-evaluation skills.

6-12		Choral Music			
Standard:		Performing			
MU.S.CMII.1	Students will:	Sing, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.CMII.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will			
MU.O.CMII.1.01	sing a variety of music with more than one voice part.				
MU.O.CMII.1.02	sing a variety of choral literature, e.g. regional, national, global.				
MU.O.CMII.1.03	expand use of metric accents, e.g., accent marks, tenuto.				
MU.O.CMII.1.04	sing major and minor melodies.				
MU.O.CMII.1.05	sing songs in a variety of global languages.				
MU.O.CMII.1.06	refine attacks and releases.				
MU.O.CMII.1.07	sing with expression that is consistent with the interpretation of the text.				
MU.O.CMII.1.08	sing intervals with good intonation, balance and blend.				
MU.O.CMII.1.09	demonstrate dark and bright vowel sounds.				
MU.O.CMII.1.10	refine, apply and build vocal technique through warm-ups and a variety of vocal literature.				
MU.O.CMII.1.11	sing a cappella music.				
MU.O.CMII.1.12	refine characteristics of ensemble singing, e.g., balance, blend and styles.				
MU.O.CMII.1.13	sing music containing contrasting dynamic levels.				
MU.O.CMII.1.14	sing literature with varied rhythmic patterns.				

MU.O.CMII.1.15	match pitch with good intonation.
MU.O.CMII.1.16	sing repertoire to include a variety of tempi and meter changes.
MU.O.CMII.1.17	develops accountability and personal productivity through practice habits.

6-12 Choral Music				
Standard:	Exploring			
MU.S.CMII.2	Students will: • Read and notate music • Listen to, analyze, and describe music • Evaluate music and music performances.			
Performance Descriptors MU.PD.CMII.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives				
MU.O.CII.2.01	Students will expand singing and exploration of various meters and tempo markings.			
MU.O.CII.2.02	explain and explore major and minor tonalities.			
MU.O.CII.2.03	identify and sing intervals from notation, e.g., major, minor, perfect.			
MU.O.CII.2.04	read and sing melodies containing syncopation.			
MU.O.CII.2.05	identify and vocally apply musical terms, expression marks and symbols.			
MU.O.CII.2.06	identify the melodic and harmonic parts in a vocal piece.			
MU.O.CII.2.07	sing from a choral score observing standard notation.			
MU.O.CII.2.08	sight sing simple melodies.			
MU.O.CII.2.09	identify musical phrases and forms.			
MU.O.CII.2.10	discuss differences in singing various styles of music.			
MU.O.CII.2.11	identify criteria for an outstanding performance.			
MU.O.CII.2.12	evaluate live and recorded performances of themselves and others.			
MU.O.CII.2.13	identify conducting patterns and gestures.			
MU.O.CII.2.14	review and refine previously learned rhythms.			
MU.O.CII.2.15	identify sixteenth notes and dotted rhythms.			

6-12	Choral Music
Standard:	Creating
MU.S.CMII.3	Students will: - improvise melodies, variations, and accompaniments - compose and arrange music within specified guidelines
Performance Descriptors	
Distinguished	Above Mastery
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.
Mastery	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.
Partial Mastery	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.
Novice	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives	Students will
MU.O.CMII.3.01	improvise rhythmic and melodic variations on a given melodic phrase.
MU.O.CMII.3.02	create lyrics for a multi-section song, e.g., AB, ABA.
MU.O.CMII.3.03	compose a vocal warm-up.

6-12	Choral Music
Standard:	Relating
MU.S.CMII.4	Students will: - understand relationships between music, the arts and disciplines outside the arts - understand music in relation to history and culture.
Performance Descriptors	
Distinguished	Above Mastery
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.
Mastery	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.
Partial Mastery	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.
Novice	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.

Objectives	Students will
MU.O.CMII.4.01	use information and communication technology to examine musical careers.
MU.O.CMII.4.02	discuss the historical and global origins of a choral work.
MU.O.CMII.4.03	discuss the anatomy of the human voice and how it affects vocal tone production.
MU.O.CMII.4.04	discuss and demonstrate social responsibility through appropriate audience behavior.
MU.O.CMII.4.05	discuss the literary merits of choral texts.

Level III Choral Music (Advanced)

The Advanced Choral Music objectives are written for students who have progressed through the intermediate study of voice. Typically, these would be students at the high school level, but may also include more advanced late middle school students. The students at the Advanced level will continue to refine their singing skills. They study various composers, choral music and styles. They learn to sing using expression developing further technique. Advanced students will study formal structures and elements of music applying them to singing. They will learn historical context of music selections and relate these to history and culture.

8-12		Choral Music			
Standard:		Performing			
MU.S.CMIII.1	Students will	• Sing, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.CMIII.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.	
Objectives		Students will			
MU.O.CMIII.1.01		demonstrate, apply and perform proper vocal technique (e.g., tone production, breathing, posture, vowel modification, attacks, releases, natural vibrato and straight tone) through a variety of choral literature.			
MU.O.CMIII.1.02		sing a variety of choral literature with three or more vocal parts, e.g., SSA, SSAA, SAB, SATB, TTB.			
MU.O.CMIII.1.03		perform a wide variety of choral literature with stylistic appropriateness and proper ensemble technique, e.g., intonation, balance, and blend.			
MU.O.CMIII.1.04		expand repertoire of global language pieces.			
MU.O.CMIII.1.05		sing polyphonic and a <i>cappella</i> compositions with appropriate stylistic tone quality.			
MU.O.CMIII.1.06		perform characteristics of ensemble singing, e.g., balance, blend and styles.			
MU.O.CMIII.1.07		perform music with expressive dynamic levels.			
MU.O.CMIII.1.08		sing literature with complex rhythmic patterns.			
MU.O.CMIII.1.09		demonstrates accountability and personal productivity through practice habits.			
8-12		Choral Music			
Standard:		Exploring			

	Students will: • read and notate music • listen to, analyze, and describe music • evaluate music and music performances			
Performance Descriptors				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives				
Students will				
MU.O.CIII.2.01	aurally discern various meters and voice combinations.			
MU.O.CIII.2.02	sight sing his/her own part within multi-part score.			
MU.O.CIII.2.03	identify melodies, harmonic passages, and intervallic relationships with in a full vocal score.			
MU.O.CIII.2.04	discuss elements of music in a given choral example.			
MU.O.CIII.2.05	compare and contrast the various ways voices are combined in given choral works.			
MU.O.CIII.2.06	notate major/minor scales as they apply to choral selections studied.			
MU.O.CIII.2.07	evaluate and critique the choral performances of themselves and others.			
MU.O.CIII.2.08	discuss how the musical elements in a choral work elicit an emotional response.			
MU.O.CIII.2.09	perform compositions that are notated with non-traditional symbols.			
MU.O.CIII.2.10	compile a portfolio of performed choral music, musical performances, and a student-generated glossary.			
MU.O.CIII.2.11	examine and discuss a given choral composition using the appropriate musical terminology.			
3-12 Choral Music				
Standard:				
MU.S.CMIII.3	Students will: • improvise melodies, variations, and accompaniments • compose and arrange music within specified guidelines			
Performance Descriptors				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative	The student improvises, composes, and arranges well-crafted melodies.	The student improvises, composes, and arranges coherent melodies.	The student, with frequent assistance, improvises, composes, and arranges	The student, with considerable assistance, improvises, composes, and

melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
Students will				
MU.O.CIII.3.01 embellish a known melody.				
MU.O.CIII.3.02 improvise a melody.				
MU.O.CIII.3.03 create harmonic parts or vocal accompaniments in a variety of musical styles.				
MU.O.CIII.3.04 compose a multi-part warm-up.				
MU.O.CIII.3.05 create rhythmic or melodic variations to a known melody.				

8-12 Choral Music				
Standard: Relating				
Students will:				
• understand relationships between music, the arts and disciplines outside the arts • understand music in relation to history and culture.				
Performance Descriptors				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
Students will				
MU.O.CMIII.4.01 use information and communication technology to research musical careers.				
MU.O.CMIII.4.02 discuss the historical and cultural significance of a choral work.				
MU.O.CMIII.4.03 discuss and demonstrate social responsibility through appropriate audience behavior in a given setting.				
MU.O.CMIII.4.04 compare choral music with other arts from the same historical style period and global culture.				
MU.O.CMIII.4.05 develop a concert program using designated choral literature.				
MU.O.CMIII.4.06 analyze and explain how the elements of music can be used to evoke feelings and reflect the choral text.				

Level I Piano (Beginning)

The beginning piano objectives are written for students who have begun their study of the piano. Typically, these students have never studied an instrument or have had minimal musical training. The student learns the correct wrist, hand, and body positions in playing major scales, block and broken chord patterns, cadences using I, IV, and V chords, and simple pieces. They accompany simple melodies with broken chord accompaniment. Sight-reading in treble and bass clefs are practiced and evaluation skills are developed.

Grades 6-12		Level I Piano (Beginning)			
Standard:	Performing				
MU.S.PI.1	Students will: perform on instruments, instruments, alone and with others, a varied repertoire of music.				
Performance Descriptors MU.PD.PI.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will			
MU.O.PI.1.01	maintain a steady beat.				
MU.O.PI.1.02	demonstrate correct hand and body positions to play piano.				
MU.O.PI.1.03	perform repertoire at the beginner level.				
MU.O.PI.1.04	perform block and broken chord patterns.				
MU.O.PI.1.05	perform major scales, hands together, for one octave using correct finger patterns.				
MU.O.PI.1.06	perform whole, half, quarter and eighth notes and their corresponding rests as well as dotted half notes.				
MU.O.PI.1.07	perform contrasting dynamics, e.g., piano (p) and forte (f).				
MU.O.PI.1.08	demonstrate a I, IV, and V chordal accompaniment.				
MU.O.PI.1.09	perform simple piano duets.				
MU.O.PI.1.10	perform staccato and legato.				
MU.O.PI.1.11	perform crescendo and diminuendo.				
Grades 6-12		Level I Piano (Beginning)			
Standard:	Exploring				

MU.S.PI.2	Students will: - read and notate music - listen to, analyze, and describe music	Performance Descriptors MU.PD.PI.2			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.	
Objectives					
Students will					
MU.O.PI.2.01	identify notes within the grand staff.				
MU.O.PI.2.02	read and notate rhythms using whole, half, quarter and eighth notes and their corresponding rests as well as dotted half notes.				
MU.O.PI.2.03	visually identify stepwise and skipwise patterns.				
MU.O.PI.2.04	discuss functions of bar lines, measures, ties, accidentals, repeat sign, D.C. al Fine, D.S. al Fine and multiple endings.				
MU.O.PI.2.05	read notation in 2/4, 3/4, and 4/4 meters.				
MU.O.PI.2.06	sight read simple melodies.				
MU.O.PI.2.07	identify various key signatures.				
MU.O.PI.2.08	evaluate aspects of their own performance (e.g., correct pitch, rhythm, dynamics).				
MU.O.PI.2.09	identify musical phrases and phrasing techniques.				
MU.O.PI.2.10	identify and name the parts of the piano and their function.				
MU.O.PI.2.11	listen to and evaluate exemplary piano performances.				
Grades 6-12					
Level I Piano (Beginning)					
Standard:	Creating				
MU.S.PI.3	Students will: - improvise melodies, variations and accompaniments - compose and arrange music within specified guidelines	Performance Descriptors MU.PD.PI.3			
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and	The student improvises, composes, and arranges well-crafted melodies, variations, and	The student improvises, composes, and arranges coherent melodies, variations and	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and	The student, with considerable assistance, improvises, composes, and arranges melodies,	

accompaniments. The student displays insight and musicianship, and models creativity.	accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	accompaniments within specified guidelines. Numerous errors detract from the overall result.	variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives	Students will			
MU.O.PI.3.01	harmonize a simple melody using I, IV, and V(7) chords.			
MU.O.PI.3.02	improvise a short melody within specified guidelines.			
MU.O.PI.3.03	compose a block chord accompaniment using I, IV, and V(7) chords.			

Grades 6-12				
Level I Piano (Beginning)				
Standard: Relating				
MU S.PI.4	Students will: • understand relationships between music, the other arts, and disciplines outside the arts • understand music in relation to history and culture			
Performance Descriptors MU.PD.PI.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
MU.O.PI.4.01	Students will discuss the science of acoustics in relation to the piano (e.g., different lengths of strings and different thickness of strings produce different pitches).			
MU.O.PI.4.02	research the history of the piano and related instruments.			
MU.O.PI.4.03	discuss concert etiquette for the audience member and the performer.			
MU.O.PI.4.04	discuss whether or not the piano is a member of either the percussion, string or the chordophone family.			

Level II Piano (Intermediate)

The intermediate piano objectives are written for students who are continuing their study of piano. The student refines his/her playing technique, practices major and minor scales and cadences, and composes a melody with accompaniment. Music reading and evaluation skills are expanded. The various roles of keyboard musicians are examined.

Grades 6-12		Level II Piano (Intermediate)			
Standard:		Performing			
MU.S.PII.1	Students will:	perform on instruments, instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.PII.1					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.		The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives		Students will			
MU.O.PII.1.01		perform all previous rhythms and expands to sixteenth notes, dotted quarter and related rests maintaining a steady tempo.			
MU.O.PII.1.02		continue to expand performing block and broken chord patterns to additional keys.			
MU.O.PII.1.03		continue to perform I, IV, V(7) chordal accompaniments and expand to additional keys.			
MU.O.PII.1.04		perform music with further contrasting dynamics, e.g., mezzo piano (mp) and fortissimo (ff).			
MU.O.PII.1.05		perform all previous major scales, and expand to additional keys, with correct fingerings, both hands together, one octave, maintaining a steady tempo.			
MU.O.PII.1.06		perform using the damper pedal in legato passages.			
MU.O.PII.1.07		perform pieces in a variety of key signatures.			
MU.O.PII.1.08		refine performance of piano duets.			

Grades 6-12	Level II Piano (Intermediate)
Standard	Exploring
MU.S.PII.2	Students will: • read and notate music • listen to, analyze, and describe music
Performance Descriptors MU.PD.PII.2	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives Students will				
MU.O.PII.2.01	interpret fermatas and accents.			
MU.O.PII.2.02	expand reading and notating pitches using the grand staff.			
MU.O.PII.2.03	read and notate all previous rhythms and expand to include sixteenth notes, dotted quarter notes and related rests.			
MU.O.PII.2.04	interpret tempo markings, e.g., quarter note = 60, or 'adagio'.			
MU.O.PII.2.05	read and demonstrate basic syncopated rhythmic patterns.			
MU.O.PII.2.06	sight-read, both hands together at appropriate level of difficulty.			

Level II Piano (Intermediate)				
Creating				
MU.S.PII.3	Students will: - improvise melodies, variations and accompaniments - compose and arrange music within specified guidelines			
Performance Descriptors MU.PD.PII.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
MU.O.PII.3.01	Students will improvise a simple melody over given I, IV, and V(7) chords.			
MU.O.PII.3.02	continue to accompany melodies using I, IV, and V(7) chords in different keys.			

MU.O.PII.3.03	compose a short melody using proper phrase structure (antecedent/consequent) and phrase techniques.			
Grades 6-12				
Standard:	Level II Piano (Intermediate)			
Relating				
MU.S.PII.4	Students will: • understand relationships between music, the other arts, and disciplines outside the arts • understand music in relation to history and culture			
Performance Descriptors MU.PD.PII.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives	Students will			
MU.O.PII.4.01	explore community opportunities for pianists			
MU.O.PII.4.02	identify various roles that keyboard musicians perform			
MU.O.PII.4.03	research electronic keyboards/ synthesizers and the role they play in popular music			
MU.O.PII.4.04	compare the characteristics of a piece of piano music and another art form including the basic content of each, e.g., unity, variety, repetition and contrast.			

Level III Piano (Advanced)

The advanced piano student continues to refine playing and sight-reading skills. He/she explores accompaniments and compositions in major and minor keys. The student refines evaluation, improvisation and composition skills and explores West Virginia pianists and composers. Investigation of relationships between piano literature and visual art are studied.

Grades 6-12 Level II Piano (Advanced)					
Standard:		Performing			
MU.S.P.III.1	Students will: perform on instruments, instruments, alone and with others, a varied repertoire of music.				
Performance Descriptors MU.PD.P.III.1					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.	
Objectives					
MU.O.P.III.1.01	Students will continue to refine major scales and arpeggios by increasing tempo and extending to two octaves.				
MU.O.P.III.1.02	perform pieces in which there are a wide variety of dynamic ranges.				
MU.O.P.III.1.03	perform pieces in both major and minor keys.				
MU.O.P.III.1.04	perform a graded solo.				
MU.O.P.III.1.05	perform minor scales and chords.				

Grades 6-12 Level III Piano (Advanced)				
Standard:	Exploring			
MU.S.PII.2	Students will: • read and notate music • listen to, analyze, and describe music			
Performance Descriptors MU.PD.PIII.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically	The student, with fluency and consistency, reads, notates, and critically	The student is generally accurate while reading, notating, critically analyzing,	The student, with frequent prompting, is moderately accurate while reading and	The student, with considerable assistance, reads and notates, critically

analyzes music. The student insightfully describes and evaluates music and music performances.	analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives Students will				
MU.O.P.III.2.01 sight-read at appropriate level.				
MU.O.P.III.2.02 analyze and discuss musical form within a studied work, e.g., AB form, rondo, piano sonata.				
MU.O.P.III.2.03 notate key signatures in order of sharps and flats.				
MU.O.P.III.2.04 listen to piano works representing different genres/periods and discuss form and style.				
MU.O.P.III.2.05 play cadences using I, IV, V(7) chord pattern in all studied major keys.				
MU.O.P.III.2.06 evaluate their own musicianship to include phrasing, dynamics, rhythm, articulation, expression, and technique.				
MU.O.P.III.2.07 transpose by notating a simple piece to closely related keys.				
MU.O.P.III.2.08 continue to refine reading ornamental markings, e.g., grace notes, trill, turn, etc.				

Grades 6-12 Level III Piano (Advanced)				
Standard: Creating				
Students will:				
- improvise melodies, variations and accompaniments - compose and arrange music within specified guidelines				
Performance Descriptors MU.PD.P.III.3				
Distinguished				
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	Above Mastery The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	Mastery The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	Partial Mastery The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	Novice The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives Students will				
MU.O.P.III.3.01 collaborate to compose a piece incorporating correct phrases, I, IV, V cadences, and within a given form.				
MU.O.P.III.3.02 improvise short melodies including steps and skips over specified chord progression.				
MU.O.P.III.3.03 play cadences using major/minor I, IV, V,I chord patterns and improvise over such cadences.				
MU.O.P.III.3.04 compose a short melody and experiment with variations on such melody.				

MU.O.P.III.3.05	compose an individual work within specified guidelines.			
Grades 6-12		Level III Piano (Advanced)		
Standard:	Relating			
MU.S.P.III.4	Students will: - understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture			
Performance Descriptors MU.PD.P.III.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
Students will				
MU.O.P.III.4.01	relate musical styles/genres to periods and events in history.			
MU.O.P.III.4.02	discuss piano works that have been inspired by works of visual art.			
MU.O.P.III.4.03	listen to and discuss West Virginia pianists/composers, e.g., George Crumb, David Williams, Bob Thompson, etc.			
MU.O.P.III.4.04	compare piano techniques to those of other keyboard instruments, e.g., organ, electronic keyboards, celesta, etc.			
MU.O.P.III.4.05	research a piece of piano music, its composer and investigate the motive and/or inspiration behind composing the piece.			

Appalachian Folk Music

The students will receive an introduction to basic playing skills of folk instruments: fingerings, characteristic tone qualities, and playing positions. Students will learn the historical and cultural background of folk music and appropriate repertoire.

Appalachian Folk Music				
Standard:	Performing			
MU.S.AFM.1	Students will: • sing, alone and with others, a varied repertoire of music; and • perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.AFM.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, and personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives	Students will			
MU.O.AFM.1.01	match pitch with good intonation.			
MU.O.AFM.1.02	show appropriate tuning techniques.			
MU.O.AFM.1.03	sing folksongs, including ballads and gospel songs.			
MU.O.AFM.1.04	perform folk pieces on traditional instruments, e.g., guitar, banjo, mandolin, fiddle, dulcimer.			
MU.O.AFM.1.05	perform chords to play pieces in the keys of G, D, em.			
MU.O.AFM.1.06	perform twelve bar blues.			
MU.O.AFM.1.07	perform as member of an ensemble while demonstrating appropriate balance, blend, as well as tonal and rhythmic accuracy.			

Appalachian Folk Music	
Standard:	Exploring
MU.S.AFM.2	Students will: • read and notate music; • listen to, analyze, and describe music; and • evaluate music and music performances
Performance Descriptors MU.PD.AFM.2	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives Students will				
MU.O.AFM.2.01	interpret tied notes, and simple syncopated rhythms.			
MU.O.AFM.2.02	interpret repeat signs, multiple endings, the measure repeat sign, <i>D.S.</i> , <i>D.C. al Fine</i> , and <i>fermata</i> .			
MU.O.AFM.2.03	perform melodies and rhythms in meters of two, three, four.			
MU.O.AFM.2.04	read and interpret chord charts and tablature.			
MU.O.AFM.2.05	demonstrate a steady beat within pieces using standard notation including whole, dotted half, half, quarter, eighth, and sixteenth note and rest values plus dotted rhythms.			
MU.O.AFM.2.06	interpret the following dynamic markings: <i>p</i> , <i>mf</i> , <i>f</i> .			
MU.O.AFM.2.07	notate and play one-octave scales and modes .			
MU.O.AFM.2.08	play and sing melodies from a lead sheet.			
MU.O.AFM.2.09	use the technical vocabulary of music in discussion and analysis of pieces played and heard.			
MU.O.AFM.2.10	describe binary and ternary forms.			
MU.O.AFM.2.11	identify block and arpeggiated accompaniment styles.			
MU.O.AFM.2.12	listen to a piece of music, analyze the dominant elements of the piece that make it unique, interesting, and expressive, e.g., dynamics, tempo, variations, range, tonality, and modulations.			
MU.O.AFM.2.13	apply musical criteria to evaluations of their own performances and performances by others, e.g., good ensemble playing, tone quality, and technical accuracy.			
MU.O.AFM.2.14	notate a familiar melody.			
MU.O.AFM.2.15	demonstrate idiomatic playing techniques, e.g., hammer on and pull, grace notes, shuffle bowing, slides.			
MU.O.AFM.2.16	compare and contrast performances of exemplary models.			
MU.O.AFM.2.17	compare and contrast two different musical selections.			
Appalachian Folk Music				
Standard:	Creating			
MU.S.AFM.3	Students will: - improvise melodies, variations, and accompaniments; and - compose and arrange music within specified guidelines			
Performance Descriptors MU.PD.AFM.3				

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
Students will				
MU.O.AFM.3.01 improvise a chordal accompaniment utilizing down and up strokes appropriate to melodic rhythms and style.				
MU.O.AFM.3.02 improvise rhythmic and melodic variations.				
MU.O.AFM.3.03 create a break over a chord progression.				
MU.O.AFM.3.04 create and harmonize an original melody.				
MU.O.AFM.3.05 improvise a melody over a standard twelve bar blues.				

Appalachian Folk Music				
Standard:				
Relating				
Students will				
- understand relationships between music, the other arts, and disciplines outside the arts - understand music in relation to history and culture				
Performance Descriptors				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives				
Students will				
MU.O.AFM.4.01 compare phrases to sentences in language arts (antecedent and consequent phrases).				
MU.O.AFM.4.02 research and/or collect examples of folk music, folk art and lore.				
MU.O.AFM.4.03 describe how sound is produced on a string instrument, and relate this to the science of acoustics				

MU.O.AFM.4.04	research the global origin and use of an Appalachian folk instrument.
MU.O.AFM.4.05	identify successful folk musicians and list their significant roles in the development of diverse styles and forms of folk music.
MU.O.AFM.4.06	research the global origin of an Appalachian folk song or tune.

Music Appreciation/History

The student will develop skills in reading and understanding music notation and explore the expressions and organization of musical ideas. Students study music as it relates to human experiences. All objectives for each level must be taught; therefore, the difference between the three levels of performance depends upon the number and accuracy of objectives accomplished.

9-12 Music Appreciation/History				
Performing				
MU.S.MAH.1	Students will: • sing, alone and with others, a varied repertoire of music • perform on instruments, alone and with others, a varied repertoire of music			
Performance Descriptors MU.PD.MAH.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives				
MU.O.MAH.1.01	Students will perform on instruments (e.g., recorder, piano, guitar, percussion).			
MU.O.MAH.1.02	sing or perform on instruments, music representing diverse genres and cultures.			
MU.O.MAH.1.03	perform a part in an ensemble.			
MU.O.MAH.1.04	use music technology to explore musical sounds in an expressive way.			

9-12	Music Appreciation/History			
Standard: 2	Exploring			
MU.S.MAH.2	Students will: • read and notate music • listen to, analyze, and describe music • evaluate music and music performances			
Performance Descriptors MU.PD.MAH.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads,	The student, with fluency and consistency, reads,	The student is generally accurate while reading,	The student, with frequent prompting, is moderately	The student, with considerable assistance,

notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives				
Students will				
MU.O.MAH.2.01 follow an instrumental or vocal score.				
MU.O.MAH.2.02 identify categories of sounds, individual instruments and varied ensembles (i.e., vocal, instrumental, electronic).				
MU.O.MAH.2.03 explore musical sounds through technology.				
MU.O.MAH.2.04 review and refine previously learned notation and basic terms of musical expression.				
MU.O.MAH.2.05 identify and describe musical elements (e.g., rhythm, melody, harmony, form, timbre, texture).				
MU.O.MAH.2.06 listen to and describe the way musical elements change within a selection.				
MU.O.MAH.2.07 compare and contrast the way musical elements are used in various pieces.				
MU.O.MAH.2.08 explain personal preferences for specific musical works and styles using appropriate music terms.				
MU.O.MAH.2.09 evaluate a given musical work and determine how musical qualities or elements were used to evoke feelings.				
MU.O.MAH.2.10 develop an awareness of musical style and works associated with each style.				
MU.O.MAH.2.11 develop specific criteria to encourage active listening skills.				

9-12 Music Appreciation/History				
Standard: 3 Creating				
Students will:				
- improvise melodies, variations, and accompaniments - compose and arrange music within specified guidelines				
Performance Descriptors MU.PD.MAH.3				
Distinguished				
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models creativity.	Above Mastery The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a high degree of accuracy, and models creativity.	Mastery The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect the overall result. The student demonstrates creativity.	Partial Mastery The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract from the overall result.	Novice The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines. Significant errors reveal gaps in overall understanding.
Objectives				
Students will				

MU.O.MAH.3.01	improvise melodies over a given chord structure.
MU.O.MAH.3.02	create an accompaniment to a familiar song.
MU.O.MAH.3.03	identify improvisation in various styles of music.
MU.O.MAH.3.04	compose and perform music using notation.
MU.O.MAH.3.05	arrange music for voices or instruments.

9-12 Music Appreciation/History				
Standard: 4	Relating			
MU.S.MAH.4	Students will: • understand relationships between music, the other arts, and disciplines outside the arts • understand music in relation to history and culture			
Performance Descriptors MU.PD.MAH.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives	Students will			
MU.O.MAH.4.01	compare characteristics of music and another art form within a particular historical period or style.			
MU.O.MAH.4.02	compare the characteristics of music and another art form including the basic content of each (e.g., unity and variety, repetition and contrast).			
MU.O.MAH.4.03	discuss and analyze American musical heritage and culture.			
MU.O.MAH.4.04	discuss and analyze multi-cultural influences on music.			
MU.O.MAH.4.05	explore various opportunities to experience music in their community.			
MU.O.MAH.4.06	discuss the role of technology in the development of music.			
MU.O.MAH.4.07	describe distinguishing characteristics of representative music genres and styles from a variety of cultures.			
MU.O.MAH.4.08	explain appropriate audience behavior for the context and style of music performed within a particular setting.			
MU.O.MAH.4.09	research careers in music.			
MU.O.MAH.4.10	discuss and analyze the various uses of music.			

Music Theory, Composition, Arranging

Music Theory, Composition, and Arranging are designed to challenge the most advanced music students. Emphasis is on the study of scales, key signatures, chords and chord structure, composition, and improvisation. Students will learn to use composition as a tool for composing, transposing, and transcribing music. All objectives for each level must be taught; therefore, the differences among the three levels of performance depend upon the number and accuracy of objectives accomplished.

9-12 Music Theory				
Standard: 1	Performing			
MU.S.MT.1	Students will: • sing, alone and with others, a varied repertoire of music • perform on instruments, alone and with others, a varied repertoire of music.			
Performance Descriptors MU.PD.MT.1				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with self-direction and expression, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays insightful musicianship, leadership, adaptability and personal responsibility.	The student, with fluency and consistency, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student displays skill, leadership, adaptability, personal responsibility, and a high degree of accuracy and knowledge.	The student is generally accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. Minor inaccuracies do not affect the overall result. The student demonstrates adaptability and personal responsibility.	The student, with frequent prompting, is moderately accurate while performing on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with errors that detract from the overall result.	The student, with considerable assistance, performs on an instrument, alone and collaboratively with others, a varied repertoire of music. The student performs with significant errors.
Objectives	Students will			
MU.O.MT.1.01	perform major and minor scales on an instrument.			
MU.O.MT.1.02	perform chord progressions on a keyboard (e.g., I IV V I, etc.)			
MU.O.MT.1.03	perform an original composition.			
MU.O.MT.1.04	sing intervals using a system (e.g., solfeggio, numbers, letter names).			
MU.O.MT.1.05	perform rhythm patterns in various meters.			
MU.O.MT.1.06	perform a chordal accompaniment to a musical selection.			
MU.O.MT.1.07	match pitch within their vocal range			

9-12 Music Theory	
Standard: 2	Exploring
MU.PD.MT.2	Students will: • read and notate music • listen to, analyze, and describe music • evaluate music and music performances

Performance Descriptors MU.PD.MT.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student, with precision and self-direction, reads, notates, and critically analyzes music. The student insightfully describes and evaluates music and music performances.	The student, with fluency and consistency, reads, notates, and critically analyzes music. The student methodically and thoughtfully describes and evaluates music and music performances.	The student is generally accurate while reading, notating, critically analyzing, describing and evaluating music and music performances. Minor inaccuracies may occur; however, there are no significant gaps in overall knowledge.	The student, with frequent prompting, is moderately accurate while reading and notating, critically analyzing, describing and evaluating music and music performances. Numerous errors detract from the overall result.	The student, with considerable assistance, reads and notates, critically analyzes, describes and evaluates music and music performances. There are significant errors.
Objectives Students will				
MU.O.MT.2.01 review and refine musical terms and symbols.				
MU.O.MT.2.02 read notation in treble and bass clefs.				
MU.O.MT.2.03 read rhythms in various meter signatures including irregular and/or changing meters.				
MU.O.MT.2.04 identify enharmonic tones.				
MU.O.MT.2.05 identify intervals by sight and sound.				
MU.O.MT.2.06 sight sing using a system (e.g., solfeggio, numbers, letter names).				
MU.O.MT.2.07 notate major and minor scales with key signatures in both treble and bass clefs.				
MU.O.MT.2.08 aurally identify major and minor tonalities (chords, scales, musical selections).				
MU.O.MT.2.09 notate I, IV, and V chords in major and minor keys.				
MU.O.MT.2.10 harmonize a melody line.				
MU.O.MT.2.11 analyze given compositions for chords, keys, musical form and other compositional devices.				

9-12 Music Theory				
Standard: 3	Creating			
MU.S.MT.3	Students will	- improvise melodies, variations, and accompaniments - compose and arrange music within specified guidelines		
Performance Descriptors MU.PD.MT.3				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student improvises, composes, and arranges sophisticated and innovative melodies, variations, and accompaniments. The student displays insight and musicianship, and models	The student improvises, composes, and arranges well-crafted melodies, variations, and accompaniments within specified guidelines. The student displays skill and a	The student improvises, composes, and arranges coherent melodies, variations and accompaniments within specified guidelines. Minor inaccuracies do not affect	The student, with frequent assistance, improvises, composes, and arranges melodies, variations and accompaniments within specified guidelines. Numerous errors detract	The student, with considerable assistance, improvises, composes, and arranges melodies, variations, and accompaniments within specified guidelines.

creativity.	high degree of accuracy, and models creativity.	the overall result. The student demonstrates creativity.	from the overall result.	Significant errors reveal gaps in overall understanding.
Objectives	Students will			
MU.O.MT.3.01	improvise a melody above a given chordal accompaniment.			
MU.O.MT.3.02	improvise a rhythmic pattern to a steady pulse.			
MU.O.MT.3.03	employ technology (e.g., a music writing program) to notate an original composition.			
MU.O.MT.3.04	compose a piece of music with a specified form, choosing traditional or nontraditional notation.			
MU.O.MT.3.05	arrange a given composition for another medium			

9-12 Music Theory				
Standard: 4 Relating				
MU S.MT.4	Students will: • understand relationships between music, the other arts, and disciplines outside the arts • understand music in relation to history and culture			
Performance Descriptors MU.PD.MT.4				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
The student explains, evaluates and makes inferences about the relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are well-reasoned and insightful.	The student explains and evaluates relationships between music, global cultures, the other arts and disciplines. The student's observations demonstrate critical thinking and are thorough and substantial.	The student explains relationships between music, global cultures, the other arts and disciplines. The student's explanations demonstrate critical thinking and are satisfactory and coherent.	The student, with frequent prompting, explains relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal gaps in overall understanding.	The student explains, with considerable prompting, relationships between music, global cultures, the other arts and disciplines. The student's explanations reveal significant gaps in overall understanding.
Objectives	Students will			
MU O.MT.4.01	listen to exemplary compositions and compare and contrast compositional devices used.			
MU O.MT.4.02	research available careers in music.			
MU O.MT.4.03	explain the acoustical properties of musical sounds.			
MU O.MT.4.04	explore opportunities within their community for composers/arrangers.			

Music Terminology

This glossary was designed for quick reference for the classroom generalist as well as the music specialist.

A cappella. Designation for choral music without instrumental accompaniment.

AB Form. See *Binary Form*.

Accelerando (accel.). Becoming faster.

Accidental. The signs used in musical notation to indicate chromatic alterations or to cancel them.

Accompaniment. The musical background provided for a principle part.

Acoustics. A term often used to distinguish instruments from their electric counterparts.

Adagio. Slow; between andante and largo.

Alla breve. A tempo marking indicating quick duple time.

Allegretto. A tempo between andante and allegro.

Allegro. A fast tempo mark.

Alto. A female voice of low range; can also be called contralto.

Andante. Tempo mark indicating a very moderate "walking" speed between allegro and adagio.

Antecedent/ Consequent. The terms are usually applied to melodic phrases that stand in the relationship of question and answer or statement and confirmation.

Appalachian Folk Music. Old time music. A traditional style of American music, has its roots in Irish, English, Scottish, and African Folk music. Practitioners play it with stringed instruments such as fiddle, banjo, guitar, mandolin and bass. Associated with the Appalachia region of the United States of America.

Arco. bow

Arpeggio. The notes of a chord played one after another instead of simultaneously.

Articulation (attacks and releases). In performance the characteristics of attack and decay of single tones or groups of tones and the means by which these characteristics are produced.

Aural. Listening skill in the learning of music.

Balance. The harmonious adjustment of volume and timbre between instruments or voices; it can be between players or vocalists or electronically while recording or mixing.

Ballad. The term derives from Medieval terms which originally denotes dancing songs. However most ballads are narrative and deal with fabulous, miraculous, or gruesome deeds. Ballad singers made living by singing their newest production in the streets and country fairs.

Bar line. A vertical line drawn through the staff to mark off measures.

Baroque Period. In the history of music, the term applied to the period c. 1600-1750.

Bass. The lowest of the men's voices.

Beat. The temporal unit of a composition.

Binary. Both sections are repeated.

Block Chord. In music, block chords are chords built below the melody to create a 4-part harmonized melody line with an additional 5th part that doubles the melody an octave down. If the melody note is part of the chord, the harmony notes are also taken from the chord.

Body Percussion. A percussive sound created using the body (e.g., stamp, pat, clap, snap).

Breath Support. Efficient and appropriate use of the breath stream.

Broken Chord. *see arpeggio*

Cadence. A melodic or harmonic formula that occurs at the end of a composition, a section, or a phrase, conveying the impression of a momentary or permanent conclusion.

Canon. A contrapuntal device whereby an extended melody stated in one part, is imitated strictly and in its entirety in one or more other parts. Usually the imitating part follows at a short distance (one measure).

Chamber music. Instrumental ensemble music performed by one player for each part, as opposed to orchestral music in which there are several players for each part.

Chromatic Scale. A scale that includes all of the twelve pitches (and thus all of the twelve semitones).

Classical Period. In the history of music, the term applied to the period c. 1770- c.1830.

Clef. A sign written at the beginning of the staff in order to indicate the pitch of the notes.

Treble Clef

Alto Clef

Bass Clef

Tenor Clef

Coda. A concluding section or passage, extraneous to the basic structure of the composition but added in order to confirm the impression of finality.

Col legno. In violin playing, striking the strings with the bow-stick instead of playing with the hair

Compose. to make tunes, or set notes for music.

Composition. Musical composition has three meanings in music. 1. An original piece of music. 2. The musical structure of a musical piece. 3. The process of creating a new piece of music.

Con sordino. Use a mute.

Concert pitch. The pitch at which the piano and other nontransposing instruments play.

Concerto. A composition for orchestra and a solo instrument.

Conductor. One who directs a performing group- orchestra, chorus, opera- in order to bring about complete coordination of all the players and singers.

Counter melody. A secondary melody played against a principle theme, usually after that theme has already been heard by itself. The addition of a counter melody to a repeated theme is a subtle and effective way for a composer to vary music.

Court Musician (minstrel). The professional musician (instrumentalist) of the Middle Ages, especially one employed in the feudal household.

Crescendo. Indicated by signs. The usual terms and signs for increasing the loudness.

Da Capo (D.C.). From the beginning. Indication that the piece is to be repeated from the beginning to the end, to a place marked *fine*. (D.C. al fine) or to a place marked with a specified sign.

D.S. al coda (da capo al segno). On reaching the sign in the last case, the player is to skip ahead to the next occurrence of the same sign, often marking the beginning of a coda.

Damper pedal. In pianos and harpsichords, the part of the mechanism that terminates the vibration of the string- hence, the sound- at the moment the key is released.

Decrescendo (Diminuendo/ dim.). Indicated by signs. The usual terms and signs for decreasing the loudness.

Detache' Bowing. A broad, vigorous stroke in which the notes of equal time value are bowed singly with a slight articulation or detachment from one another owing to the rapid change of bow.

Dotted Notes. A dot is placed after a note adds to it one-half of its value.

Double Bar Line. Two vertical lines drawn to mark the end of a piece.

Double flat (bb). Lowers the pitch by two semitones.

Double Sharp (X). Raises the pitch by two semitones.

Double stop. The execution of two or more tones simultaneously for rendering intervals or two parts.

Drone. Long sustained notes usually in a low instrument.

Duet. A composition for two performers of equal importance, with or without accompaniment.

Eighth Note. One eighth total value of a whole note.

Eighth Rest. One eighth total value of a whole rest.

Embouchure. Manipulation of lips and tongue in playing a wind instrument.

Ensemble. Since 1600, a group of instrumental players and/or vocalists performing together; usually applied to smaller groups of players, larger than a duet but smaller than a chamber orchestra.

Ensemble playing. Style or quality of a group's performance, especially accuracy of attack and decay.

Expression mark. Written instructions (sign, word, or phrase) indicating the desired type of performance. pp mp p f mf ff

Fermata. Pause.

Fiddle. Colloquial name for the violin and stringed instruments resembling it, particularly the folk varieties used to accompany dancing.

Fingering. The methodical use of the fingers in playing instruments.

Folk Music, Folksong. The musical repertory and tradition of communities (particularly rural), as opposed to art music, which is the work of individual, formally trained composers.

Form. In the most fundamental sense, the shape of a musical composition as defined by all of its pitches and rhythms.

Genre. Any category of literature, painting, sculpture, and by extension, a specific form or type of composition.

Grace note. Vocal or instrumental ornament or embellishment not essential to the melody or harmony.

Half Note. Note one half the value of a whole note and represented by a white circle and a stem.

Half Rest. Rest one half the value of a whole note and represented by a small black rectangle sitting above a line on a staff.

Hammer On. Hammer on is a stringed instrument (usually electric guitar) playing technique performed by sharply bringing a fretting-hand finger down on the fingerboard behind a fret, causing a note to sound. This technique is the logical opposite of the pull-off, and multiple hammer-ons and pull-offs together are sometimes referred colloquially to as "rolls," a reference to the fluid sound of the technique.

Harmony. Combining of tones to form chords.

Improvisation. Art of spontaneous performance without preliminary plan; extemporization.

Interval/ Intervallic. The distance between two notes measured in diatonic degrees.

Intonation. Production of tone, either vocal or instrumental, with emphasis on proper pitch.

Introduction. Instrumental prelude.

Irregular/ Asymmetrical Meters. Subdivisions of binary and ternary meters into unequal groups.

Jazz. Term covering several music styles of African-American origin. Usually characterized by improvisation and an unlimited variety of dotted or syncopated melodic rhythms against a duple or quadruple meter, producing 'swing'.

Key signatures. Accidentals placed at the beginning of a composition (and each succeeding staff) indicating the prevalent tonality of the music.

Largo. Very slow and stately, with ample breadth.

Lead Sheet. Modern form of tablature with a melody on a staff, over which the harmony is marked in shorthand.

Leaps. In harmony, a skip.

Loure. Slurred, legato, nonstaccato. Bowing technique on string instruments in which several notes are played in one bow stroke but in a detached way; most commonly indicated by a slur encompassing dotted notes.

Marcato. With distinctness and emphasis.

Martele. In violin playing, play the notes with a sharp, decided stroke

Measure. The notes and rests contained within two vertical lines, the metrical unit in composition, with regular accentuation, familiarly called a bar.

Melody. Rational progression of single notes in one part, by contrasting harmony.

Metronome. Mechanical device to beat time steadily, indicating tempo of a composition; a graduated pendulum adjusted by sliding a small weight up or down its length.

Minstrel. See *Court Musician*.

Mode. Generic term applied to ancient Greek melodic progressions and to church scales established in the Middle Ages and codified in the system of Gregorian chant.

Moderato. At a moderate tempo or rate of speed.

Movement (symphony). Principal division or section of a composition.

Multi-meter. A metric scheme wherein the meter changes frequently.

Octave. Series of eight diatonic tones.

Open String. On any chordophone with a fingerboard, a string in its natural, unstopped state.

Ostinato/ Ostinati. A continually recurring theme accompanied by constantly changing contrapuntal parts.

Overture. Musical introduction to a play, opera or ballet.

Phrase. Half of an eight measure period; also, any figure or passage complete in itself and unbroken in continuity.

Pitch. The position of a note in the musical scale.

Pizzicato. Plucked with the finger; a direction in music, to violinists, etc., to play notes by plucking the strings with the bowing hand.

Polyphonic. Describing an instrument normally capable of producing two or more tones simultaneously, like the piano, harp, or organ.

Pop music. General term to denote a wide variety of musical styles, generally characterized by their easy accessibility to wide audiences.

Presto. Fast, rapid; faster than allegro.

Quarter Note. Equal to one beat in any time signature with a denominator of four.

Quarter Rest. Rest equal in time value to a quarter note.

Quartet. Concerted instrumental composition for four performers.

Repeat signs. The sign signifying that the music between the double dotted bars is to be repeated.

Repertoire. A collection of music that a student has learned and is prepared to demonstrate.

Rhythm. That aspect of music concerned with the organization of time. The duration of sounds and silences.

Ritardando (rit.). Growing slower and slower.

Romantic Period. In music history, the period from about 1815 to 1915, overlapping with the late Classical on one end and impressionism, expressionism, and primitivism on the other.

Rondo. A form frequently used in classical sonatas, symphonies, and concertos for the final movement (A B A C A).

Rudiment. A foundational rhythm pattern used as an exercise.

Sforzando or Sforzato (sfz). Play with a sudden sharp accent, with special stress, or marked and sudden emphasis.

Sharp #. Raising the pitch of a note immediately following it by a semitone.

Sightread. Ability to read unfamiliar music with ease.

Sixteenth Note. Half the value of an eighth note.

Skips. See *leaps*.

Slur. Curved line under two or more notes, signifying the use of legato.

Solfeggio/ Solfege. Vocal exercise either on one vowel, on the solmization of syllables, or two words.

Solo. Piece or passage for a single voice or instrument.

Sonata. Instrumental piece in multiple movements contrasted in theme, tempo, and mood; usually for one instrument with accompaniment or chamber ensemble.

Soprano. Highest class of the human voice; treble voice.

Spiccato Bowing. In string playing, separate the notes very distinctly

Staccato. Play as separate, disconnected notes, opposite of legato.

Staff. Five parallel lines used in modern pitch notation.

Steps. Melodic progression of a second.

String Quartet. Historically the most significant type of chamber music. A string quartet consists of two violins, viola, and cello.

Subito Forte. Suddenly very loud.

Subito Piano. Suddenly very soft.

Symphony. Orchestral genre with distinct movements or divisions, each with its own theme or themes.

Syncopation. An accent on a normally unaccented beat or part of a beat.

Tablature. Visual musical notation, by which pitches are indicated by their actual locations on the keyboard, fingerboard, or other, playing area.

Tempo/Tempi. Rate of speed, movement, time, measure.

Tenor. Highest and most expressive male voice.

Tenor Clef. Clef on the fourth line sometimes used in cello, bassoon, or tenor trombone parts.

Tenuto. Sustain a note for its full time value.

Ternary Form. ABA form such as a minuet and trio.

Text. Words to which music is set.

Texture. Musical parameter concerning the number and relationships of individual parts or lines in a piece.

Theme and Variation. Musical form and/or genre, in which the principal theme is clearly and explicitly stated in the beginning, then followed by a number of altered repetitions of that theme.

Thumb Position. High positions in cello playing, where the thumb passes the edge of the fingerboard.

Tie. Curved line joining two notes of like pitch, to be sounded as one note equal to their total time value.

Timbre. Tone color, i.e., description of a particular musical sound.

Tonal Center. The tonic is the first note of a musical scale, and in the tonal method of music composition it is extremely important. The triad formed on the tonic note, the tonic chord, is thus the most important chord. More generally, the tonic is the pitch upon which all other pitches of a piece are hierarchically centered.

Tone Quality. The accuracy (correctness) with which reproduced sound replicates the timbres of the original instruments.

Transpose. Perform or write out a composition in a different key than written.

Treble. Voice of soprano range.

Triad. Chord consisting of three distinct pitches.

Trill. Melodic embellishment consisting of even and rapid alternation of two tones a major or minor second apart.

Trio. Composition employing three instruments or three vocal parts.

Turn (~). Melodic grace usually consisting of four notes.

Twentieth Century Music.

Three-Part Round. A perpetual canon, sometimes with a harmonic support or accompaniment.

Unison. Tone of identical pitch as a given note; also higher or lower octave of that tone.

Vibrato. In singing, timbral effect in singing by letting the stream of air out of the lungs about eight times per second through the rigid vocal chords. On bowed string instruments, a commonly used effect involving a slight oscillation of pitch through a barely perceptible motion of the left hand and finger pressure on a sustained tone.

Vocalise. Vocal etude or composition sung an open vowel, without text.

Works Cited

- Kennedy, Michael. *The Concise Oxford Dictionary of Music*. 4th ed. New York: Oxford University Press, 1996.
- Randel, Don Michael. *Harvard Concise Dictionary of Music*. Cambridge, Massachusetts: Belknap Press of Harvard University Press, 1978.
- Slonimsky, Nicolas. *Webster's New World Dictionary of Music*. New York: Simon and Schuster Macmillan Company, 1998

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.10: 21st Century Music Education Content Standards and Objectives FUND _____

SOURCE OF REVENUE: ☐ GENERAL FUND ☐ SPECIAL ☐ OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: ☐ AN ORIGINAL ESTIMATE ☐ BUDGET BILL ☐ OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/8/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine

Comment Log

Comment Period: January 12, 2007 – February 12, 2007

<u>Action</u>	<u>Type</u>
N: No Response	- Negative
NA: Not Accepted	+ Positive
A: Accepted	o Neutral

[illegible]

		CSO's. Currently I see my beginning band students 45 minutes per week and my elementary chorus students for 30 minutes a week (as long as nothing else is scheduled on a Friday) I believe the beginning band expectations should reflect the "reasonableness" of the elementary general objectives. It is January right now and I am happy that my 5th grade band students can produce a sound with a fairly decent embouchure and breath support and are beginning to read notation in the concert Bb scale. I would be hard-pressed to address any other additional objectives. Once again I appreciate the work that went into preparing these goals and objectives and understand the work and negotiations that go into completing such a task. Thank you for your efforts and your consideration of my opinions on this work.	NA/0	A separate policy, State Policy 2510, addresses the teaching time issue brought forth in this comment. The compliments, once again, are appreciated.
Posted Jan. 23, 2007 14:53:36	Robert Thompson, band director / East Hardy High School	Comment for section 126-44J I like the new grouping proposed in the revision of this policy. It will make the CSO's easier to use and more relevant to music educators as these groupings will more closely resemble how the classes are grouped.	A/+	The new grouping does appear to be more relevant to the current school programs.

Posted Feb. 10, 2007 15:59:02	Harry Rich, Music Prof. <i>Emeritus</i> / Glenville State College	Comments for section 126-44J I have watched over the past years with onslaught of School-To-Work and Block Scheduling the almost complete demise of viable ensemble music programs in a great many of the secondary public schools of W. Va., most especially in the rural sector. All the "standards" on earth can be adopted for music from the state depart. of ed. but when the prevailing system is block scheduling, music is simply scheduled out of the realm of possibility for many, many public school students. Viable band and choir programs simply do not exist except on paper. Block scheduling can also not be defended academically. The percentage of students having to take remedial course work when they enter college has increased over the past 10/12 years to an appalling level. These are not all "dumb" kids. These are students who have lost, due to block scheduling, 17 school days a year for every course they have taken under this system. Student's whose teachers are incapable of teaching the full 90 minutes, students who do their "homework" in the remaining 45 minutes that the teacher does not teach. Music used to be an area where, by and large, the smartest students in a school gravitated, a place where students at academic risk were, many times, given a purpose and a focus to improve. And in its place we have a system that has produced a very questionable academic record.	NA/0	This comment pertains to the scheduling of music classes -- an issue addressed by State Policy 2510.
		Theater and Dance--another fine looking thing on paper but taught in an appallingly great many case	NA/0	This comment pertains to teacher certification -- an

		by people not at all competent in either discipline. People all to often are put in those positions to satisfy a "paper" requirement. When somebody at the state level has the power and the guts to decree that these many schools go off block and back to a 7 or 8 period day where music is again an integral part of the secondary school program, and students regain the 17 school days per course that they have lost to this system, possibly your "standards" will have meaning and purpose. In the meanwhile you can stay in your offices, look at those impressive standards, ON PAPER, and sleep well at night.	NA/0	issue addressed by Policy 5202. Although this comment came to Music (2520.10), it has been copied in the Theatre (2520.11) and Dance (2520.09) comment logs. Again, this comment pertains to the scheduling of music classes -- an issue addressed by State Policy 2510.
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Posted Feb. 11, 2007 11:49:02	Eugene Warner, Band Director/Sissonville Middle School, Kanawha County Schools	Comments for section 126-44J-1 General The critical issue regarding band is scheduling. It is becoming more difficult for students to schedule band and still get all the required classes needed for graduation. As you mandate more required courses you also force students out of band and choir. At the middle school level many administrators are reducing the number of minutes per class and the number of days per week that band is offered. Some examples of this are moving high school band and choir to after school and calling it "fifth block" and middle school schedules that offer band every other day. There are middle schools that have band on alternating days for 30 minutes a class. Some recommendations to solve the problem are: requiring that band and choir be taught daily and the minimum length of each class be 40 minutes. allow students to substitute band and choir for some or all of their Physical education requirement. And do an impact statement of adding more required courses on band and choir. At our pre school in service we received a copy of an article by Dr. Seve Payne on the importance of the arts in a 21st Century education. Mentioned in that article was that students in performing arts programs have higher test scores in math and language than those who don't. We also heard a speech by Shelly Moore Capito supporting the place of the arts in education. However, without	NA/0	This comment pertains to the scheduling of music classes – an issue addressed by State Policy 2510.
--	---	--	-------------	--

		mandates from the state requiring daily instruction and a minimum number of minutes a class, the quality of what we offer and the number of students able to participate in the arts from 5th grade to 12 th will continue to decline. Thank you, daily instruction and a minimum number of minutes a class		
--	--	--	--	--

Posted Feb. 13, 2007 00:16:10	Bruce Mullins, teacher and band director/East Bank Middle School	Comments for section 126-44J The description of Music Electives K-12 located on page 12 is not clear. My understanding is that the first bullet refers to grades K-8 and the rest of the page describes electives for grades 9-12. If this understanding is correct it is extremely urgent that more information in regard to scheduling be included. In earlier descriptions of Middle Childhood Music Electives the policy included something such as: "Choral and Instrumental education must be offered by grade 6 and once begun must be offered in a consistent, sequential, and continuous manner." By simply saying that choral and instrumental music instruction "Must be offered" principals will be, and have been, free to schedule band and choir as a club during exploratory time with all levels combined for a period of 30 minutes. An example of this can be found at South Charleston Middle School. It is impossible to provide proper instruction to 6th grade beginners who have had no prior training at the same time as 8th grade players who have 2+ years of experience. Assuming that my understanding of this page is incorrect then the following description, also found on page 12 will refer to Middle School. "Band provides opportunities for students in grades 5-12 to learn wind and percussion instruments. Students enrolled in band may be scheduled into a single class period. If enrollment is large, more than one band may be offered and these bands may be differentiated by achievement	NA/0	This comment pertains to the scheduling of music classes – an issue addressed by State Policy 2510.
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		level. The advanced band students may be given opportunities to participate in a variety of specialized or small ensembles (such as brass quartet, jazz ensemble, percussion ensemble, steel drum band)." For the high school level this description is perfect, but in Middle school it is murder to the program. It is simply not possible to provide adequate instruction to beginners at the same time as second and third year members of the performing ensemble. How can one person, at the same time be teaching some students to properly assemble and hold an instrument while at the same time preparing other students for performances? We need to bring back some of the earlier descriptions of Middle Childhood Music Electives. I would like to go back to the 1998 edition. In either interpretation of this page alterations are urgently needed to protect the integrity of the middle school band programs. I urge you to speak with Mr. Ron Hughes, the band director at South Charleston Middle School in regard to the effects of these descriptions at his school.	NA/-	Teaching multi-leveled students in music classes has always been a part of a school's music program. In fact, it was more difficult for teachers to address the many different levels under the old CSO divisions. For example, there were as many as nine different levels for General Music, Grades K-12 in the old CSOs. According to the revision, General Music has now been condensed from nine different levels to three.
--	--	--	------	---

Julia Lee

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-02-10 15:59:02)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, February 10, 2007 3:59 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.10 (2007-02-10 15:59:02)

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Comment Received for Policy 2520.10

#

Name: Harry Rich
Organization: Music Prof. emeritus, Glenville St. Col.
Email: glenvillerich@verizon.net
Title: retired
Address1: 957L Mineral Road,
Address2:
City/State/Zip: Glenville, WV 26351
Role: Teacher
Posted: 2007-02-10 15:59:02
Posted from IP: 151.205.33.152

Comments for section 126-44J-1 General

Comments for section 126-44J-2 Purpose

Comments for section 126-44J-3 Incorporation by References

Comments for section 126-44J-4 Summary of the Content Standards and Objectives

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-----Original Message-----

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Name: Harry Rich
Organization: Music Prof. emeritus, Glenville St. Col.
Email: glenvillerich@verizon.net
Title: retired
Address1: 957L Mineral Road,
Address2:
City/State/Zip: Glenville, WV 26351
Role: Teacher
Posted: 2007-02-10 15:59:02
Posted from IP: 151.205.33.152

Comments for section 126-44J-1 General

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From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, February 13, 2007 8:41 AM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-02-13 00:16:10)

Carla Williamson, Executive Director
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From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Tuesday, February 13, 2007 12:16 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.10 (2007-02-13 00:16:10)

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Comment Received for Policy 2520.10

Name: Bruce Mullins
Organization: East Bank Middle School
Email: bmullins@kcs.kana.k12.wv.us
Title: Teacher/Band Director
Address1: P.O. Box 897
Address2:
City/State/Zip: East Bank, WV 25067
Role: Teacher
Posted: 2007-02-13 00:16:10
Posted from IP: 70.105.130.17

Comments for section 126-44J-1 General

Comments for section 126-44J-2 Purpose

Comments for section 126-44J-3 Incorporation by References

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Assuming that my understanding of this page is incorrect then the following description, also found on page 12 will refer to Middle School.

- "Band provides opportunities for students in grades 5-12 to learn wind and percussion instruments. Students enrolled in band may be scheduled into a single class period. If enrollment is large, more than one band may be offered and these bands may be differentiated by achievement level. The advanced band students may be given opportunities to participate in a variety of specialized or small ensembles (such as brass quartet, jazz ensemble, percussion ensemble, steel drum band)."

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In either interpretation of this page alterations are urgently needed to protect the integrity of the middle school band programs. I urge you to speak with Mr. Ron Hughes, the band director at South Charleston Middle School in regard to the effects of these descriptions at his school.

Julia Lee

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-02-11 11:49:02)

Carla Williamson, Executive Director
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From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Sunday, February 11, 2007 11:49 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
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Comment Received for Policy 2520.10

Name: Eugene Warner
Organization: Kanawha County Schools
Email: EWARNER@kcs.kana.k12.wv.us
Title: Band Director, Sissonville Middle
Address1: 8316 Old Mill Road
Address2:
City/State/Zip: Sissonville , WV 25320
Role: Teacher
Posted: 2007-02-11 11:49:02
Posted from IP: 75.108.202.83

Comments for section 126-44J-1 General

The critical issue regarding band is scheduling. It is becoming more difficult for students to schedule band and still get all the required classes needed for graduation. As you mandate more required courses you also force students out of band and choir. At the middle school level many administrators are reducing the number of minutes per class and the number of days per week that band is offered. Some examples of this are moving high school band and choir to after school and calling it "fifth block" and middle school schedules that offer band every other day. There are middle schools that have band on alternating days for 30 minutes a class.

Some recommendations to solve the problem are:

requiring that band and choir be taught daily and the minimum length of each class be 40 minutes.

allow students to substitute band and choir for some or all of their Physical education requirement. and

do an impact statement of adding more required courses on band and choir.

At our pre school in service we received a copy of an article by Dr. Seve Payne on the importance of the arts in a 21st Century education. Mentioned in that article was that students in performing arts programs have higher test scores in math and language than those who don't. We also heard a speech by Shelly Moore Capito supporting the place of the arts in education.

However, without mandates from the state requiring daily instruction and a minimum number of minutes a class, the quality of what we offer and the number of students able to participate in the arts from 5th grade to 12th will continue to decline.

Thank you,

Eugene Warner
Band Director, Sissonville Middle School

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Comments for section 126-44J-2 Purpose

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Comments for section 126-44J-4 Summary of the Content Standards and Objectives

Comments for section 126-44J 21 Century Music Education Content Standards and Objectives for West Virginia Schools

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Name: Harry Rich
Organization: Music Prof. emeritus, Glenville St. Col.
Email: glenvillerich@verizon.net
Title: retired
Address1: 957L Mineral Road,
Address2:
City/State/Zip: Glenville, WV 26351
Role: Teacher
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Julia Lee

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, January 23, 2007 3:18 PM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-01-23 14:53:36)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Tuesday, January 23, 2007 2:54 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.10 (2007-01-23 14:53:36)

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Comment Received for Policy 2520.10

Name: Robert Thompson
Organization: East Hardy High School
Email: rethomps@access.k12.wv.us
Title: Band Director
Address1: PO Box 120
Address2:
City/State/Zip: Baker, wv 26801
Role: Teacher
Posted: 2007-01-23 14:53:36
Posted from IP: 168.216.244.40

Comments for section 126-44J-1 General

Comments for section 126-44J-2 Purpose

Comments for section 126-44J-3 Incorporation by References

Comments for section 126-44J-4 Summary of the Content Standards and Objectives

Comments for section 126-44J 21 Century Music Education Content Standards
and Objectives for West Virginia Schools

I like the new grouping proposed in the revision of this policy. It will
make the CSO's easier to use and more relevant to music educators as these
groupings will more closely resemble how the classes are grouped.

Julia Lee

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, January 18, 2007 3:20 PM
To: Julia Lee
Subject: FW: Comment Received for Policy 2520.10 (2007-01-17 20:22:25)

Carla Williamson, Executive Director
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Wednesday, January 17, 2007 8:22 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.10 (2007-01-17 20:22:25)

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Comment Received for Policy 2520.10

Name: Rebecca Terry
Organization: Mason Dixon Elementary- Monongalia County Schools
Email: blts@alltel.net
Title: elementary general/band/chorus teacher
Address1: 7041 Mason Dixon Highway
Address2:
City/State/Zip: Blacksville, WV 26501
Role: Teacher
Posted: 2007-01-17 20:22:25
Posted from IP: 75.117.141.62

Comments for section 126-44J-1 General

Comments for section 126-44J-2 Purpose

Comments for section 126-44J-3 Incorporation by References

Comments for section 126-44J-4 Summary of the Content Standards and Objectives

Comments for section 126-44J 21 Century Music Education Content Standards
and Objectives for West Virginia Schools

First and foremost, compliments to the CSO committee on combining and simplifying the elementary/general music CSO's. Combined by grade level as they are is a much more reasonable expectation and I could look at the CSO's next to my own teaching and for the most part feel as though I would be following the CSO's quite well. Given the amount of time that teachers see their students, I believe these expectations are reasonable. I do feel that the emphasis on the Italian terminology is excessive. While appropriate for students who will be reading music (band/orchestral/chorus) on a regular basis, these terms have little meaning in the elementary classroom other than to be "cool words to know." Including them in the core of the otherwise meaningful general music CSO's seems frivolous to me.

I would also like to comment on the beginning band and beginning chorus CSO's. Currently I see my beginning band students 45 minutes per week and my elementary chorus students for 30 minutes a week (as long as nothing else is scheduled on a Friday) I believe the beginning band expectations should reflect the "reasonableness" of the elementary general objectives. It is January right now and I am happy that my 5th grade band students can produce a sound with a fairly decent embouchure and breath support and are beginning to read notation in the concert Bb scale. I would be hard-pressed to address any other additional objectives.

Once again I appreciate the work that went into preparing these goals and objectives and understand the work and negotiations that go into completing such a task. Thank you for your efforts and your consideration of my opinions on this work.

Rebecca Terry, Mason Dixon Elementary, Monongalia County