

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED

2003 MAY -8 P 2:07

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 \_\_\_\_\_ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: \_\_\_\_\_

TITLE OF RULE BEING AMENDED: \_\_\_\_\_

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 44J

TITLE OF RULE BEING PROPOSED: Music Content Standards and Objectives  
for West Virginia Schools (2520.10)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS July 1, 2003.



Steven L. Paine  
Deputy State Superintendent of Schools

526.40

**200304  
EXECUTIVE SUMMARY**

**POLICY 2520.10  
MUSIC CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS**

**Background:**

Policy 2520.10 defines the content standards and objectives for Music 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.

**Purpose:**

The purpose of this Board item is to seek approval for Policy 2520.10 as it has been revised in response to comments received.

**Summary of Comments:**

Comments were in disagreement with each other concerning the difficulty level and expectations set by the performance descriptors. Some inconsistencies in certain sections of the document were noted.

**Summary of Revisions:**

Revisions by writing committee members corrected sections containing the noted inconsistencies. Other revisions clarified wording and expectations in performance descriptors.

200304  
126CSR44J

FILED

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2003 MAY -8 P 2: 07

SERIES 44J  
MUSIC CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS (2520.10)

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

**§126-44J-1. General.**

1.1. **Scope.** West Virginia Board of Education 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 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.** May 8, 2003.

1.4. **Effective Date.** July 1, 2003.

1.5. **Repeal of former rule.** This is a new rule.

**§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 Music 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 Instructional Services.

**§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 education 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 include content standards for K-12 music education, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

## Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.10: Music Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.10 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.



David Stewart  
State Superintendent of Schools

## 200304 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. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

**Performance Descriptors** serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. 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 three parts, each part separated by a period:

- The content area code (e.g., MU for Music),
- The letter S, for Standard; and
- The standard number.

Illustration: MU.S.1 refers to Music content standard #1.

## 200304

### **Numbering of Objectives**

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

- The content area code or course code (e.g., GM for General Music and SVI for Level VI Instrumental Music Strings);
- The grade level (Exceptions are high school, music courses which use no grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: GM.6.2.3 refers to a General Music sixth grade objective that addresses standard #2 in Music, and that is the third objective listed under that standard.

### **Numbering of Performance Descriptors**

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

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and

Illustrations: GM.PD.2 refers to Music performance descriptors for kindergarten, content standard 2; CMI.K.PD.1 refers to Level I Choral Music descriptions for content standard 1.

### **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 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 performance descriptors for fifth grade music, standard #2 will be "200304.GM.PD.5.2".

## Abbreviations

### Content Area

MU	Music
CM	Choral Music
GM	General Music
F	Folk Music
MAH	Music Appreciation/History
MT	Music, Theory, Composition, Arranging
P	Piano
S	Strings
W	Winds and Percussion

### Other Abbreviations

PD	Performance Descriptors
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 for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to use education technology interwoven with relevant curriculum content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

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

## 200304

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.

## **Music Content Standards K-12**

### **Standard 1: Performing (MU.S.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.

### **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

## **General Music K-8**

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.

## **Kindergarten General Music**

Kindergarten students explore the world of music through singing, playing instruments, moving, and listening. They develop a beginning recognition of simple musical notation and an awareness of the singing voice. Opportunities are provided to sing patriotic songs, folk songs, and to practice proper concert etiquette. Teachers use technology to enhance learning.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Music Content Standards and Objectives in their school curriculum are strongly encouraged

## 200304

to participate in high quality content-specific professional development.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

- GM.K.1.1 participate in call and response songs.
- GM.K.1.2 sing high and low pitches.
- GM.K.1.3 sing Sol-Mi.
- GM.K.1.4 sing dynamics *p* and *f*.
- GM.K.1.5 imitate an easy rhythmic pattern.
- GM.K.1.6 perform steady beat on rhythm instruments.
- GM.K.1.7 move expressively to music.

### Performance Descriptors (GM.PD.K.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the distinguished level accurately sings in call and response songs. The student accurately sings high and low pitches, Sol-Mi, and *p* and *f*. The student performs a rhythmic pattern and maintains a steady beat on a variety of instruments. The student independently moves expressively to music.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the above mastery level sings call and response songs. The student sings high and low pitches, Sol-Mi, and *p* and *f*. The student performs, with assistance, a rhythmic pattern, and a steady beat on classroom instruments. The student moves expressively to music.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Music. The kindergarten student performing at the mastery level sings in call and response songs. The student sings high and low pitches, Sol-Mi, and *p* and *f*. The student imitates rhythmic patterns and performs a steady beat on instruments. The student moves expressively to music.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Kindergarten General Music. Performance needs further development. The kindergarten student performing at the partial mastery level, with prompts, participates in call and response songs. The student recognizes high and low pitches, soft and loud dynamics, and sings the interval for Sol-Mi. The student imitates rhythmic patterns and performs a steady beat with teacher assistance. The student moves to music.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Music. Performance needs considerable development. The kindergarten student performing at the novice level participates in either the call or the response section of call and response songs. The student identifies high pitches, and loud dynamics. The student imitates rhythmic patterns and steady beats with the class. The student moves in unison with the class to music.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;

## 200304

- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- GM.K.2.1 identify high and low notes on a music staff.
- GM.K.2.2 read notation for Sol-Mi on a music staff.
- GM.K.2.3 read notation for quarter notes, quarter rests, and beamed eighth notes.
- GM.K.2.4 manipulate/notate high and low pitches.
- GM.K.2.5 identify high and low pitches presented aurally and visually.
- GM.K.2.6 distinguish between same and different musical phrases.
- GM.K.2.7 distinguish between steady beat and rhythmic patterns.
- GM.K.2.8 identify the symbols for soft and loud.
- GM.K.2.9 identify fast and slow tempi.
- GM.K.2.10 identify four uses of the voice (speaking, singing, shouting and whispering).
- GM.K.2.11 evaluate use of voice.

### Performance Descriptors (GM.PD.K.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the distinguished level independently identifies high and low notes presented aurally and visually and manipulates/notates the pitches for them. The student independently reads notation for Sol-Mi, quarter notes, quarter rests, and beamed eighth notes. The student independently distinguishes between same and different musical phrases, and steady beat and rhythmic patterns. The student identifies and demonstrates *p* and *f*, fast and slow, and the four uses of the voice. The student evaluates his/her own voice use and that of others.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the above mastery identifies high and low notes presented aurally and visually and manipulates/notates the pitches for them. The student reads notation for Sol-Mi, quarter notes, quarter rests, and beamed eighth notes. The student distinguishes between same and different musical phrases, and steady beat and rhythmic patterns. The student, with the class, identifies *p* and *f*, fast and slow, and the four uses of the voice. The student evaluates his/her voice use.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Music. The kindergarten student performing at the mastery level identifies high and low notes presented aurally and visually and manipulates/notates the pitches for them. The student reads notation for Sol-Mi, quarter notes, quarter rests, and beamed eighth notes. The student distinguishes between same and different musical phrases, and steady beat and rhythmic patterns. The student identifies *p* and *f*, fast and slow, and three uses of the voice. The student evaluates the voice use of others.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Kindergarten General Music. Performance needs further development. The kindergarten student performing at the partial mastery level, with assistance, identifies high and low notes. The student reads/recognizes Sol-Mi, quarter notes, quarter rests, and beamed eighth notes. The student recognizes *p* and *f*, fast and slow, and two uses of the voice. The student identifies correct voice use with correct singing.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Music. Performance needs considerable development. The kindergarten student performing at the novice level, with assistance, identifies high and low notes. With assistance, the student identifies Sol-Mi, quarter notes, quarter rests, and beamed eighth notes. With prompting, the student identifies *p* and *f*, and one use of the voice. The student identifies correct singing.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

- GM.K.3.1 improvise an answer to a question sung by the teacher.
- GM.K.3.2 create sounds to accompany readings.

### **Performance Descriptors (GM.PD.K.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the distinguished level independently improvises questions and answers. The student creates sounds using body percussion or rhythm instruments to accompany readings.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the above mastery level improvises questions and answers. The student cooperatively creates sounds using body percussion or rhythm instruments to accompany readings.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Music. The kindergarten student performing at the mastery level improvises an answer to a question sung by the teacher. The student creates appropriate sounds to accompany readings.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Kindergarten General Music. Performance needs further development. The kindergarten student performing at the partial mastery level identifies musical questions and answers. The student participates in making sounds to accompany readings.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Music. Performance needs considerable development. The kindergarten student performing at the novice level identifies, with prompts, musical questions and answers. The student, with prompting, participates in creating sounds that accompany readings.

### **Standard 4: Relating (MU.S.4)**

## 200304

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- GM.K.4.1 Relate children's literature to music.
- GM.K.4.2 Discuss and demonstrate proper concert etiquette.
- GM.K.4.3 Sing Appalachian folk songs.
- GM.K.4.4 Sing songs with patriotic texts.

### Performance Descriptors (GM.PD.K.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the distinguished level relates a specific section of music to the corresponding part of a story. The student evaluates the behavior of others and themselves at performances. The student independently sings five Appalachian and patriotic songs.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Kindergarten General Music. The kindergarten student performing at the above mastery level relates music to a story. The student evaluates his/her personal behavior at performances. The student sings four Appalachian and patriotic songs.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Kindergarten General Music. The kindergarten student performing at the mastery level relates music to a story. The student discusses and demonstrates proper concert etiquette. The student sings three Appalachian and patriotic songs.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Kindergarten General Music. Performance needs further development. The kindergarten student performing at the partial mastery level identifies that stories can be told with music. The student discusses proper concert etiquette. The student sings two Appalachian and patriotic songs.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Kindergarten General Music. Performance needs considerable development. The kindergarten student performing at the novice level identifies that stories can be told using music. The student identifies concert etiquette. The student sings one Appalachian or patriotic song.

## Grade One General Music

First grade students explore the voice through matching pitch, singing melodic patterns, and singing American folk songs. The students use classroom instruments to perform simple rhythms and create their own music to dramatize characters in a story and a student composition. Music reading skills are developed through the manipulation and performance of notation and the recognition of musical terms. Students recognize the importance of music and musicians in American society. Teachers use technology to enhance learning.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Music Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

- GM.1.1.1 match pitch using the head voice.
- GM.1.1.2 sing songs containing the tones Sol-Mi-La.
- GM.1.1.3 sing songs containing the patterns Sol-Mi-Do / Do-Mi-Sol.
- GM.1.1.4 sing songs containing the patterns Mi-Re-Do / Do-Re-Mi.
- GM.1.1.5 perform melodies using Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do.
- GM.1.1.6 perform rhythms using quarter notes, quarter rests, and beamed eighth notes.
- GM.1.1.7 demonstrate slow and fast tempi through movement.
- GM.1.1.8 demonstrate strong and weak beats through movement.

### Performance Descriptors (GM.PD.1.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the distinguished level independently matches pitch using the head voice. The student independently sings and plays instruments incorporating notes of the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do, and rhythms using quarter notes, quarter rests, and beamed eighth notes. The student designs movements to demonstrate slow and fast tempi and strong and weak beats.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the above mastery level matches pitch using the head voice while singing. The student cooperatively sings and plays instruments incorporating notes of the patterns Sol-Mi-La, Sol-Mi-Do, and rhythms using quarter notes, quarter rests, and beamed eighth notes. The student cooperatively designs movements to demonstrate slow and fast tempi and strong and weak beats.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade One General Music. The first grade student performing at the mastery level matches pitch using the head voice in class singing. The student sings and plays instruments incorporating notes of the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do, and rhythms using quarter notes, quarter rests, and beamed eighth notes. The student demonstrates through movement slow and fast tempi and strong and weak beats.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade One General Music. Performance needs further development. The first grade student performing at the partial mastery level uses the head voice. The student, with assistance, sings and plays instruments incorporating notes of the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do, and rhythms using quarter notes, quarter rests, and beamed eighth notes. The student moves with the class to demonstrate slow and fast tempi and strong and weak beats.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade One General Music. Performance needs considerable development. The first grade student performing at the novice level identifies the head voice in aural examples. The student, with assistance, experiments with singing and playing instruments incorporating notes of the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do, and rhythms using quarter notes, quarter rests, and beamed eighth notes. The student identifies slow and fast tempi, and strong and weak beats.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyzing, and describing music; and
- evaluate music and music performances.

### **Exploring Objectives**

Students will:

- GM.1.2.1 read beamed eighth notes, quarter notes and rests.
- GM.1.2.2 manipulate/notate Sol-Mi.
- GM.1.2.3 identify same and different sections of music.
- GM.1.2.4 recognize the four families of the symphony orchestra.
- GM.1.2.5 evaluate their own musical performances.

## **Performance Descriptors (GM.PD.1.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the distinguished level independently reads notation incorporating beamed eighth notes, quarter notes, and quarter rests. The student independently notates or manipulates notation for Sol-Mi. The student independently identifies same and different sections of music. The student aurally and visually identifies instrument families. The student establishes criteria for performance evaluations.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the above mastery level cooperatively reads notation incorporating beamed eighth notes, quarter notes, and quarter rests. The student cooperatively notates or manipulates notation for Sol-Mi. The student cooperatively identifies same and different sections of music. The student aurally identifies instrument families. The student applies given criteria for performance evaluations. •

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade One General Music. The first grade student performing at the mastery level reads notation incorporating beamed eighth notes, quarter notes, and quarter rests. The student notates or manipulates notation for Sol-Mi. The student identifies same and different sections of music. The student visually identifies instrument families. The student discusses given criteria to evaluate a musical performance.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade One General Music. Performance needs further development. The first grade student performing at the partial mastery level, with assistance, reads notation incorporating beamed eighth notes, quarter notes, and quarter rests. With assistance, the student notates or manipulates notation for Sol-Mi. With assistance the student identifies sections of music. The student names instrument families. The student identifies positive and negative aspects of a musical performance.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade One General Music. Performance needs considerable development. The first grade student performing at the novice level, with assistance, reads notation incorporating quarter notes, and quarter rests. The first grade student identifies notation for Sol-Mi. The first grade student identifies that music can occur in sections. The student names an instrument family. The student identifies positive aspects of a musical performance.

## **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

- GM.1.3.1 improvise a rhythm pattern for a character in a story.
- GM.1.3.2 create an original composition of at least one musical phrase.

### **Performance Descriptors (GM.PD.1.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the distinguished level independently improvises a rhythm that reflects two characters in a story. The student independently creates an original composition of at least two musical phrases.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade One General Music. The student independently improvises a rhythm pattern for a character in a story. The student cooperatively creates an original composition of one musical phrase.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade One General Music. The first grade student performing at the mastery level will improvise a rhythm pattern for a character in a story. The student creates an original composition of one musical phrase.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade One General Music. Performance needs further development. The first grade student performing at the partial mastery level participates in playing a rhythm pattern for a character in a story. The student creates an original composition.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade One General Music. Performance needs considerable development. The first grade student performing at the novice level, with assistance, participates in playing a rhythm pattern for a character in a story. The student participates in the creation of an original composition.

## **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

## **Relating Objectives**

Students will:

- GM.1.4.1 participate in a singing game or play party.
- GM.1.4.2 sing American folk songs.
- GM.1.4.3 define the role of a musician in society.

## **Performance Descriptors (GM.PD.1.4)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the distinguished level sings and participates in five singing games, play parties, and American folk songs. The student discusses the role of musicians in society and gives examples.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade One General Music. The first grade student performing at the above mastery level sings and participates in four singing games, play parties, and American folk songs. The student discusses the role of musicians in society.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade One General Music. The first grade student performing at the mastery level sings and participates in three singing games, play parties, and American folk songs. The student discusses the role of musicians in his/her community.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade One General Music. Performance needs further development. The first grade student performing at the partial mastery level sings and participates in two singing games, play parties, and American folk songs. The student identifies musicians in his/her community.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade One General Music. Performance needs considerable development. The first grade student performing at the novice level sings and participates in one singing game, play party, and one American folk song. The student identifies a musician.

## Grade Two General Music

Second grade students continue to develop the singing voice using songs from many cultures. The students use instruments to improvise and create a variety of sounds. The manipulation, identification, and performance of musical notation on the staff enhance reading skills. Terms are added to the basic music vocabulary. Students aurally and visually identify traditional instrument families as well as instruments of other cultures. Teachers use technology to enhance learning.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Music Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

#### Students will:

- GM.2.1.1 sing songs based on the pentatonic scale.
- GM.2.1.2 play the notes of the pentatonic scale.
- GM.2.1.3 play pentatonic *ostinati*.
- GM.2.1.4 play on the strong and weak beats in meters of 2/4 and 4/4.
- GM.2.1.5 demonstrate *allegro* and *adagio* through movement.
- GM.2.1.6 demonstrate AB form through movement.

### Performance Descriptors (GM.PD.2.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the distinguished level independently sings and plays instruments incorporating the notes of the pentatonic scale through songs and *ostinati*. The student independently plays the strong and weak beats in meters of 2/4 and 4/4. The student designs his/her own movements to demonstrate *allegro* and *adagio* and a piece in AB form.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the above mastery level will independently sing and play instruments incorporating the notes of the pentatonic scale through songs. The student independently plays strong and weak beats. The student cooperatively designs movements to demonstrate *allegro* and *adagio* and a piece in AB form.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Two General Music. The second grade student performing at the mastery level sings songs and plays instruments while incorporating the notes of the pentatonic scale in songs and *ostinati*. The student, with a visual cue, plays the strong and weak beats in meters of 2/4 and 4/4. The student demonstrates through movement *allegro* and *adagio* and a piece in AB form.

## 200304

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Two General Music. Performance needs further development. The second grade student performing at the partial mastery level will, with assistance, sing and play instruments incorporating the notes of the pentatonic scale through songs and *ostinati*. The student, with assistance, plays the strong and weak beats in meters of 2/4 and 4/4. The student moves with the class to demonstrate through movement *allegro* and *adagio* and a piece in AB form.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Two General Music. Performance needs considerable development. The second grade student performing at the novice level, with assistance, sings songs incorporating the notes of the pentatonic scale. The student, with assistance, plays strong and weak beats. The student moves with the class to demonstrate fast and slow tempi.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## Exploring Objectives

Students will:

- GM.2.2.1 read notes for the pentatonic scale.
- GM.2.2.2 expand previously learned notation to include half notes and rests.
- GM.2.2.3 read rhythmic notation in 2/4 and 4/4 meter.
- GM.2.2.4 demonstrate proper use of repeat signs.
- GM.2.2.5 notate/manipulate notes for Sol-Mi-La, Sol-Mi-Do, Mi-Re-Do.
- GM.2.2.6 identify instrumental families by hearing and seeing a representative instrument from each family.
- GM.2.2.7 identify the use of dynamics: ppp, pp, p, mp, mf, f, ff, fff.
- GM.2.2.8 identify introduction and coda.
- GM.2.2.9 identify AB form.
- GM.2.2.10 identify *fermata*.
- GM.2.2.11 identify the tonal center in a melody.
- GM.2.2.12 evaluate their own musical performances.

## Performance Descriptors (GM.PD.2.2)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the distinguished level independently reads notation from a score incorporating the pentatonic scale, half notes, half rests, 2/4 and 4/4 meter, and repeat signs. The student independently notates or manipulates notation for the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do. The student aurally and visually identifies instrument families by hearing various instruments within an orchestral performance. The student independently incorporates the use of *fermata* and various dynamics, using appropriate symbols, in his/her performance of music. The student analyzes a piece of music in AB form containing an introduction and coda. The student sings the tonal center of a piece. The student applies the criteria for performance evaluations.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the above master level reads notation from a score incorporating the pentatonic scale, half notes, half rests, 2/4 and 4/4 meters, and repeat signs. The student notates or manipulates notation for the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do. The student aurally and visually identifies instrument families by hearing various instruments with a chamber group performance. The student incorporates the use of fermata and various dynamics, using appropriate symbols in his/her group performances of music. The student discusses a piece of music in AB form, containing introduction and coda. In small groups, the student sings the tonal center of a piece. The student establishes criteria for performance evaluation.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Two General Music. The second grade student performing at the mastery level reads notation from a score incorporating the pentatonic scale, half notes, half rests, 2/4 and 4/4 meter, and repeat signs. The student notates or manipulates notation for the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do. The student aurally and visually identifies instrument families from a visual performance of a solo instrument. The student identifies the use of dynamics using symbols. The student identifies introduction and coda, AB form, *fermata*, and the tonal center of a melody. The student applies given criteria to evaluate a musical performance.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Two General Music. Performance needs further development. The second grade student performing at the partial mastery level, with assistance, reads notation from a score incorporating the pentatonic scale, half notes, half rests, 2/4 and 4/4 meter, and repeat signs. With assistance the student notates or manipulates notation for the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do. The student identifies instrumental families. The student identifies dynamic changes. The student identifies different sections in music. The student, with the class, observes a fermata and identifies the tonal center of a piece. The student identifies positive and negative aspects of a musical performance.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Two General Music. Performance needs considerable development. The second grade student performing at the novice level, with assistance identifies notation from a score that incorporates the pentatonic scale, half notes, half rests, 2/4 and 4/4 meter, and repeat signs. With assistance, the second grade student identifies notation for the patterns Sol-Mi-La, Sol-Mi-Do, and Mi-Re-Do. The second grade student, with prompts, identifies instrument families. With prompts, the student recognizes dynamic changes. The student, with prompts, recognizes different sections of music. The second grade student, with prompts, identifies a fermata, and the tonal center of a piece. The student identifies positive aspects of a musical performance.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

- GM.2.3.1 improvise on melodic instruments using the pentatonic scale.
- GM.2.3.2 improvise a rhythmic accompaniment for a song.
- GM.2.3.3 create a song in AB form.

### Performance Descriptors (GM.PD.2.3)

## 200304

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the distinguished level independently improvises in tempo on melodic instruments using the pentatonic scale. The student independently improvises a rhythmic accompaniment for a song using a variety of instruments. The student independently creates a piece in ABA form with four measures in each section.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the above mastery level improvises in tempo on melodic instruments using the pentatonic scale. The student improvises a rhythmic accompaniment for a song using a variety of instruments. The student creates a piece in ABA form with four measures in each section.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Two General Music. The second grade students performing at the mastery level improvises in tempo on melodic instruments using the pentatonic scale. The student improvises a rhythmic accompaniment for a song. The student, with the class, creates a piece in AB form with four measures in each section.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Two General Music. Performance needs further development. The second grade students performing at the partial mastery level improvises on melodic instruments using the pentatonic scale. With assistance the student improvises a rhythmic accompaniment for a song. The student, with assistance, creates a piece in AB form with two measures in each section.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Two General Music. Performance needs considerable development. The second grade student performing at the novice level, with assistance, improvises on melodic instruments using the pentatonic scale. The student identifies a rhythmic accompaniment for a song. With assistance, the student creates a piece with contrasting sections.

## **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

## **Relating Objectives**

Students will:

- GM.2.4.1 recognize AB form in related arts.
- GM.2.4.2 participate in the musical dramatization of a folk tale.
- GM.2.4.3 sing songs from various cultures.
- GM.2.4.4 identify instruments unique to various cultures.

**Performance Descriptors (GM.D.2.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the distinguished level independently finds and presents a related art in AB form. The student independently creates a musical characterization for a folk tale. The student independently, from memory, sings three songs from various cultures, using instruments from the culture to accompany the singing.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Two General Music. The second grade student performing at the above mastery level cooperatively finds and presents a related art in AB form. The student cooperatively creates a musical characterization in a folk tale. The student independently sings three songs from various cultures, using instruments from the culture to accompany the singing.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Two General Music. The second grade student performing at the mastery level will discuss the use of AB form in related arts. The student participates in the musical dramatization of a folk tale. The student sings two songs from various cultures, identifying instruments from the cultures.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Two General Music. Performance needs further development. The second grade student performing at the partial mastery level identifies different sections in a related art. The student, with prompts, participates in the musical dramatization of a folk tale. The student sings one song from another culture and identifies an instrument from the culture.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Two General Music. Performance needs considerable development. The second grade student performing at the novice level identifies a section in a related art. The student will identify the musical dramatization of a folk tale. The student sings one song from another culture.

## Grade Three General Music

Third grade students develop further independence in the use of the singing voice. Terms are added to the basic music vocabulary for continued music literacy. Through use of classroom instruments, students improvise melodies and create original compositions for a variety of settings. Teachers use technology to enhance learning.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Music Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

### Standard 1: Performing (MU.S.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.

**Performing Objectives**

Students will:

- GM.3.1.1 expand on singing pentatonic songs.
- GM.3.1.2 sing songs based on the major scale.
- GM.3.1.3 sing an *ostinato* to accompany class singing.
- GM.3.1.4 sing a two-part round.
- GM.3.1.5 sing or play instruments, following the cues of a conductor.
- GM.3.1.6 play melodic patterns from notation of pentatonic scale.
- GM.3.1.7 play rhythmic patterns from notation of quarter notes, beamed eighth notes and quarter rests.
- GM.3.1.8 play a tonic chord based on the C major scale.
- GM.3.1.9 demonstrate *ritardando* and *accelerando* and *a tempo* through movement.
- GM.3.1.10 demonstrate ABA form through movement.

**Performance Descriptors (GM.PD.3.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the distinguished level sings independently from memory pentatonic songs, songs based on the major scale, *ostinati*, and in two-part rounds, following the cues of a conductor. Reading notation the student independently plays pentatonic and rhythmic patterns and chooses the tones to play the C major chord. The student designs his/her own movements to demonstrate *ritardando* and *accelerando* and *a tempo* and a piece in ABA form.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the above mastery level sings independently pentatonic songs, songs based on the major scale, *ostinati*, and in two-part rounds, following the cues of a conductor. The student reading notation, plays pentatonic and rhythmic patterns and chooses the tones to play the C major chord. The student designs movements to demonstrate *ritardando* and *accelerando* and *a tempo* and a piece in ABA form.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Three General Music. The third grade student performing at the mastery level sings in small groups pentatonic songs, songs based on the major scale, *ostinati*, and in two-part rounds, following the cues of a conductor. Reading notation the student cooperatively plays pentatonic and rhythmic patterns and the tonic chord. The student cooperatively demonstrates *ritardando* and *accelerando* and *a tempo* and a piece in ABA form through movement.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Three General Music. Performance needs further development. The third grade student performing at the partial mastery level participates in the classroom singing of pentatonic songs, songs based on the major scale, *ostinati*, and in two-part rounds, following the cues of a conductor. The student plays pentatonic and rhythmic patterns and the tonic chord. The student moves with the class to demonstrate through movement *ritardando* and *accelerando* and *a tempo* and a piece in ABA form.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Three General Music. Performance needs considerable development. The third grade student performing at the novice level participates in, with prompts, the classroom singing of pentatonic songs, songs based on the major scale, *ostinati*, and in two part rounds, following the cues of a conductor. With assistance, the student plays pentatonic and rhythmic patterns and the tonic chord. With prompting the student moves with the class to demonstrate *ritardando* and *accelerando* and *a tempo* and a piece in ABA form.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- GM.3.2.1 read solfege notation for songs based on the major scale.
- GM.3.2.2 expand previously learned notation to include whole notes and rests, and dotted-half notes.
- GM.3.2.3 read rhythmic notation in 3/4 meter.
- GM.3.2.4 recognize the symbols for *crescendo* and *decrescendo*.
- GM.3.2.5 identify and demonstrate *D.C. al Fine*.
- GM.3.2.6 manipulate/notate notes for the major scale.
- GM.3.2.7 notate half rest.
- GM.3.2.8 identify ABA form..
- GM.3.2.9 identify *ritardando* and *accelerando* and *a tempo*.
- GM.3.2.10 distinguish between an orchestra and a band.
- GM.3.2.11 identify a treble clef.
- GM.3.2.12 identify notes on the treble clef staff by letter name.
- GM.3.2.13 identify and use sharps and flats.
- GM.3.2.14 evaluate their own musical performances.

### Performance Descriptors (GM.PD.3.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the distinguished level independently reads notation from a score incorporating solfege, whole notes, whole rests, dotted half notes, 3/4 meter, the symbols for *crescendo* and *decrescendo*, and *D.C. al Fine*. The student independently notates, using paper and pencil, the major scale and a half rest. The student analyzes ABA form. The student performs music that includes *ritardando* and *accelerando* and *a tempo*. While listening to an example, the student explains the difference between a band and an orchestra. On a treble clef, the student accurately notates given pitches, including sharps and flats. The student applies the criteria for performance evaluations.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the mastery level cooperatively reads notation from a score incorporating solfege, whole notes, whole rests, dotted half notes, 3/4 meter, the symbols for *crescendo* and *decrescendo*, and *D.C. al Fine*. The student manipulates notation or notates the major scale and a half rest. The student labels the sections in a aurally presented piece in ABA form. The student identifies and labels music that includes *ritardando* and *accelerando* and *a tempo*. While listening to an example, the student identifies band or orchestra. Using a treble clef, the student identifies note letter names and sharps and flats. The student establishes criteria to evaluate a musical performance.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Three General Music. The third grade student performing at the mastery level reads notation from a score incorporating solfege, whole notes, whole rests, dotted half notes, 3/4 meter, the symbols for *crescendo* and *decrescendo*, and *D.C. al fine*. Students cooperatively manipulates/notates the major scale and a half rest. The student describes a piece in ABA form. The student identifies music that includes *ritardando* and *accelerando* and *a tempo*. While listening to an example the student identifies band or orchestra. Using a treble clef, the student identifies note letter names. The student discusses given criteria to evaluate a musical performance.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Three General Music. Performance needs further development. The third grade student performing at the partial mastery level, with assistance, reads notation from a score incorporating solfege, whole notes, whole rests, dotted half notes, 3/4 meter, the symbols for *crescendo* and *decrescendo*, and *D.C. al Fine*. With teacher assistance the student manipulates notation/notate the major scale and a half rest. The student identifies different sections in a piece of music. The student responds to music that is *andante* and *moderato*. While listening to an example the student participates in a discussion about band and orchestra. With assistance, using a treble clef the student identifies note letter names and sharps and flats. The student identifies positive and negative aspects of a musical performance.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Three General Music. Performance needs considerable development. The third grade student performing at the novice level, with assistance, identifies notation from a score incorporating solfege, whole notes, whole rests, dotted half notes, 3/4 meter, the symbols for *crescendo* and *decrescendo*, and *D.C. al fine*. With teacher assistance, the student identifies notation of the major scale and a half rest. The student identifies different sections in a piece of music. The student responds to a piece of music that is *andante*. The student visually identifies instruments particular to band or orchestra. With assistance, the student identifies notes on the treble staff. The student identifies positive aspects of a musical performance.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

GM.3.3.1 improvise musical questions and answers based on the major scale (4 measures).

GM.3.3.2 create a song in ABA form.

GM.3.3.3 create a piece using different dynamic levels.

### Performance Descriptors (GM.PD.3.3)

## 200304

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the distinguished level independently improvises four measure questions and answers in tempo based on the major scale. The student independently creates a piece in ABA form with four measures in each section, applying various dynamics.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the above mastery level, with the class, improvises four measure questions and answers in tempo based on the major scale. The student, with the class, creates a piece in ABA form with four measures in each section, applying various dynamics
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Three General Music. The third grade student performing at the mastery level improvises two measure questions and answers in tempo based on the major scale. The student, with the class, creates a piece in ABA form with four measures in each section, using contrasting dynamics.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Three General Music. Performance needs further development. The third grade student performing at the partial mastery level improvises a question and answer. The student, with assistance, creates a piece in ABA form with two measures in each section, using dynamics.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Three General Music. Performance needs considerable development. The third grade student performing at the novice level identifies a musical question and answer. The student, with assistance, identifies one section in ABA form.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- GM.3.4.1 participate in a musical play.
- GM.3.4.2 define the role of a conductor.
- GM.3.4.3 relate ABA form in related arts.
- GM.3.4.4 sing songs in foreign languages.

### Performance Descriptors (GM.PD.3.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the distinguished level memorizes his/her part and recognizes the interaction of other characters in a musical play. The student researches and presents a report on the role of a conductor. The student independently researches and presents a related art in ABA form. The student independently, from memory, sings four songs in foreign languages.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Three General Music. The third grade student performing at the above mastery level memorizes his/her part in a musical play. The student demonstrates the role of a conductor. The student cooperatively presents a related art in ABA form. The student sings from memory three songs in foreign languages.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Three General Music. The third grade student performing at the mastery level participates in a musical play. The student defines the role of a conductor. The student discusses the use of ABA form in related arts. The student will sing from memory two songs in foreign languages.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Three General Music. Performance needs further development. The third grade student performing at the partial mastery level participates, with prompts, in a musical play. The student participates in a discussion of the role of a conductor. The student recognizes ABA form in a related art. The student sings from memory a song in a foreign language.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Three General Music. Performance needs considerable development. The third grade student performing at the novice level follows the script of a musical play. The student identifies the conductor. The student identifies that ABA form can occur in a related art. The student, with assistance, sings a song in a foreign language.

## Grade Four General Music

Fourth grade students continue to build their singing skills by singing independently and in groups. Students further their music reading skills through the introduction and use of additional notes, meters, and terms. Students identify instruments and discuss sound production. Teachers use technology to enhance learning.

To assure a quality arts education, general classroom teachers who are charged with the delivery of the K-4 Music Content Standards and Objectives in their school curriculum are strongly encouraged to participate in high quality content-specific professional development.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

- GM.4.1.1 refine major scale songs.
- GM.4.1.2 sing in a three-part round.
- GM.4.1.3 accompany singing on a variety of classroom instruments.
- GM.4.1.4 play I and V chords in a major key.
- GM.4.1.5 perform rhythmic and melodic patterns to add special effects to songs.
- GM.4.1.6 perform music containing *crescendo* and *decrescendo*.

## 200304

GM.4.1.7 demonstrate rondo form through movement.

GM.4.1.8 demonstrate *moderato* and *andante* through movement.

### Performance Descriptors (GM.PD.4.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the distinguished level independently sings with melodic and rhythmic accuracy while performing in a three-part round in a major key. The student accompanies, on a variety of instruments, class singing with I and V chords. The student creates special effects for songs and performs them with rhythmic and melodic accuracy. The student independently uses *crescendo* and *decrescendo* to shape phrases. The student designs movements to demonstrate *moderato* and *andante* and a piece in rondo form.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the above mastery level sings in small groups with melodic and rhythmic accuracy while performing in a three-part round in a major key. The student accompanies class singing with I and V chords. The student cooperatively creates special effects for songs and performs them with rhythmic and melodic accuracy. The student performs *crescendo* and *decrescendo*. The student cooperatively designs movements to demonstrate *moderato* and *andante* and a piece in rondo form.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Four General Music. The fourth grade student performing at the mastery level sings in three-part rounds in a major key with the class, with melodic and rhythmic accuracy. The student performs I and V chords. The student performs special effects for songs with rhythmic and melodic accuracy. The student performs *crescendo* and *decrescendo* as indicated in a score. The student demonstrates *moderato* and *andante* and a piece in rondo form through movement.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Four General Music. Performance needs further development. The fourth grade student performing at the partial mastery level sings, with help, a part in a three-part round in a major key. The student plays chords with assistance. The student adds special effects to songs. The student performs *crescendo* and *decrescendo* with the class following teacher directions. The student moves with the class to demonstrate *moderato* and *andante* and a piece in rondo form.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Four General Music. Performance needs considerable development. The fourth grade student performing at the novice level identifies a part in a three part round in a major key. The student identifies chords. The student adds a special effect to a song. The student identifies musical examples that use *crescendo* and *decrescendo*.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## 200304

### Exploring Objectives

Students will:

- GM.4.2.1 expand previously learned notation to include single eighth notes and rests.
- GM.4.2.2 read notation containing syncopated patterns.
- GM.4.2.3 identify and demonstrate *D.S.*
- GM.4.2.4 notate/manipulate a major scale.
- GM.4.2.5 notate whole note and whole rest.
- GM.4.2.6 notate tonic and dominant chords.
- GM.4.2.7 identify aurally and visually instruments of the orchestra.
- GM.4.2.8 identify rondo form.
- GM.4.2.9 identify *andante* and *moderato*.
- GM.4.2.10 evaluate their own musical performances.

### Performance Descriptors (GM.PD.4.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the distinguished level independently reads notation from a score including single eighth notes, eighth rests, syncopated patterns, and *D.S.* The student independently notates, using paper and pencil, a major scale, whole notes, whole rests, tonic chords, and dominant chords. The student aurally and visually identifies orchestral instruments within an orchestral performance. The student analyzes a rondo form. The student independently performs music that is *andante* and *moderato*. The student applies the criteria for performance evaluations.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the above mastery level cooperatively reads notation from a score including a single eighth notes, eighth rests, syncopated patterns, and *D.S.* The student notates a major scale, whole notes, whole rests tonic chords, and dominant chords. The student aurally and visually identifies orchestral instruments within a chamber ensemble. The student identifies rondo form in a variety of musical examples. The student cooperatively performs music that is *andante* and *moderato*. The student establishes the criteria for performance evaluations.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Four General Music. The fourth grade student performing at the mastery level, with a class, reads notation from a score including single eighth notes, eighth rests, syncopated patterns, and *D.S.* The student notates or manipulates notations for a major scale, whole notes, whole rests, tonic chords, and dominant chords. The student aurally and visually identifies orchestral instruments from a solo performance. The student identifies a piece in rondo form. The student recognizes music that is *andante* and *moderato*. The student discusses given criteria to evaluate a musical performance.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Four General Music. Performance needs further development. The fourth grade student performing at the partial mastery level, with assistance, reads notation from a score including single eighth notes, eighth rests, syncopated patterns, and *D.S.* With teacher assistance the student notates a major scale, whole notes, whole rests, tonic chords, and dominant chords. The student visually identifies orchestral instruments. The student recognizes different sections in a piece of music. The student responds to music that is *andante* and *moderato*. The student identifies positive and negative aspects of a musical performance.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills; characterized by fragmented and incomplete performance in Grade Four General Music. Performance needs considerable development. The fourth grade student performing at the novice level, with assistance, reads notation from a score including single eighth notes, eighth rests, and syncopated patterns. With assistance, the student notates a major scale, whole notes, and whole rests. The student visually identifies an orchestral instrument representative of each family. The student identifies that different sections can occur in a piece of music. The student identifies that music can be *andante* or *moderato*. The student identifies positive aspects of a musical performance.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

GM.4.3.1 improvise rhythmic questions and answers (2 measures each).

GM.4.3.2 create a song in rondo form (4 measures in each section).

### Performance Descriptors (GM.PD.4.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the distinguished level improvises eight measure rhythmic questions and answers in tempo. The student independently creates a rondo with four measures in each section.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the above mastery level improvises four measure rhythmic questions and answers in tempo. The student, in a small group, creates a rondo with four measures in each section.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Four General Music. The fourth grade student performing at the mastery level improvises two measure rhythmic questions and answers in tempo. The student, with the class, creates a rondo with four measures in each section.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Four General Music. Performance needs further development. The fourth grade student performing at the partial mastery level improvises a rhythmic question and answer. The student, with assistance, creates a rondo with two measures in each section.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Four General Music. Performance needs considerable development. The fourth grade student performing at the novice level with assistance improvises a rhythmic question and answer. The student creates a musical idea with different sections.

## 200304

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- GM.4.4.1 dramatize and create music for a work of visual art.
- GM.4.4.2 identify and discuss tone production for instruments.
- GM.4.4.3 recognize selections from musical theatre.
- GM.4.4.4 sing West Virginia songs.
- GM.4.4.5 sing patriotic songs.

### Performance Descriptors (GM.PD.4.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the distinguished level creates and performs a musical and dramatic representation of a work of visual art using a variety of instruments. The student creates an original instrument based on his/her independent research about tone production for instruments. The student performs from memory five selections from musical theatre. The student sings independently from memory five West Virginia and patriotic songs.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Four General Music. The fourth grade student performing at the above mastery level creates and performs a musical and dramatic representation of a work of visual art using two instruments. The student cooperatively creates an original instrument based on group research about tone production for instruments. The student performs from memory four selections from musical theatre. The student sings independently from memory four West Virginia and patriotic songs.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills consistent and accurate academic performance that meets the standard in Grade Four General Music. The fourth grade student performing at the mastery level performs a musical and dramatic representation of a work of visual art. The student identifies and discusses tone production for instruments. The student identifies five selections from musical theatre. The student sings four West Virginia and patriotic songs.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Four General Music. Performance needs further development. The fourth grade student performing at the partial mastery level participates in a musical and dramatic representation of a work of visual art. The student participates in a discussion about tone production for instruments. The student identifies two selections from musical theatre. The student sings three West Virginia and patriotic songs.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Four General Music. Performance needs considerable development. The fourth grade student performing at the novice level with assistance participates in a musical and dramatic representation of a work of visual art. The student participates in discussion about tone production for an instrument. The student identifies a selection from musical theatre. The student sings two West Virginia and patriotic songs.

## Grade Five General Music

## 200304

Fifth grade students continue to build their singing skills demonstrating proper technique and expression. Students play melodies and chords on instruments using written notation and improvising. Students demonstrate their music reading abilities through performing and interpreting written notation and terms. Students evaluate their own performances and compare works of art and music. Music of the United States is emphasized. Teachers use technology to enhance learning.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

- GM.5.1.1 sing songs in a minor key.
- GM.5.1.2 sing descants.
- GM.5.1.3 play by ear a phrase of a familiar song on a classroom instrument.
- GM.5.1.4 perform I, IV, and V chords to accompany class singing.
- GM.5.1.5 perform i and v chords in a minor key.
- GM.5.1.6 demonstrate theme and variations through movement.

### Performance Descriptors (GM.PD.5.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the distinguished level independently sings a descant in a minor tonality with melodic and rhythmic accuracy. The student plays by ear at least two phrases of a familiar folk song. The student designs his/her own movements to demonstrate theme and variations. The student accompanies class singing in a major key with I, IV, and V chords, and in a minor key with i and v chords on various instruments.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the above mastery level sings, in a small group, a descant in a minor tonality with melodic and rhythmic accuracy. The student plays by ear a phrase of a familiar song. The student cooperatively designs movements to demonstrate theme and variations. The student accompanies singing in a major key with I, IV, and V chords, and in a minor key with i and v chords on classroom instruments.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Five General Music. The fifth grade student performing at the mastery level sings a minor descant with the class with melodic and rhythmic accuracy. The student plays by ear a phrase of a familiar song. The student demonstrates theme and variations through movement. The student accompanies class singing in a major key with I, IV, and V chords, and in a minor key with i and v chords.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Five General Music. Performance needs further development. The fifth grade student performing at the partial mastery level sings, with help, a descant part. The student plays a familiar melody on a melodic instrument. The student moves with the class to demonstrate theme and variations. The student plays major and minor chords.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Five General Music. Performance needs considerable development. The fifth grade student performing at the novice level identifies a descant part. With assistance, the student plays a familiar melody on a melodic instrument. The student, with prompts, moves with the class to demonstrate theme and variations. With assistance, the student plays a major and a minor chord.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- GM.5.2.1 refine previous notation.
- GM.5.2.2 identify and demonstrate first and second endings.
- GM.5.2.3 identify and demonstrate *staccato* and *legato*.
- GM.5.2.4 notate familiar melodies.
- GM.5.2.5 notate beamed sixteenth notes.
- GM.5.2.6 notate syncopated notes.
- GM.5.2.7 notate I, IV, and V chords.
- GM.5.2.8 listen to instrumental music and identify the instruments and/or families of instruments.
- GM.5.2.9 identify theme and variations and describe the variations.
- GM.5.2.10 identify *largo* and *presto*.
- GM.5.2.11 identify bass clef.
- GM.5.2.12 identify notes on the bass clef staff by letter name.
- GM.5.2.13 identify i and v chords in a minor key.
- GM.5.2.14 identify the four vocal parts: soprano, alto, tenor, bass.
- GM.5.2.15 evaluate their own musical performances.

### Performance Descriptors (GM.PD.5.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the distinguished level reads notation from a score including learned notation, first and second endings, and *staccato* and *legato* in a solo performance. The student notates a familiar melody of sixteen measures and accompaniment including beamed sixteenth notes, syncopated patterns, and I, IV, and V chords. The student aurally identifies instruments and their families, and the four vocal parts, from orchestral or choral performances. The student analyzes a theme and its variations. The student performs music that is *largo* and *presto*. On a bass clef, the student accurately notates given pitches and i and v chords. The student applies the criteria for performance evaluations.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the above mastery level reads notation from a score including learned notation, first and second endings, and *staccato* and *legato* in a group performance. The student notates a familiar melody of twelve measures and accompaniment including beamed sixteenth notes, syncopated patterns, and I, and V chords. The student aurally identifies instruments and their families, and the four vocal parts from chamber ensemble performances. The student cooperatively analyzes a theme and its variations. In small groups, the student performs music that is *largo* and *presto*. On a bass clef, the student notates given pitches and I and v chords. The student applies criteria for performance evaluations.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Five General Music. The fifth grade student performing at the mastery level reads notation from a score including learned notation, first and second endings, and *staccato* and *legato*. The student notates a familiar melody of eight measures and accompaniment including beamed sixteenth notes, syncopated patterns, and I, IV, and V chords. The student aurally identifies instruments and their families, and the four vocal parts, from solo or ensemble performances. The student describes a theme and its variations. The student identifies music that is *largo* and *presto*. Using a bass clef, the student identifies notes and i and v chords. The student discusses given criteria to evaluate a musical performance.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Five General Music. Performance needs further development. The fifth grade student performing at the partial mastery level requires assistance to read notation from a score including learned notation, first and second endings, and *staccato* and *legato*. The student notates a familiar melody of four measures and accompaniment including beamed sixteenth notes, syncopated patterns, and I, IV, and V chords. The student aurally identifies instruments and their families, and the four vocal parts, from ensemble performances with prompts. The student identifies a theme and its variations. The student responds to music that is *largo* and *presto*. With assistance using a bass clef, the student identifies notes and i and v chords. The student identifies positive and negative aspects of a musical performance.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Five General Music. Performance needs considerable development. The fifth grade student performing at the novice level reads notation from a variety of materials including learned notation, first and second endings, and *staccato* and *legato*. The student notates two measures of a familiar melody. The student aurally identifies instruments and the four vocal parts from solo performances. The student identifies a theme and one variation. The student identifies music that is fast and slow. With assistance, the student identifies notes. The student identifies positive aspects of a musical performance.

## **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines

### **Creating Objectives**

Students will:

- GM.5.3.1 improvise simple choral accompaniments on classroom instruments, using major and minor chords.
- GM.5.3.2 given a theme, create variations on that theme (4 measures).

### **Performance Descriptors (GMPD.5.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the distinguished level improvises an accompaniment using four or more chords. The student creates a theme of at least four measures and variations of at least four measures.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade general music student performing at the above mastery level improvises an accompaniment with four chords. The student creates a theme of at least four measures, and at least four variations.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Five General Music. The fifth grade student performing at the mastery level improvises an accompaniment using three or more chords. The student creates variations for a given theme of at least four measures.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Five General Music. Performance needs further development. The fifth grade student performing at the partial mastery level improvises an accompaniment using two or more chords. With teacher assistance, the student creates variations for a given theme.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Five General Music. Performance needs considerable development. The fifth grade student performing at the novice level improvises an accompaniment using a chord. With teacher assistance, the student creates a variation for a given theme.

## Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

## Relating Objectives

Students will:

GM.5.4.1 sing songs from the musical theatre.

GM.5.4.2 compare works of art and music that are based upon the same event, subject, or mood.

GM.5.4.3 sing spirituals, gospel songs, and work songs and recognize their roles in American history.

GM.5.4.4 explore musical careers.

## Performance Descriptors (GM.PD.5.4)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the distinguished level independently compares works of art and music. The student sings from memory musical theatre songs, spirituals, gospel songs, and work songs and independently researches their roles in American history. The student independently researches musical careers and presents his/her findings to the class.

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Five General Music. The fifth grade student performing at the above mastery level compares works of art and music. The student sings from memory musical theatre songs, spirituals, gospel songs, and work songs and research cooperatively their roles in American history. In small groups, the student researches musical careers and presents the findings to the class.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Five General Music. The fifth grade student performing at the mastery level compares works of art and music in class discussion. The student sings musical theatre songs, spirituals, gospel songs, and work songs and discusses their roles in American history. The student discusses various musical careers.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Five General Music. Performance needs further development. The fifth grade student performing at the partial mastery level relates that works of art and music are based upon the same event, subject, or mood. The student sings musical theatre songs, spirituals, gospel songs, and work songs and associates them with events in American history. The student names a variety of musical careers.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Five General Music. Performance needs considerable development. The fifth grade student performing at the novice level relates that a work of art and a work of music can be compared. The student sings musical theatre songs, spirituals, gospel songs, and works songs, and identifies their place in American history. The student names a musical career.

## Grade Six General Music

**Level 6 students continue to build proper singing technique. Students demonstrate their ability to interpret, improvise, and compose music on different classroom instruments. Students increase their knowledge of music by experiencing the music of world cultures. Advanced listening skills allow students to describe musical details in compositions and refine criteria for evaluating musical performances. Teachers use technology to enhance learning.**

### **Standard 1: Performing (MU.S.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.

### **Performing Objectives**

Students will:

GM.6.1.1 sing partner songs.

GM.6.1.2 refine I, IV, V major chords.

### **Performance Descriptors (GM.PD.6.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the distinguished level independently sings with melodic and rhythmic accuracy while performing partner songs. The student accompanies class singing with I, IV, V chords.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the above mastery level sings in small groups with melodic and rhythmic accuracy while performing partner songs. The student accompanies class singing with some primary chords.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Six General Music. The sixth grade student performing at the mastery level sings partner songs with the class, with melodic and rhythmic accuracy. The student performs I, IV, V chords.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Six General Music. Performance needs further development. The sixth grade students performing at the partial mastery level sings with help a part in a partner song. The student plays I and V chords.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Six General Music. Performance needs considerable development. The sixth grade student performing at the novice level identifies a part in a partner song. The student plays a chord.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## Exploring Objectives

Students will:

- GM.6.2.1 read notation for the bass clef.
- GM.6.2.2 read notation in 6/8 meter.
- GM.6.2.3 follow a piece of music that uses repeat signs.
- GM.6.2.4 notate beamed sixteenth notes, dotted quarter notes, and single eighth notes.
- GM.6.2.5 aurally identify music in 6/8 meter.
- GM.6.2.6 aurally distinguish between major and minor tonalities.
- GM.6.2.7 identify major and minor scale patterns.
- GM.6.2.8 refine tempo markings.
- GM.6.2.9 Identify the soprano and alto voices.
- GM.6.2.10 evaluate vocal and instrumental performances.

## Performance Descriptors (GM.PD.6.2)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the distinguished level follows a piece of music including bass clef in a major or minor key while listening to the music and identify the use of music notation, symbols, and terms. The student analyzes music in 6/8 meter. The student aurally identifies soprano or alto voices as they are performed in a choral arrangement. The student applies the criteria for performance evaluations.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Six General Music. While listening, the sixth grade student performing at the above mastery level follows a piece of music including bass clef in a major or minor key. The student reads 6/8 meter. The student aurally identifies soprano or alto voices as they are presented in a chamber ensemble. The student discusses the criteria to evaluate a musical performance.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Six General Music. The sixth grade student performing at the mastery level follows a piece of music including bass clef in a major or minor key. The student aurally identifies notation for 6/8 meter. The student aurally identifies soprano or alto voices in a quartet. The student applies given criteria to evaluate a musical performance.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Six General Music. Performance needs further development. The sixth grade student performing at the partial mastery level follows a single part in bass clef, in a major or minor key while listening to the music and recalling music symbols and terms. The student aurally identifies the soprano or alto voices in a duet presentation. The student identifies positive and negative aspects of a musical performance.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Six General Music. Performance needs considerable development. The sixth grade student performing at the novice level follows a single part in bass clef. The student identifies the soprano or alto voices in a solo presentation. The student identifies positive or negative aspects of a musical performance.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

GM.6.3.1 improvise a melody in 6/8 meter.

GM.6.3.2 create a melody in 6/8 meter (4 measures).

GM.6.3.3 create a rhythm in 6/8 meter (4 measures).

### Performance Descriptors (GM..PD.6.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the distinguished level improvises a twelve-measure melody in 6/8 meter. The student creates a melody or rhythm of twelve measures.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the above mastery level improvises an eight-measure melody in 6/8 meter. The student creates a melody of eight measures.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Six General Music. The sixth grade student performing at the mastery level improvises a four-measure melody in 6/8 meter. The student creates a melody or rhythm of four measures.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Six General Music. Performance needs further development. The sixth grade student performing at the partial mastery level improvises a two-measure melody in 6/8 meter. The student creates melodic and rhythmic patterns in 6/8 meter.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Six General Music. Performance needs considerable development. The sixth grade student performing at the novice level improvises a musical idea. The student creates a melodic and rhythmic pattern in 6/8 meter.

## **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

## **Relating Objectives**

Students will:

GM.6.4.1 explore electronic and synthesized music.

GM.6.4.2 relate vocal styles from different cultures.

## **Performance Descriptors (GM.PD.6.4)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the distinguished level presents research about or compositions using electronic and synthesized music. The student independently explains the relation between vocal styles and their cultures, using a variety of techniques.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Six General Music. The sixth grade student performing at the above mastery level presents research about electronic and synthesized music. The student cooperatively explains the relation between vocal styles and their cultures.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Six General Music. The sixth grade student performing at the mastery level collects data or present music using electronic and synthesized music. The student explains the relation between vocal styles and their cultures.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Six General Music. Performance needs further development. The sixth grade student performing at the partial mastery level describes electronic and synthesized music. The student matches a vocal style to its culture.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Six General Music. Performance needs considerable development. The sixth grade student performing at the novice level identifies electronic music. The student relates that vocal styles can be reflective of a culture.

## **Grade Seven General Music**

## 200304

Students demonstrate proper singing technique while performing music of increasing difficulty written in two parts. They continue to improvise and compose music and demonstrate the ability to read and perform from more advanced musical notation and symbols. Listening skills include the identification of rhythms, meters, tempo, form, dynamics, and timbre in musical examples. Students will study musical careers. Teachers use technology to enhance learning.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

GM.7.1.1 sing songs in two-part harmony.

GM.7.1.2 play i, iv, and v chords in a minor key.

### Performance Descriptors (GM.PD.7.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the distinguished level sings independently in a two-part song while maintaining pitch. The student accompanies the class playing i, iv, and v chords in a minor key.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the above mastery level sings with a group a two part song while maintaining pitch. The student accompanies small group singing by playing i, iv, and v chords.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Seven General Music. The seventh grade student performing at the mastery level sings with the class in a two-part song while maintaining pitch. The student plays i, iv, and v chords in a minor key.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Seven General Music. Performance needs further development. With assistance, the seventh grade student performing at the partial mastery level sings in a two-part song maintaining pitch. The student accompanies the class playing i and v chords in a minor key.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Seven General Music. Performance needs considerable development. The seventh grade student performing at the novice level sings in a two part song. The student plays a minor chord.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

## 200304

- GM.7.2.1 use and refine all previous notations.
- GM.7.2.2 follow a two part music score.
- GM.7.2.3 identify and demonstrate *D.C.*, *D.S.*, first and second endings.
- GM.7.2.4 notate dotted quarter note and single eighth notes.
- GM.7.2.5 notate notes in treble and bass clef.
- GM.7.2.6 identify aurally tenor and baritone voices.
- GM.7.2.7 identify aurally keyboard and electronic instruments.
- GM.7.2.8 identify a piece of music using both major and minor keys.
- GM.7.2.9 refine tempo marks.
- GM.7.2.10 evaluate live or recorded performances.

### Performance Descriptors (GM.PD.7.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the distinguished level follows a two-part score in major or minor keys while listening to the music and identify the use of music symbols and terms. The student applies knowledge of music notation in treble and bass clefs. The student aurally identifies tenor or baritone voices as they are performed in a choral arrangement. The student explains the use of keyboard and electronic instruments. The student establishes the criteria for performance evaluations.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the above mastery level follows a two part score while listening to the music and identifies the use of various music symbols and terms. The student identifies the music notation in treble and bass clefs. The student aurally identifies tenor or baritone voices as they are performed in a chamber ensemble. The student identifies the use of keyboard and electronic instruments. The student applies the criteria for performance evaluation.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Seven General Music. The seventh grade student performing at the mastery level follows a two-part score in major or minor keys while listening to the music and observing all music symbols and terms. The student writes notation in treble and bass clefs. The student aurally identifies the tenor or baritone voices in a quartet. The student aurally identifies keyboard and electronic instruments. The student discusses given criteria to evaluate a musical performance.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Seven General Music. Performance needs further development. The seventh grade student performing at the partial mastery level follows a single part in a two-part score in a major or minor key while listening to the music and recalling music symbols and terms. The student writes notation in treble or bass clef. The student aurally identifies the tenor or baritone voices in a duet presentation. The student aurally identifies keyboard and electronic instruments. The student identifies positive and negative aspects of a musical performance.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Seven General Music. Performance needs considerable development. The seventh grade student performing at the novice level follows, with assistance, a single part in a two-part score in a major or minor key while listening to the music. With assistance the student writes notation in treble or bass clef. The student aurally identifies the tenor or baritone voice in solo performances. The student aurally identifies keyboard or electronic instruments. The student identifies positive or negative aspects of a musical performance.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

- GM.7.3.1 improvise melody on a keyboard instrument.
- GM.7.3.2 improvise rhythm on a percussion instrument.
- GM.7.3.3 create a melody using major and minor tonalities.

### **Performance Descriptors (GM.PD.7.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the distinguished level improvises a sixteen-measure melody on a keyboard instrument and a sixteen measure rhythm on a percussion instrument. The student creates a major or minor melody of sixteen measures with rhythmic and melodic accuracy.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the above mastery level improvises a twelve measure melody on a keyboard instrument and a twelve measure rhythm on a percussion instrument. The student creates a major or minor melody of twelve measures with rhythmic and melodic accuracy.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Seven General Music. The seventh grade student performing at the mastery level improvises an eight measure melody on a keyboard instrument and an eight measure rhythm on a percussion instrument. The student creates a major or minor melody of eight measures with rhythmic and melodic accuracy.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Seven General Music. Performance needs further development. The seventh grade student performing at the partial mastery level improvises a four measure melody on a keyboard instrument and a four measure rhythm on a percussion instrument. The student creates a major or minor melody of four measures with rhythmic and melodic accuracy.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Seven General Music. Performance needs considerable development. The seventh grade student performing at the novice level improvises a two-measure melody on a keyboard instrument and a two measure rhythm on a percussion instrument. The student creates a major or minor melody of two measures with rhythmic and melodic accuracy.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts;
- understand music in relation to history and culture.

### **Relating Objectives**

Students will:

GM.7.4.1 relate world instruments to their distinctive cultures.

GM.7.4.2 research job specifications for careers in music.

### **Performance Descriptors (GM.PD.7.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the distinguished level independently explains, using a variety of techniques, the relation between the use of instruments and their cultures. The student presents independent research detailing the specifications of various musical careers.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Seven General Music. The seventh grade student performing at the above mastery level cooperatively explains the relation between the use of instruments and their cultures. The student cooperatively presents research detailing the specifications of various musical careers.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Seven General Music. The seventh grade student performing at the mastery level explains the relation between the use of instruments and their cultures. The student collects data to describe musical careers.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Seven General Music. Performance needs further development. The seventh grade student performing at the partial mastery level matches an instrument to its culture. The student describes various musical careers.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Seven General Music. Performance needs considerable development. The seventh grade student performing at the novice level identifies that an instrument may be reflective of a culture. The student describes a musical career.

## Grade Eight General Music

Level 8 students demonstrate proper singing techniques while participating in three-part performances. Students will study West Virginia music and its relationship to West Virginia history and geography. Students use classroom instruments to play accompaniments to improvise, compose, and notate short musical pieces. Teachers use technology to enhance learning.

### Standard 1: Performing (MU.S.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.

### Performing Objectives

Students will:

- GM.8.1.1 sing songs in three parts.
- GM.8.1.2 play major and minor melodies.
- GM.8.1.3 play major and minor chords.

### Performance Descriptors (GM.PD.8.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the distinguished level maintains pitch while singing one part independently in a trio. The student plays by ear major and minor chords and melodies on various instruments.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the above mastery maintains pitch while singing one part independently in a sextet. The student plays by ear a major and minor chord, and a melody on various instruments.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Eight General Music. The eighth grade student performing at the mastery level maintains pitch while singing a part with a three-part choir. The student plays major and minor chords and melodies on various instruments following a score.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Eight General Music. Performance needs further development. The eighth grade student performing at the partial mastery level sings with a piano playing his/her part in a three-part choir. The student plays major and minor chords on an autoharp following a score. The student plays a major or minor melody with teacher assistance.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Eight General Music. Performance needs considerable development. The eighth grade student performing at the novice level sings his/her part, with teacher assistance in a three part choir. The student plays, with assistance, a major melody.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

**Exploring Objectives**

Students will:

- GM.8.2.1 read rhythmic patterns from 2/4, 3/4, 4/4, and 6/8 meters.
- GM.8.2.2 follow a three-part score, using repeats, dynamics, and various tempi.
- GM.8.2.3 follow grand staff notation.
- GM.8.2.4 refine all rhythmic notations.
- GM.8.2.5 refine notation in treble and bass clefs.
- GM.8.2.6 identify aurally the bass voice.
- GM.8.2.7 evaluate a live or recorded music performance.

**Performance Descriptors (GM.PD.8.2)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the distinguished level follows a grand staff score while listening to the music and identifies the use of all the music symbols. The student aurally identifies the bass voice as it is performed in a choral arrangement. The student establishes the criteria for performance evaluations.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the above mastery level follows a grand staff score while listening to the music and identifies the use of various musical symbols. The student identifies the bass voice as it is performed in a chamber ensemble. The student applies criteria for performance evaluation.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Eight General Music. The eighth grade student performing at the mastery level follows a grand staff score while listening to the music and observing all music symbols. The student aurally identifies the bass voice in a quartet. The student applies given criteria to evaluate a musical performance.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Eight General Music. Performance needs further development. The eighth grade student performing at the partial mastery level follows a grand staff music score. The student aurally identifies the bass voice in a duet presentation. The student identifies positive and negative aspects of a musical performance.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Eight General Music. Performance needs considerable development. The eighth grade student performing at the novice level follows a grand staff score with teacher assistance. The student aurally identifies the bass voice in a solo performance. The student identifies positive or negative aspects of a musical performance.

## 200304

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

#### Creating Objectives

Students will:

- GM.8.3.1 improvise an eight measure rhythm in a percussion ensemble.
- GM.8.3.2 create musical composition (8 measures).

#### Performance Descriptors (GM.PD.8.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the distinguished level improvises a sixteen measure rhythm solo within a percussion ensemble. The student creates a musical composition of sixteen measures with rhythmic and melodic accuracy.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the above mastery level improvises a twelve measure rhythm solo within a percussion ensemble. The student creates a musical composition of twelve measures with rhythmic and melodic accuracy.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Eight General Music. The eighth grade student performing at the mastery level improvises an eight-measure rhythm solo within a percussion ensemble. The student creates a musical composition of eight measures with rhythmic and melodic accuracy.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Eight General Music. Performance needs further development. The eighth grade student performing at the partial mastery level improvises a four measure solo on a percussion instrument. The student creates a musical composition of four measures with rhythmic and melodic accuracy.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Eight General Music. Performance needs considerable development. The eighth grade student performing at the novice level improvises with assistance, a four measure solo on a percussion instrument. The student creates, with assistance, a musical composition of four measures with rhythmic and melodic accuracy.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

#### Relating Objectives

Students will:

- GM.8.4.1 sing West Virginia songs.
- GM.8.4.2 relate West Virginia songs to West Virginia history and geography.
- GM.8.4.3 expand on instrumental and vocal styles from various cultures.

**Performance Descriptors (GM.PD.8.4)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the distinguished level sings independently four West Virginia songs from memory and independently explains the relationship of the lyrics of West Virginia songs to history and geography using a map and a timeline.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Grade Eight General Music. The eighth grade student performing at the above mastery level sings independently three West Virginia songs from memory and independently explains the relationship of the lyrics of West Virginia songs to history and geography using a map and a timeline.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Grade Eight General Music. The eighth grade student performing at the mastery level sings two West Virginia songs from memory with a group and explains the relationship of the lyrics of West Virginia songs to history and geography.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Grade Eight General Music. Performance needs further development. The eighth grade student performing at the partial mastery level sings one West Virginia song and associates West Virginia songs with history and geography.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Grade Eight General Music. Performance needs considerable development. The eighth grade student performing at the novice level sings with the class one West Virginia song and associates it with history or geography.

**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.

**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.

## 200304

Within the Music program of study there are six areas of study for electives in music education. Programs are indicated by levels of performance, not by grade.

- Instrumental Music - 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 (see objectives for Orchestra III and IV) may be given additional challenges of playing more difficult parts, solos, and chamber music (such as quartets and trios).
- Instrumental Music - Winds and Percussion provides opportunities for students in grades 5-12 to participate in band. 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. Students working at different achievement levels may be scheduled into these large ensemble classes because of the large number of individual parts (representing different levels of difficulty). The advanced band students may be given opportunities to participate in a variety of specialized or small ensembles (such as brass quartet, 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 four 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.
- Folk Music offers opportunities for students to learn to play the guitar, banjo, and dulcimer. Objectives are included in this document for two levels of achievement in Folk Music. Ideally, scheduling for the first level would place guitar and banjo players in one class with dulcimer players in another.
- Music Literature is an area of study that provides content standards and objectives for electives in Music Appreciation, Music History, or a humanities class. If a humanities elective is the choice of the county, the objectives for Level I of this area of study, plus those in the Art History, Appreciation, Aesthetics area of study, plus appropriate dance and theatre objectives may be used to provide the framework for instruction. 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 Content Standards and Objectives - Strings

Students at this level develop basic playing skills including matching pitch, performing simple rhythmic patterns and meter, appropriate playing posture, first position fingerings, *arco* and

**pizzicato, and reading musical notation.****Standard 1: Performing (MU.S.1)**

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

**Performing Objectives**

Students will:

- SI.1.1 match pitches.
- SI.1.2 keep a steady beat and perform given rhythms accurately.
- SI.1.3 play with resonant tone.
- SI.1.4 play with correct standing/sitting position; left hand, wrist, and arm positions; and correct bow hold.
- SI.1.5 play from memory the major scales of D and G.
- SI.1.6 identify octaves played in tune.
- SI.1.7 play octaves.
- SI.1.8 play notated melodies in the styles of rounds and folk songs.
- SI.1.9 accurately echo play rhythmic and melodic patterns played by the teacher.
- SI.1.10 use detaché bowing to play legato melodies.
- SI.1.11 differentiate pizzicato and arco playing.
- SI.1.12 play pizzicato and arco with good tone quality.

**Performance Descriptors (SI.PD.1)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the distinguished level will perform expressively musical studies in the keys of D and G major, both pizzicato and arco, while demonstrating steady beat, rhythmic accuracy, correct posture, and excellent tone quality and intonation.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the above mastery level performs musical studies in the keys of D and G Major, both pizzicato and arco, while demonstrating steady beat, rhythmic accuracy, correct posture and excellent tone quality and intonation.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level 1 Strings. The Level I student performing at the mastery level performs musical studies in the key of D major, both pizzicato and arco, while demonstrating steady beat, correct posture, and good tone quality and intonation.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Strings. Performance needs further development. The Level I student performing at the partial mastery level performs musical studies both pizzicato and arco.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level 1 Strings. Performance needs considerable development. The Level I student performing at the novice level performs, with assistance, musical studies both pizzicato and arco.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- SI.2.1 play melodies in the meters of 2, 3, and 4.
- SI.2.2 play melodies containing whole, half, quarter, and eighth notes, rests and ties.
- SI.2.3 read aloud a familiar melody from the staff using the correct note names.
- SI.2.4 interpret a repeat sign.
- SI.2.5 notate quarter notes and rests.
- SI.2.6 add barlines to an example containing none.
- SI.2.7 identify the rhythm pattern used in a tune played by the teacher.
- SI.2.8 identify the B section of a binary or ternary piece and the return of the A section in a ternary piece.
- SI.2.9 respond verbally, using correct names of notes, the staff, rhythms, clefs, and meter signatures when questioned about a line of music.
- SI.2.10 describe the tone quality of a violin, viola, 'cello or bass.
- SI.2.11 identify aurally which instrument is being played by the teacher or another student.
- SI.2.12 listen to exemplary models of instrumental performances.
- SI.2.13 distinguish between acceptable/unacceptable pizzicato and arco tone quality.
- SI.2.14 classify a piece as played in tune or out of tune after listening to a performance.
- SI.2.15 identify, aurally, the rhythms incorrectly played.

### Performance Descriptors (SI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the distinguished level sightreads and independently performs melodies containing ties, whole, half, quarter and eighth notes and rests in meters of 2, 3 and 4. The student identifies the components of a line of music and evaluates musical performance based on tone quality, intonation, rhythmic accuracy and form.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the above mastery level reads and performs melodies containing ties, whole, half, quarter, and eighth notes and rests in meters of 2, 3, and 4. The student identifies the components of a line of music and evaluates performance based on tone quality, intonation, rhythmic accuracy and form.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Strings. The Level I student performing at the mastery level reads and performs melodies containing ties, half, quarter and eighth notes and rests in meters of 2, 3 and 4. The student identifies components in a line of music and will analyze musical performance based on tone quality, intonation and rhythmic accuracy.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Strings. Performance needs further development. The Level I student performing at the partial mastery level reads and performs melodies containing ties, quarter and eighth notes and rests in Common Time. The student identifies components in a line of music and explains the concepts of tone quality, intonation and rhythmic accuracy.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Strings. Performance needs considerable development. The Level I student performing at the novice level reads and performs melodies containing ties, quarter and eighth notes and rests in Common Time. The student, with assistance, identifies components in a line of music.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

SI.3.1 echo patterns as played by instructor.

SI.3.2 create a response to a rhythmic pattern performed by the teacher.

### **Performance Descriptors (SI.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the distinguished level creates and performs appropriate and imaginative rhythmic and melodic patterns and responses.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the above mastery level creates appropriate rhythmic patterns and responses.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Strings. The Level I student performing at the mastery level echoes patterns and creates appropriate rhythmic responses.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Strings. Performance needs further development. The Level I student performing at the partial mastery level echoes patterns and creates responses.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Strings. Performance needs considerable development. The Level I students performing at the novice level echoes patterns.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### **Relating Objectives**

## 200304

Students will:

- SI.4.1 relate note values to fractions in math.
- SI.4.2 listen to a performance of a folk song and discuss its historical and cultural background.
- SI.4.3 discuss and demonstrate concert etiquette.

### Performance Descriptors (SI.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Strings. The Level I student performing at the distinguished level models exemplary concert etiquette when attending a performance, explains the historical and cultural background of a given folk song, and relates note values to fractions.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level 1 Strings. The Level I student performing at the above mastery level exhibits appropriate concert etiquette when attending a performance, identifies the historical and cultural background of a given folk song and relates note values to fractions.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Strings. The Level I student performing at the mastery level exhibits appropriate concert etiquette when attending a performance, identifies the historical and cultural background of a given folk song, and relates note values to fractions.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level 1 Strings. Performance needs further development. The Level I student performing at the partial mastery level explains appropriate concert etiquette, identifies the cultural background of a given folk song, and relates, with assistance, note values to fractions.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Strings. Performance needs considerable development. The Level I student performing at the novice level identifies appropriate concert etiquette, identifies a folk song, and identifies note values.

## Level II Content Standards and Objectives - Strings

Students at this level further develop playing skills and play in the keys of D and G major; *legato* and *non-legato* melodies; two-note slurs; *staccato* bowing; rhythms in meters of 2, 3 and 4. Students will participate in the performance of folk songs and simple marches, interpret and define dynamics and symbols such as *D.C. al Fine*, and develop criteria for performance evaluation.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- SII.1.1 play legato melodies marked with two-note slurs.
- SII.1.2 play staccato passages.
- SII.1.3 play melodies using a resonant tone.

## 200304

- SII.1.4 demonstrate good posture, playing position, and bow control.
- SII.1.5 play melodies in D and G major.
- SII.1.6 play from memory the major scales of D and G major.
- SII.1.7 participate in the performance of folk tunes from various cultures as well as the performance of simple marches.
- SII.1.8 play a simple, familiar melody by ear.
- SII.1.9 play a piece utilizing piano and forte.
- SII.1.10 sightread melodies observing appropriate dynamics.
- SII.1.11 perform duets and two- and three-part rounds.
- SII.1.12 interpret accents.

### Performance Descriptors (SII.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the distinguished level performs legato melodies in D and G Major with 2 note slurs using excellent posture, bow control and appropriate dynamics. The student accurately performs staccato passages and accents and participates in the performance of a duet or round.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the above mastery level performs legato melodies in D and G Major with 2 note slurs using good posture.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Strings. Level II students performing at the mastery level will perform legato melodies in D and G Major with 2 note slurs using good posture and bow control. The student performs staccato passages and accents, forte and piano. The student participates in the performance of a duet or round.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Strings. Performance needs further development. The Level II student performing at the partial mastery level performs melodies in D and G Major with 2 note slurs using acceptable posture and bow control. The student identifies staccato passages and accents, forte and piano.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Strings. Performance needs considerable development. The Level II student performing at the novice level performs melodies in D and G Major. The student identifies, with assistance, 2 note slurs, staccato passages and accents, forte and piano.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- SII.2.1 perform pieces containing whole, half, quarter, eighth, and dotted quarter notes and rests in meters of 2, 3 and 4.
- SII.2.2 sightread melodies in D and G major.
- SII.2.3 perform at sight unisons and octaves.
- SII.2.4 interpret the following: D.C. al Fine, D.S. al Fine, multiple endings.

## 200304

- SII.2.5 add the meter signature to a written example without one.
- SII.2.6 differentiate between octaves, unisons, and fifths presented aurally.
- SII.2.7 evaluate a recorded performance.
- SII.2.8 evaluate their own performance of a melody.
- SII.2.9 distinguish between appropriate and inappropriate tone quality.
- SII.2.10 interpret melodies utilizing piano and forte.
- SII.2.11 play a melody in tempo andante, allegro and in tempo moderato.
- SII.2.12 identify forte when the teacher plays loudly and piano when the teacher plays softly.
- SII.2.13 label a piece of music with the following: name of clef, names of lines and spaces, note names, and note values.

### Performance Descriptors (SII.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the distinguished level sightreads and performs melodies in the keys of D and G major containing dotted quarter notes. The student demonstrates D.C. al Fine, D.S. al Fine, multiple endings and tempos of andante, allegro and moderato. The student evaluates a performance based on tone quality, tempo and dynamics.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the above mastery level reads and performs melodies in the keys of D and G major containing dotted quarter notes. The student interprets D.C. al Fine, D.S. al Fine, multiple endings and tempos of andante, allegro and moderato. The student evaluates a performance based on tone quality, tempo and dynamics.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Strings. The Level II student performing at the mastery level reads and performs melodies in the keys of D and G major containing dotted quarter notes. The student explains D.C. al Fine, D.S. al Fine, multiple endings and tempos of andante, allegro and moderato. The student analyzes a performance based on tone quality, tempo and dynamics.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Strings. Performance needs further development. The Level II student performing at the partial mastery level reads and performs melodies in the keys of D and G major and identifies dotted quarter notes. The student identifies D.C. al Fine, D.S. al Fine, multiple endings and tempos of andante, allegro and moderato. The student explains the concepts of tone quality, tempo and dynamics.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Strings. Performance needs considerable development. The Level II students performing at the novice level reads and performs melodies in the keys of D and G major. The student, with assistance, identifies D.C. al Fine, D.S. al Fine, and multiple endings.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

#### Creating Objectives

Students will:

- SII.3.1 create a response to a melodic pattern performed by the teacher.

SII.3.2 play familiar melody by ear.

**Performance Descriptors (SII.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the distinguished level creates appropriate and imaginative melodic patterns and responses and plays familiar melodies by ear.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the above mastery level creates appropriate melodic patterns and responses and plays familiar melodies by ear.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Strings. The Level II student performing at the mastery level creates appropriate melodic responses and plays a familiar melody by ear.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Strings. Performance needs further development. The Level II student performing at the partial mastery level creates responses and plays a phrase of a familiar melody by ear.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Strings. Performance needs considerable development. The Level II student performing at the novice level creates responses and, with assistance, plays a phrase of a familiar melody by ear.

**Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

**Relating Objectives**

Students will:

- SII.4.1 compile a list of how music is used each day, e.g., commercials, movie/TV themes, church music, and answer questions as to why music is used in everyday life.
- SII.4.2 discuss the principles of sound and pitch production on string instruments.

**Performance Descriptors (SII.PD.4)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the distinguished level produces a report or collage of how music is used each day and demonstrates how sound is produced on his/her instrument.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Strings. The Level II student performing at the above mastery level lists and explains how music is used each day and demonstrates how sound is produced on his/her instrument.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Strings. The Level II student performing at the mastery level compiles a list of how music is used and explains how sound is produced on his/her instrument.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Strings. Performance needs further development. The Level II student performing at the partial mastery level identifies how music is used and identifies how different pitches are produced on his/her instrument.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Strings. Performance needs considerable development. The Level II student performing at the novice level tells how music is used and tells how different pitches are produced on his/her instrument.

## Level III Content Standards and Objectives - Strings

Students at this level further develop playing skills and play *legato* and *non-legato* melodies; two- and three-note slurs; slurred *staccato* bowing; rhythms in meters of 2, 3, 4 and *alla breve*. Students will participate in the performance of folk songs and simple marches, interpret and define dynamics and symbols such as *D.C. al Fine*, and develop criteria for performance evaluation.

Students at this level further develop playing skills. Students will play using extended finger positions in first position; play scales and melodies in major keys of D, G, and C major; play in the keys of e, b, and a natural minor; and interpret various symbols and dynamics. Students develop aural skills through studying like and unlike phrases, and through the evaluation of aurally presented performances.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- SIII.1.1 play with extended finger positions in the first position.
- SIII.1.2 play melodies and scales in major keys of C, G and D.
- SIII.1.3 perform e, b, and a natural minor scales.
- SIII.1.4 play melodies marked with 3-note slurs.
- SIII.1.5 play intervals formed with one fingered and one open string. (Omit double bass.)
- SIII.1.6 play by ear to echo a simple melody played by the teacher.
- SIII.1.7 play slurred melodies incorporating string crossings.
- SIII.1.8 play with slurred *staccato* bow strokes.
- SIII.1.9 play *non-legato* melodies.
- SIII.1.10 perform pieces containing dotted rhythms, eighth note triplets, sixteenth notes and rests in meters of 2, 3, 4, and *alla breve*.

## 200304

### Performance Descriptors (SIII.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the distinguished level accurately and expressively performs major and minor melodies through 2 sharps, containing 3 note slurs, slurs across strings, and slurred staccato. The student plays melodies using extended finger positions and alla breve with excellent rhythm and intonation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the above mastery level accurately performs major and minor melodies through 2 sharps, containing 3 note slurs, slurs across strings, and slurred staccato. The student plays melodies using extended finger positions and alla breve with correct rhythm and intonation. .

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Strings. The Level III student performing at the mastery level performs major and minor melodies, through 2 sharps, containing 3 note slurs, slurs across strings, and slurred staccato. The student plays melodies using extended finger positions and alla breve with correct rhythm and intonation.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Strings. Performance needs further development. The Level III student performing at the partial mastery level performs major and minor melodies up to 2 sharps and identifies 3 note slurs, slurs across strings, and slurred staccato. The student explains extended finger positions and identifies alla breve.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Strings. Performance needs considerable development. The Level III student performing at the novice level performs major and minor melodies up to 2 sharps and identifies, with assistance, extended finger positions and alla breve.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- SIII.2.1 identify the following in a given piece of music: slur and staccato markings; key signatures for C, G, D major, e, b, and a minor; sixteenth notes, dotted notes, and eighth note triplets.
- SIII.2.2 write major scales in the keys of C, G, D.
- SIII.2.3 write the intervals of a second, fifth, and octave above a given note.
- SIII.2.4 demonstrate contrasting dynamics in a piece of music including p, mp, mf, and f.
- SIII.2.5 identify like and unlike phrases and sections presented aurally.
- SIII.2.6 identify a major triad.
- SIII.2.7 tune his/her instrument.
- SIII.2.8 distinguish between good and poor intonation, correct and incorrect rhythms, good and poor tone quality in their own performance.
- SIII.2.9 identify and define crescendo, decrescendo, diminuendo, ritardando and fermata.

**Performance Descriptors (SIII.PD.2)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the distinguished level accurately models specified scales, intervals, dynamic, and tempo concepts. The student independently tunes his/her instrument, evaluates performances based on given criteria, and suggests ways to improve performances.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the above mastery level accurately demonstrates specified scales, intervals, dynamic, and tempo concepts. The student independently tunes his/her instrument, evaluates performances based on given criteria, and suggests ways to improve performances.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Strings. The Level III student performing at the mastery level demonstrates specified scales, intervals, dynamic, and tempo concepts. The student tunes his/her instrument, and evaluates performances based on given criteria.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Strings. Performance needs further development. The Level III student performing at the mastery level demonstrates specified scales, intervals, dynamic, and tempo concepts. The student tunes his/her instrument with assistance and evaluates performances.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Strings. Performance needs considerable development. The Level III student performing at the novice level identifies specified scales, dynamic, and tempo concepts. The student listens to performances.

**Standard 3: Creating (MU.S.3)**

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

**Creating Objectives**

Students will:

- SIII.3.1 improvise a rhythmic variation on a melody.  
SIII.3.2 improvise a musical phrase according to parameters provided by the teacher.

**Performance Descriptors (SIII.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the distinguished level creates and demonstrates appropriate and imaginative rhythmic variations and improvised phrases.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the above mastery level creates appropriate and imaginative rhythmic variations and improvised phrases.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Strings. The Level III student performing at the mastery level creates appropriate rhythmic variations and improvised phrases.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Strings. Performance needs further development. The Level III student performing at the partial mastery level creates rhythmic variations and improvised phrases.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Strings. Performance needs considerable development. The Level III student performing at the novice level creates, with assistance, rhythmic variations and improvised phrases.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### **Relating Objectives**

Students will:

- SIII.4.1 discuss the difference between fiddle and violin music.
- SIII.4.2 demonstrate simple fiddle techniques.
- SIII.4.3 trace the origins of Appalachian fiddle music.

### **Performance Descriptors (SIII.PD.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the distinguished level accurately performs pieces that contrast fiddle and violin music styles and reports on the origins of Appalachian fiddle music.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Strings. The Level III student performing at the above mastery level performs pieces that demonstrate fiddle techniques, compares and contrasts violin and fiddle music and explains the origins of Appalachian fiddle music.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Strings. The Level III student performing at the mastery level demonstrates simple fiddle techniques, compares and contrasts violin and fiddle music, and explains the origins of Appalachian fiddle music.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Strings. Performance needs further development. The Level III student performing at the partial mastery level identifies played examples as violin or fiddle music, and identifies simple fiddle techniques and Appalachian fiddle music.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Strings. Performance needs considerable development. The Level III student performing at the novice level identifies, with assistance, examples as violin or fiddle music, and identifies, with assistance, simple fiddle techniques and Appalachian fiddle music.

## Level IV Content Standards and Objectives - Strings

Students at this level of study further develop playing skills. Students at this level will study *louré* and *martelé* bowings; major scales and melodies through three sharps as well as minor keys through three sharps. Meters in 6 will be added as well as syncopated rhythms.

Students will study the following positions at level IV: violin - 3rd position, viola - 3rd position, 'cello - 4th positions & extensions, bass - 4th positions & extensions.

Students develop ensemble skills as well as individual skills and students continue to evaluate performances. They study and explore Rondo form and the Baroque period.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- SIV.1.1 perform using *martelé* *louré* bow strokes.
- SIV.1.2 play melodies in major and minor keys up to and including 3 sharps.
- SIV.1.3 play major scales through 3 sharps.
- SIV.1.4 play syncopated rhythms.
- SIV.1.5 perform a piece in a minor key and identify a country from which the melody may have come.
- SIV.1.6 play a melody *con sordino*.
- SIV.1.7 play sixths in first position (omit double bass).
- SIV.1.8 play unisons & octaves formed with 1 open string & 1 string fingered in 3rd position ('cellos & basses in 4th position interpret a tempo.
- SIV.1.9 participate in the performance of a Baroque piece.
- SIV.1.10 perform melodies using chromatic tones and meter in 6.

### Performance Descriptors (SIV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the distinguished level models specified scales, intervals, bowing and rhythmic concepts. The student accurately performs and identifies music of other countries and music from the Baroque period.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the above mastery level correctly performs specified scales, intervals, bowing and rhythmic concepts. The student performs and identifies music of other countries and music from the Baroque period.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Strings. The Level IV student performing at the mastery level performs specified scales, intervals, bowing and rhythmic concepts. The student performs and identifies music of other countries and music from the Baroque period.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Strings. Performance needs further development. The Level IV student performing at the partial mastery level performs specified scales, intervals, bowing and rhythmic concepts. The student identifies music of other countries and music from the Baroque period.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Strings. Performance needs considerable development. The Level IV student performing at the novice level identifies specified scales, intervals, bowing and rhythmic concepts. The student listens to music of other countries and music from the Baroque period.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## **Exploring Objectives**

Students will:

- SIV.2.1 write the intervals of a third, fourth and sixth, above a given note.
- SIV.2.2 play at sight pieces containing the following: contrasting dynamics, various bowings and articulations, melodies in major and minor keys up to 3 sharps.
- SIV.2.3 identify aurally the A section of a rondo each time it occurs.
- SIV.2.4 identify minor melodies presented aurally.
- SIV.2.5 identify contrasting dynamics in a played example.
- SIV.2.6 list characteristics of good solo playing and good ensemble playing, e.g., type of tone quality, intonation, rhythmic precision.
- SIV.2.7 compare their own performance of a given piece with a recorded performance.

## **Performance Descriptors (SIV.PD.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the distinguished level accurately writes, lists, plays at sight, or identifies the specified musical concepts. The student presents a comparison of his/her performance with a recorded one and offers suggestions for improvement.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the above mastery level writes, lists, plays at sight, or identifies the specified musical concepts. The student presents a comparison of his/her performance with a recorded one and offers suggestions for improvement.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Strings. The Level IV student performing at the mastery level writes, lists, plays at sight, or identifies the specified musical concepts. The student presents a comparison of his/her performance with a recorded one.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Strings. Performance needs further development. The Level IV student performing at the partial mastery level writes, lists, plays, or identifies specified musical concepts. The student compares his/her performance with a recorded one.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Strings. Performance needs considerable development. The Level IV student performing at the novice level lists or identifies specified musical concepts.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

SIV.3.1 improvise a simple melody.

SIV.3.2 create and notate a musical example in a given meter and key, using correct pitch and rhythmic notation, clef, and key signatures.

### **Performance Descriptors (SIV.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the distinguished level models the improvisation of a melody and creates and correctly notates a musical example according to specified criteria.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the above mastery level improvises a melody and creates and correctly notates a musical example according to specified criteria.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Strings. The Level IV student performing at the mastery level improvises a simple melody and creates and notates a musical example according to specified criteria.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Strings. Performance needs further development. The Level IV student performing at the partial mastery level improvises a simple melody or phrase and creates a musical example according to specified criteria.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Strings. Performance needs considerable development. The Level IV student performing at the novice level improvises, with assistance, a simple melody or phrase.

### **Standard 4: Relating (MU.S.4)**

## 200304

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- SIV.4.1 discuss the art, music, and dance of the Baroque period.
- SIV.4.2 compare phrases to sentences in language arts (antecedent and consequent phrases).

### Performance Descriptors (SIV.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the distinguished level independently researches and gives a presentation on the art, music, and dance of the Baroque period and the relationships among these art forms. The student compares phrases to sentences in language arts (antecedent and consequent phrases) and expressively plays examples.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Strings. The Level IV student performing at the above mastery level creates a report on the art, music, and dance of the Baroque period and the relationships among these art forms. The student compares phrases to sentences in language arts (antecedent and consequent phrases) and plays examples.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Strings. The Level IV student performing at the mastery level explains the art, music, and dance of the Baroque period and the relationships among these art forms. The student compares phrases to sentences in language arts (antecedent and consequent phrases).

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Strings. Performance needs further development. The Level IV student performing at the partial mastery level lists characteristics of the art, music, and dance of the Baroque period. The student compares phrases to sentences in language arts.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Strings. Performance needs considerable development. The Level IV student performing at the novice level identifies the art, music, and dance of the Baroque period. The student compares phrases to sentences in language arts.

## Level V Content Standards and Objectives - Strings

Students demonstrate characteristics of good ensemble playing while continuing to develop their own individual playing skills. They study a wider range of dynamics and tempi. They play scales and melodies up to and including 3 sharps and 1 flat. At this level students study minor keys up to and including 3 sharps and 1 flat. They study these positions at level V:

violin - 3rd position viola - 3rd position, 'cello - ½, 2nd, 3rd, 4th positions & extensions, bass - ½, 2nd, 4th positions & extensions.

They study the concerto, classical symphony and the waltz. Students learn the chromatic scale and continue to evaluate performances.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- SV.1.1 demonstrate characteristics of good ensemble playing.
- SV.1.2 participate in the performance of pieces using a variety of bowings, tempo changes, and contrasting dynamics.
- SV.1.3 play melodies and major scales in major keys up to and including 3 sharps and 1 flat.
- SV.1.4 play melodies and minor scales in minor keys up to and including 3 sharps and 1 flat.
- SV.1.5 participate in the performance of a waltz and a movement from a symphony or concerto.
- SV.1.6 play a chromatic scale.
- SV.1.7 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 for Level V as follows: violin & viola - 3rd position, 'cello - ½, 2nd, 3rd, & 4th positions & extensions, bass - ½, 2nd, & 4th positions & extensions.

### Performance Descriptors (SV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the distinguished level models characteristics of good individual and ensemble playing in pieces using given keys, forms, positions and musical concepts. The student accurately plays a chromatic scale from memory.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the above mastery level demonstrates characteristics of good individual and ensemble playing in pieces using given keys, forms, positions and musical concepts. The student plays a chromatic scale from memory.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Strings. The Level V student performing at the mastery level demonstrates characteristics of good ensemble playing in pieces using given keys, forms, positions and musical concepts. The student plays a chromatic scale.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Strings. Performance needs further development. The Level V student performing at the partial mastery level lists characteristics of good ensemble playing and performs using given keys, forms, positions and musical concepts. The student plays a chromatic scale.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Strings. Performance needs considerable development. The Level V student performing at the novice level identifies characteristics of good ensemble playing. The student identifies a chromatic scale.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## **Exploring Objectives**

Students will:

- SV.2.1 interpret the tempos *allegretto* and *adagio*.
- SV.2.2 identify *sforzando*.
- SV.2.3 identify the following: *coda*, introduction, tonal center.
- SV.2.4 critique a performance.
- SV.2.5 play at sight 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 for Level IV as follows: violin - 3rd position, viola - 3rd position, 'cello - 1/2, 2nd, 3rd, and 4th positions and extensions, bass - 1/2, 2nd, 3rd, and 4th positions and extensions.
- SV.2.6 interpret music using contrasting dynamics including *pp* and *ff*.

## **Performance Descriptors (SV.PD.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the distinguished level models specified musical concepts in performance. The student critiques a performance using correct musical terminology and offers suggestions for improvement from a list of established criteria.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the above mastery level correctly demonstrates specified musical concepts in performance. The student critiques a performance using correct musical terminology and offers suggestions for improvement from a list of established criteria.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Strings. The Level V student performing at the mastery level demonstrates specified musical concepts in performance. The student critiques a performance using correct musical terminology.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Strings. Performance needs further development. The Level V student performing at the partial mastery level performs specified musical concepts. The student critiques a performance using musical terminology.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Strings. Performance needs considerable development. The Level V student performing at the novice level identifies specified musical concepts. The student critiques a performance.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

SV.3.1 create, notate and perform a simple melody.

### **Performance Descriptors (SV.PD.3)**

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the distinguished level creates a melody of two or more phrases, correctly notates it, and performs it expressively.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the above mastery level creates a melody of two or more phrases and correctly notates and performs it.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Strings. The Level V student performing at the mastery level creates a melody of two or more phrases and notates and performs it.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Strings. Performance needs further development. The Level V student performing at the partial mastery level creates a simple, one phrase melody and notates and performs it.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Strings. Performance needs considerable development. The Level V student performing at the novice level creates a simple, one phrase melody.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### **Relating Objectives**

Students will:

SV.4.1 discuss the art and music of the Classical period.

SV.4.2 discuss the characteristics of music genres and styles studied.

SV.4.3 relate the physical aspects of playing music to the use movement in physical education.

**Performance Descriptors (SV.PD.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the distinguished level independently researches and gives a presentation on characteristics of music genres and styles studied, including those from the Classical period. The student demonstrates how the physical aspects of playing music relate to the use of movement in physical education.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Strings. The Level V student performing at the above mastery level creates a report on characteristics of music genres and styles studied, including those from the Classical period. The student demonstrates how the physical aspects of playing music relate to the use of movement in physical education.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Strings. The Level V student performing at the mastery level lists characteristics of music genres and styles studied, including those from the Classical period. The student explains how the physical aspects of playing music relate to the use of movement in physical education.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Strings. Performance needs further development. The Level V student performing at the partial mastery level identifies characteristics of music genres and styles studied, including those from the Classical period. The student lists physical aspects of playing music that relate to the use of movement in physical education.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Strings. Performance needs considerable development. The Level V student performing at the novice level acknowledges differences in music genres and styles studied. The student identifies physical aspects of playing that relate to the use of movement in physical education.

**Orchestra I****Level VI Instrumental Music - Strings (Advanced)**

Students at this level further individual and ensemble playing skills. They play scales and melodies in major and minor keys up to and including 4 sharps and 2 flats. Positions for level VI are:

violin - 2nd and 5th position, viola - 2nd and 5th position

'cello and bass - 5th and 6th positions and extensions.

Students learn irregular and changing meters. Students expand musical vocabulary and students demonstrate the interpretation of this vocabulary in their playing. Students study vibrato, performance evaluation, and ensemble techniques.

**Standard 1: Performing (MU.S.1)**

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

**Performing Objectives**

Students will:

SVI.1.1 play melodies which, because of extended range or convenience of finger patterns, require the

## 200304

use of the higher positions. These positions are different for the various stringed instruments. Thus, they are specified for Level VI as follows: violin - 2nd and 5th positions, viola - 2nd and 5th positions, cello and bass - 5th and 6th positions and extensions.

- SVI.1.2 play major and minor scales and melodies in keys up to and including 4 sharps and 2 flats.
- SVI.1.3 play pieces in irregular meters.
- SVI.1.4 play pieces containing changing meters.
- SVI.1.5 play double stops, trills and grace notes.
- SVI.1.6 play using vibrato.
- SVI.1.7 demonstrate characteristics of good ensemble (string orchestra) playing.

### Performance Descriptors (SVI.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the distinguished level models characteristics of good individual and ensemble playing in pieces using given keys, meters and positions. The student accurately executes ornamentation and consistently plays using vibrato.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the above mastery level demonstrates characteristics of good individual and ensemble playing in pieces using given keys, meters and positions. The student accurately performs ornamentation and plays using vibrato.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the mastery level demonstrates characteristics of good individual and ensemble playing in pieces using given keys, meters and positions. The student uses ornamentation and plays using vibrato.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music - Strings (Advanced). Performance needs further development. The Level VI student performing at the partial mastery level exhibits characteristics of good individual and ensemble playing in pieces using given keys, meters and positions. The student identifies ornamentation and occasionally plays using vibrato.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VI student performing at the novice level is not consistent in exhibiting characteristics of good individual and ensemble playing in pieces using given keys, meters and positions. The student identifies ornamentation and explains vibrato.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- SVI.2.1 sightread music containing the tempo markings *largo*, *accelerando*, contrasting dynamics, *subito p*, and *subito f*.
- SVI.2.2 listen to symphonies by different composers and describe the elements of music and expressive devices that make each unique.

## 200304

- SVI.2.3 interpret tempo, dynamic, and expressive terms and symbols used in a piece of music, e.g., *andante*, *accelerando*, *sfz*, *col legno*.
- SVI.2.4 create a list of characteristics of exemplary playing including techniques and expression.
- SVI.2.5 describe the compositional techniques used in a theme and variation.

### Performance Descriptors (SVI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the distinguished level accurately analyzes and interprets music containing given expressive markings. The student independently researches and applies exemplary playing techniques and compositional techniques.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the above mastery level analyzes and interprets music containing given expressive markings. The student reports and demonstrates exemplary playing techniques and compositional techniques.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the mastery level analyzes and interprets music containing given expressive markings. The student lists exemplary playing techniques and compositional techniques.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music - Strings (Advanced). Performance needs further development. The Level VI student performing at the partial mastery level examines and performs music containing given expressive markings. The student identifies exemplary playing techniques and compositional techniques.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VI student performing at the novice level explores and attempts music containing given expressive markings. The student, with assistance, identifies exemplary playing techniques and compositional techniques.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

#### Creating Objectives

Students will:

- SVI.3.1 create melodic variations on a given melody.

**Performance Descriptors (SVI.PD.3)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the distinguished level creates and demonstrates appropriate and imaginative melodic variations on a given melody.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the above mastery level creates appropriate melodic variations on a given melody
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the mastery level creates melodic variations on a given melody.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music - Strings (Advanced). Performance needs further development. The Level VI student performing at the partial mastery level creates melodic variations.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VI student performing at the novice level creates, with assistance, melodic variations.

**Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

**Relating Objectives**

Students will:

- SVI.4.1 compare musical works from the Classical and Romantic periods; discuss similarities and differences.
- SVI.4.2 describe ways in which music is related to a foreign language, mathematics, and science.
- SVI.4.3 create a list various roles that musicians perform, and cite representative individuals in each role and describe their activities and achievements.

**Performance Descriptors (SVI.PD.4)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the distinguished level independently researches and gives a presentation on various musical careers. The student compares and contrasts music from the Classical and Romantic periods. The student gives examples of how aspects of playing music relate to foreign language, math and science.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the above mastery level explains various musical careers. The student compares and contrasts music from the Classical and Romantic periods. The student explains how aspects of playing music relate to foreign language, math and science.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music - Strings (Advanced). The Level VI student performing at the mastery level explores various musical careers. The student compares and contrasts music from the Classical and Romantic periods. The student lists how aspects of playing music relate to foreign language, math and science.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music - Strings (Advanced). Performance needs further development. The Level VI student performing at the partial mastery level discusses various musical careers. The student draws comparisons between music from the Classical and Romantic periods. The student identifies how the aspects of playing music relate to foreign language, math and science.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VI student performing at the novice level identifies various musical careers. The student identifies music from the Classical and Romantic periods. The student discovers how the aspects of playing music relate to foreign language, math and science.

## Orchestra II

### Level VII Instrumental Music - 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 and including 5 sharps. Students explore and utilize chords, arpeggiated chords, and ornamentation in performance. Students use an extensive vocabulary of music and interpret these terms in their playing. They study the Classical and Romantic periods and the use of stringed instruments in American musical genres. They continue performance evaluation.

#### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

#### Performing Objectives

Students will:

- SVII.1.1 play melodies in major and minor.
- SVII.1.2 play major and minor scales and melodies in keys up to 5 sharps and 3 flats.
- SVII.1.3 perform the following: arpeggiated chords, major or minor double stops using higher range positions (exclude 'cellos and basses).
- SVII.1.4 demonstrate characteristics of good ensemble (string orchestra) playing.
- SVII.1.5 participate in the performance of a solo, duet or trio utilizing higher range positions with one person per part.

SVII.1.6 play 3- and 4-note chords.

### Performance Descriptors (SVII.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the distinguished level exhibits characteristics of excellent individual and ensemble playing in pieces using given major and minor keys, doubles stops, and chords. The student consistently plays, with accuracy, higher range positions. The student performs a solo.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VIII student performing at the above mastery level demonstrates characteristics of good individual and ensemble playing in pieces using major and minor keys, double stops, and chords. The student consistently plays higher range positions. The student performs a solo.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the mastery level demonstrates characteristics of good individual and ensemble playing in pieces using given major and minor keys, doubles stops, and chords. The student plays higher range positions. The student performs as part of a small ensemble.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VII student performing at the partial mastery level less consistently demonstrates characteristics of good individual and ensemble playing in pieces using given major and minor keys, doubles stops, and chords. The student explores higher range positions.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Instrumental Music - Strings (Advanced) Level VII. Performance needs considerable development. The Level VII student performing at the novice level is not consistent in demonstrating characteristics of good individual and ensemble playing in pieces using given major and minor keys, double stops, and chords. The student explains higher range positions.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- SVII.2.1 interpret the symbol for a turn (~).
- SVII.2.2 read at sight melodies and rhythmic examples in irregular and subdivided meters.
- SVII.2.3 perform accurately and expressively dynamic markings in orchestra literature.
- SVII.2.4 use an extensive technical vocabulary of music.
- SVII.2.5 identify counter melodies in recorded, played or written examples.
- SVII.2.6 describe symphonic form.
- SVII.2.7 perform a movement of a symphony, then listen to a professional recording of the same piece, and critique their performance.

## 200304

### Performance Descriptors (SVII.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the distinguished level accurately analyzes and interprets music containing given musical concepts. The student, using an extensive technical vocabulary of music, identifies, describes and critiques musical performances in writing.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the above mastery level analyzes and interprets music containing given musical concepts. The student, using an extensive technical vocabulary of music, identifies, describes and critiques musical performances.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the mastery level analyzes and interprets music containing given musical concepts. The student, using a technical vocabulary of music, identifies, describes and critiques musical performances.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VII student performing at the partial mastery level explores and interprets music containing given musical concepts. The student, using musical terminology, identifies, describes, and critiques musical performances.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VII student performing at the novice level performs music containing given musical concepts. The student identifies, describes and critiques musical performances.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

#### Creating Objectives

Students will:

SVI.3.1 add trills and grace notes to a major or minor melody.

### Performance Descriptors (SVII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the distinguished level accurately improvises stylistically appropriate trills and grace notes in a major or minor melody.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the above mastery level improvises appropriate trills and grace notes in a major or minor melody.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the mastery level adds trills and grace notes to a major or minor melody.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VII student performing at the partial mastery level plays trills and grace notes.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VII student performing at the novice level identifies and explores trills and grace notes.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### **Relating Objectives**

Students will:

- SVII.4.1 compare the processes used in composing music and creating visual art. Include the basic content of each art form, e.g., unity and variety, repetition and contrast.
- SVII.4.2 discuss how music has reflected historical events and culture.
- SVII.4.3 discuss the use of stringed instruments in American music genres, e.g., folk music, jazz, pop.

### **Performance Descriptors (SVII.PD.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the distinguished level independently researches music genres and styles, and gives examples of how music reflects its time. The student gives examples how music is related to visual art.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the above mastery level researches music genres and styles and reports on how music reflects its time. The student analyzes how music is related to visual art.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music - Strings (Advanced). The Level VII student performing at the mastery level lists characteristics of music genres and styles, and explains how music reflects its time. The student explains how music is related to visual art.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VII student performing at the partial mastery level lists characteristics of music genres and styles, and identifies ways music reflects its time. The student identifies ways music is related to visual art.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VII student performing at the novice level explores music genres and styles, and explores ways that music reflects its time. The student identifies, with assistance, how music is related to visual art.

## **Orchestra III**

### **Level VIII Instrumental Music - Strings (Advanced)**

Students work on orchestral playing and application of known techniques to orchestral playing. They expand individual playing skills. They play scales and melodies in major and minor keys up to and including 5 sharps and 4 flats. Students study the following positions at Level VIII:

violin - 4th position and above  
viola - 4th position and above  
'cello - thumb position  
bass - extreme upper position.

A strong emphasis is placed on listening skills through which students develop the knowledge of musical form, genre, history, and musical interpretation.

#### **Standard 1: Performing (MU.S.1)**

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

#### **Performing Objectives**

Students will:

- SVIII.1.1 perform string orchestra works, full orchestral works, and chamber music from various time periods.
- SVIII.1.2 play scales and melodies in major and minor keys up to and including 5 sharps and 4 flats.
- SVIII.1.3 play melodies which, because of extended range or convenience of finger patterns, require the use of higher positions. These positions are specified as follows: violin - 4th position and above, viola - 4th position and above, 'cello - thumb position, bass - extreme upper position.
- SVIII.1.4 play arpeggiated I, IV and V7 chords in major and minor keys.
- SVIII.1.5 participate in the performance of a string quartet.

#### **Performance Descriptors (SVIII.PD.1)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the distinguished level consistently exhibits characteristics of exemplary orchestral and chamber music playing in pieces using given major and minor keys, including chords and higher range positions. The student performs as part of a string quartet in a public performance.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the above mastery level exhibits characteristics of good ensemble and chamber music playing in pieces using given major and minor keys, including chords and higher range positions. The student performs as part of a string quartet in a public performance.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the mastery level exhibits characteristics of good orchestral and chamber music playing in pieces using given major and minor keys, including chords and higher range positions. The student performs as part of a string quartet.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VIII student performing at the partial mastery level less consistently exhibits characteristics of good orchestral and chamber music playing in pieces using given major and minor keys and including chords and higher range positions. The student rehearses string quartet literature.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VIII student performing at the novice level does not consistently exhibit characteristics of good orchestral and chamber music playing in pieces using given major and minor keys, including higher range positions. The student explores string quartet literature.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## **Exploring Objectives**

Students will:

- SVIII.2.1 describe meter changes, clefs, and transpositions.
- SVIII.2.2 play a piece that makes use of non-standard notation and interpret all symbols.
- SVIII.2.3 sightread melodies with changing meters and interpret tempo changes within a piece.
- SVIII.2.4 describe in detail a concerto presented aurally.
- SVIII.2.5 compare and contrast timbre, dynamics, and form in two orchestral pieces.
- SVIII.2.6 describe feelings evoked while listening to a musical work and list what elements of music contributed to those emotions.
- SVIII.2.7 interpret a string quartet score.
- SVIII.2.8 listen to string quartets by different composers and describe the elements of music and expressive devices that make each unique.

## **Performance Descriptors (SVIII.PD.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the distinguished level analyzes and accurately interprets music containing given musical concepts. The student identifies, describes, compares and contrasts, in written form, the performance of various mediums of music.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the above mastery level analyzes and interprets music containing given musical concepts. The student identifies, describes, compares and contrasts the performance of various mediums of music.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing

## 200304

consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the mastery level performs and interprets music containing given musical concepts. The student identifies, describes, compares and contrasts the performance of various mediums of music.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VII student performing at the partial mastery level performs music containing given musical concepts. The student identifies and compares and contrasts the performance of various mediums of music.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VIII student performing at the novice level explores music containing given musical concepts. The student, with assistance, identifies, compares and contrasts the performance of various mediums of music.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

SVIII.3.1 create a melody in the style requested by the teacher.

### **Performance Descriptors (SVIII.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the distinguished level creates and performs an inventive melody in the style requested by the teacher.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the above mastery level creates an appropriate melody in the style requested by the teacher.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the mastery level creates a melody in the style requested by the teacher.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VIII student performing at the partial mastery level creates, with assistance, a melody in the style requested by the teacher.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VIII student performing at the novice level identifies a melody in the style requested by the teacher.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and

## 200304

- understand music in relation to history and culture.

### Relating Objectives

Students will:

- SVIII.4.1 compare a Classical string quartet with a Romantic string quartet and discuss differences in the styles.
- SVIII.4.2 cite examples orchestral music of the twentieth century.
- SVIII.4.3 list American orchestral composers.
- SVIII.4.4 label the genre, time period and culture of recorded examples.

### Performance Descriptors (SVIII.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the mastery level researches and reports on the genre, time period and culture of musical examples.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the above mastery level analyzes the genre, time period and culture of musical examples.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music - Strings (Advanced). The Level VIII student performing at the mastery level explores the genre, time period and culture of musical examples.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music - Strings (Advanced). Performance needs further development. The Level VIII student performing at the partial mastery level identifies the genre, time period and culture of musical examples.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level VIII student performing at the novice level identifies, with assistance, the genre, time period and culture of musical examples.

## Orchestra IV

### Level IX Instrumental Music - Strings (Advanced)

At this level, students apply known techniques to orchestral playing, including spiccato bowing and the use of all major and minor keys. Students study and demonstrate the ability to interpret solo literature for their instrument, and study in detail various forms and genres including the movements of a symphony and twentieth-century music. Directors introduce conducting and students conduct from a score.

## 200304

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

#### Performing Objectives

Students will:

- SIX.1.1 play scales and melodies in all major and minor keys.
- SIX.1.2 interpret a solo.
- SIX.1.3 participate in the performance of a movement of a symphony, an overture, and a concerto.
- SIX.1.4 play utilizing spiccato bowing.

#### Performance Descriptors (SIX.PD.1)

##### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the distinguished level consistently models characteristics of advanced orchestral and solo playing in pieces selected from all major and minor keys. The student plays the solo part of a concerto.

##### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the above mastery level demonstrates characteristics of advanced orchestral and solo playing in pieces selected from all major and minor keys. The student performs a solo.

##### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the mastery level exhibits characteristics of advanced orchestral and solo playing in pieces selected from all major and minor keys.

##### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IX Instrumental Music - Strings (Advanced). Performance needs further development. The Level IX student performing at the partial mastery level exhibits characteristics of good orchestral and solo playing in pieces selected from all major and minor keys.

##### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IX Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level IX student performing at the novice level does not consistently exhibit characteristics of good orchestral and solo playing in pieces selected from all major and minor keys.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

#### Exploring Objectives

Students will:

- SIX.2.1 using correct patterns, conduct from an orchestral score.
- SIX.2.2 interpret music containing double sharps and double flats.
- SIX.2.3 interpret contrasting dynamics when sightreading an instrumental piece.
- SIX.2.4 identify the three parts of a movement in *Sonata Allegro* form presented aurally.

## 200304

SIX.2.5 describe in detail the forms of the movements of a symphony.

### Performance Descriptors (SIX.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the distinguished level precisely and consistently interprets orchestral music containing given musical concepts. The student analyzes, identifies and describes symphonic form and rehearses a piece from a score.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the above mastery level accurately interprets orchestral music containing given musical concepts. The student analyzes, identifies and describes symphonic form and rehearses a piece from a score.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the mastery level interprets orchestral music containing given musical concepts. The student analyzes, identifies and describes symphonic form and conducts a piece from a score.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IX Instrumental Music - Strings (Advanced). Performance needs further development. The Level IX student performing at the partial mastery level plays orchestral music containing given musical concepts. The student identifies and describes symphonic form and conducts a piece.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IX Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level IX student performing at the novice level explores music containing given musical concepts.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise music within specified guidelines; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

SIX.3.1 perform an improvisation over a chord progression.

SIX.3.2 identify and play arpeggiated I, IV, and V7 chords using bowing styles characteristic of a requested time period.

### Performance Descriptors (SIX.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the distinguished level presents an exemplary improvisation over a chord progression in the style of a specific time period.

## 200304

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the above mastery level improvises over a chord progression in the style of a specific time period.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the mastery level improvises over a chord progression and plays arpeggiated chords in the style of a specific time period.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IX Instrumental Music - Strings (Advanced). Performance needs further development. The Level IX student performing at the partial mastery level improvises over a chord progression and plays arpeggiated chords.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IX Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level IX student performing at the novice level improvises and identifies arpeggiated chords.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- SIX.4.1 trace the evolution of the role of the composer/musician from church or court musician to independent artist.
- SIX.4.2 list the musical characteristics that contribute to a given musical work's placement in a time period.

### Performance Descriptors (SIX.PD.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the distinguished level creates a presentation explaining changes in musical style and performance throughout history.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the above mastery level explains and gives examples of changes in musical style and performance throughout history.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IX Instrumental Music - Strings (Advanced). The Level IX student performing at the mastery level explains changes in musical style and performance throughout history.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IX Instrumental Music - Strings (Advanced). Performance needs further development. The Level IX student performing at the partial mastery level identifies changes in musical style and performance throughout history.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IX Instrumental Music - Strings (Advanced). Performance needs considerable development. The Level IX student performing at the novice level identifies, with assistance, changes in musical style and performance throughout history.

## Level I - Instrumental Music Winds and Percussion

The students learn basic playing skills, performance criteria and begin exploring relationships between music and other disciplines.

### Standard1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WI.1.1 show proper instrument assembly, maintenance, hygiene and cleaning.
- WI.1.2 display correct posture while playing an instrument.
- WI.1.3 keep a steady beat.
- WI.1.4a match pitches with good intonation (brass and woodwinds only).
- WI.1.4b play exercises that include single strokes, five stroke roll, nine stroke roll, long roll, and flams (percussion only).
- WI.1.5 participate in the performance of beginning level music.
- WI.1.6 interpret the dynamic markings *p* and *f*.
- WI.1.7 play an instrumental solo.

### Performance Descriptors (WI.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the distinguished level performs an instrumental solo while demonstrating steady beat, correct posture, excellent tone quality and intonation at the dynamic levels of *p* and *f*.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the above mastery level performs an instrumental solo while demonstrating steady beat, correct posture, good tone quality and intonation at the dynamic levels of *p* and *f*.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the mastery level performs rhythmic or musical studies demonstrating a steady beat, correct posture, good tone quality and intonation at the dynamic levels of *p* and *f*.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Music Winds and Percussion. Performance needs further development. The Level I student at the partial mastery level performs basic rhythmic studies by counting or playing on a single pitch of choice while demonstrating correct posture.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Music Winds and Percussion. Performance needs considerable development. The Level I student at the novice level performs basic rhythmic studies by counting or playing on a single pitch of choice.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- WI.2.1 identify by sound musical instruments used in beginning band.
- WI.2.2 differentiate between good and poor tone quality.
- WI.2.3 identify like and unlike musical phrases and/or sections.
- WI.2.4 read quarter, half, whole, and eighth notes and rests in meter in 2, 3, 4, and *alla breve*.
- WI.2.5 play notated melodies based on the concert major scales of Bb and Eb.
- WI.2.6 play melodies containing ties and two note slurs.
- WI.2.7 interpret the meaning of the repeat sign, D. C. al Fine, a measure repeat sign, a fermata, and multiple endings.
- WI.2.8 identify criteria for evaluating music and performances.

### Performance Descriptors (WI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the distinguished level performs melodies in the concert key of Eb, in meters of 2 or *Alla Breve*, interprets D.C. al Fine, and evaluates his/her own musical performance.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the above mastery level performs a melody with quarter and eighth notes, two note slurs and ties in the concert keys of Eb or Bb using meter of 3 or 4 with good tone quality. The student interprets multiple endings and fermatas and evaluates his/her own musical performance.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the mastery level performs a melody with quarter and eighth notes, two note slurs and ties in the concert keys of Eb or Bb using meter of 3 or 4 with good tone quality. The student interprets repeat signs and evaluates the musical performance of others.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Music Winds and Percussion. Performance needs further development. The Level I student at the partial mastery level performs a melody with quarter and half notes in the concert key of Bb in 4/4 time with repeat signs and identifies criteria for evaluating musical performance.

## 200304

### ■ Novice

The Level I student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Music Winds and Percussion. Performance needs considerable development. The Level I student at the novice level performs a melody with quarter and half notes in the concert key of Bb in 4/4 time with repeat signs.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

WI.3.1 echo patterns as played by instructor.

WI.3.2 create a response to a rhythmic pattern performed by the teacher.

### Performance Descriptors (WI.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the distinguished level invents appropriate and creative patterns for others to respond to.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the above mastery level echoes appropriate and creative patterns in call and response fashion.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the mastery level echoes patterns and creates appropriate rhythmic responses in call and response fashion.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Music Winds and Percussion. Performance needs further development. The Level I student at the partial mastery level echoes 4 beat patterns with quarter and half notes.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Music Winds and Percussion. Performance needs considerable development. The Level I student at the novice level echoes patterns.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

WI.4.1 describe the method of tone production for brass, woodwind, and percussion instruments as it relates to the principles of sound production.

WI.4.2 explore and perform folk songs, patriotic melodies and popular music excerpts as presented in the method book.

**Performance Descriptors (WI.PD.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the distinguished level identifies what vibrates to create the sound on all beginning band instruments and describes how the pitch is changed on all beginning band instruments.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the above mastery level identifies what vibrates to create the sound on all beginning band instruments and describes how the pitch is changed on his/her instrument.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Music Winds and Percussion. The Level I student at the mastery level identifies what vibrates to create the sound on all beginning band instruments.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Music Winds and Percussion. Performance needs further development. The Level I student at the partial mastery level identifies what vibrates to create the sound on his/her instrument.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Music Winds and Percussion. Performance needs considerable development. The Level I student at the novice level identifies something that vibrates to create sound.

## Level II Instrumental Music Winds and Percussion

The students at Level II will continue to develop basic playing skills. They learn additional notes, fingerings and more rhythmic variations in notation. Students begin playing Grade Level I music on a grading scale from I-VI.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WII.1.1 participate in the performance of music containing harmony.
- WII.1.2 interpret the dynamic markings *p*, *mf*, and *f*.
- WII.1.3 participate in the performance of level I music.
- WII.1.4 play staccato passages.
- WII.1.5 play legato melodies marked with three or four note slurs.
- WII.1.6 develop range through performance of a varied repertoire.

**Performance Descriptors (WII.PD.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the distinguished level performs grade level II music with staccato, legato and slurred passages while demonstrating musical independence and interpreting dynamic levels of *p*, *mf* and *f*.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the above mastery level independently performs grade level II music with staccato and slurred passages while interpreting dynamic levels of *p*, *mf* and *f*.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the mastery level plays his/her grade level I music part independently within an ensemble setting and interprets staccato passages and dynamic levels of *p* and *f*.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Music Winds and Percussion. Performance needs further development. The Level II student at the partial mastery level plays grade level I music, identifies staccato passages and distinguishes between melody and harmony.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Music Winds and Percussion. Performance needs considerable development. The Level II student at the novice level plays grade level I music.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

**Exploring Objectives**

Students will:

- WII.2.1 identify and demonstrate conducting patterns in 2, 3 and 4.
- WII.2.2a play melodies using acceptable tone (brass and woodwind only).
- WII.2.2b perform music containing sixteenth notes (percussion only).
- WII.2.3 demonstrate proper techniques of playing the bass drum, cymbals (percussion only).
- WII.2.4a play major scales in the concert keys of Bb, Eb and Ab.
- WII.2.4b play ruffs, five stroke roll, nine stroke roll and single paradiddle (percussion only).
- WII.2.5 interpret the markings for *ritardando*.
- WII.2.6 identify binary (AB) and ternary (ABA) forms.
- WII.2.7 notate a simple step-wise melody played by the teacher when given a starting note.
- WII.2.8 expand criteria for evaluating music and performances.
- WII.2.9 perform at sight a short melody.

**Performance Descriptors (WII.PD.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the distinguished level performs music in the given keys with excellent tone quality, conducts an ensemble and evaluates the performance, identifies the use of Binary and Ternary form, successfully notates a stepwise melody based on the first 5 notes of the scale and performs the concert Bb, Eb and F major scales using a ritardando. The Level II percussionist at the distinguished level plays a snare drum solo containing a ruff, five and nine stroke rolls and the single paradiddle.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the above mastery level performs with good tone quality music in the given keys, evaluates performance, identifies the use of Binary and Ternary form, successfully notates a stepwise melody based on the first 5 notes of the scale and performs the concert Bb, Eb and F major scales containing a ritardando. The Level II percussionist at the above mastery level plays music containing a ruff, five and nine stroke rolls and the single paradiddle.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the mastery level plays music in the given keys, identifies the use of Binary and Ternary form, successfully notates a stepwise melody and performs the concert Bb and Eb major scales using a ritardando. The Level II percussionist at the mastery level demonstrates 16<sup>th</sup> notes, five and nine stroke rolls and the single paradiddle.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Music Winds and Percussion. Performance needs further development. The Level II student at the partial mastery level plays music in the given keys and a concert Bb major scale with acceptable tone quality. The Level II percussionist at the partial mastery level demonstrates proper Bass Drum and cymbal technique and a 5 stroke roll.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Music Winds and Percussion. Performance needs considerable development. The Level II student at the novice level plays music in the given keys and a concert Bb major scale. The Level II percussionist at the novice level demonstrates proper Bass Drum and cymbal technique.

**Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

**Creating Objectives**

Students will:

- WII.3.1 create a response to a melodic pattern performed by the teacher.  
 WII.3.2 play familiar melody by ear.

## 200304

### Performance Descriptors (WII.PD.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the distinguished level performs a familiar melody by ear while demonstrating creative freedoms in dynamics, tempo, style, etc.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the above mastery level performs a familiar melody by ear.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the mastery level creates a rhythmic and melodic response to teacher initiated sequence.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Music Winds and Percussion. Performance needs further development. The Level II student at the partial mastery level echoes by playing a rhythmic response on a single pitch.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Music Winds and Percussion. Performance needs considerable development. The Level II student at the novice level echoes by clapping a rhythmic response.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

WII.4.1 relate note subdivision to simple mathematics.

WII.4.2 perform music from different cultures and historic periods as presented in the method book.

### Performance Descriptors (WII.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the distinguished level independently counts and performs rhythmic figures containing whole, half, quarter, eighth and sixteenth notes in a study or exercise.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the above mastery level independently counts and performs rhythmic figures containing whole, half, quarter, eighth and sixteenth notes demonstrating the rhythm tree.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Music Winds and Percussion. The Level II student at the mastery level explains rhythms in terms of fractions in music as they relate to whole, half, quarter, eighth, sixteenth notes.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Music Winds and Percussion. Performance needs further development. The Level II student at the partial mastery level explains whole, half and quarter notes as they relate to a whole measure of common time.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Music Winds and Percussion. Performance needs considerable development. The Level II student at the novice level identifies whole, half and quarter notes.

## Level III Instrumental Music Winds and Percussion

The students will learn basic ensemble techniques and a finer development of playing skills. Students will have the opportunity to perform music and sight-read.

### Standard1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WIII.1.1 echo rhythmic patterns.
- WIII.1.2 interpret the dynamic markings *p*, *mp*, *mf* and *f*.
- WIII.1.3 demonstrate crescendo and decrescendo.
- WIII.1.4 play accents.
- WIII.1.5 demonstrate characteristics of proper ensemble playing.
- WIII.1.6 perform grade level I or II music, with appropriate expression, articulation, posture and tone production.

### Performance Descriptors (WIII.PD.1)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the distinguished level performs grade level III music while demonstrating appropriate ensemble technique in the areas of expression and articulation.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the above mastery level performs grade level II music with appropriate expression and articulation.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the mastery level performs grade level I or II music and demonstrates accents, crescendo, decrescendo and dynamic levels of *p*, *mp*, *mf* and *f*.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Instrumental Music Winds and Percussion. Performance needs further development. The Level III student at the partial mastery level performs grade level I or II music, interprets articulation markings and dynamic levels and echoes rhythmic patterns.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Instrumental Music Winds and Percussion. Performance needs considerable development. The Level III student at the novice level performs grade level I music, identifies articulation markings and dynamic levels and echoes rhythmic patterns.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## **Exploring Objectives**

Students will:

- WIII.2.1 identify and notate the name of clef, names of lines and spaces, note names, and note values.
- WIII.2.2 play in tempo *allegro*, tempo and tempo *andante*.
- WIII.2.3a read dotted quarter / eighth note rhythms.
- WIII.2.3b perform simple melodies on mallet instruments (percussion only).
- WIII.2.4 identify key changes
- WIII.2.5 identify a coda.
- WIII.2.6a play chromatic passages.
- WIII.2.6b play a seventeen-stroke roll, flam accent, flam tap and double paradiddles (percussion only).
- WIII.2.7 perform music containing syncopation.
- WIII.2.8 sight read in a major key.
- WIII.2.9 tune using an electronic tuner.
- WIII.2.10 listen critically and evaluate live performances by others.
- WIII.2.11 apply evaluation criteria to personal performance.

## **Performance Descriptors (WIII.PD.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the distinguished level performs music containing given musical concepts, explains modulation, chromaticism and syncopation, analyzes and evaluates his/her own performance and the performance of others in the ensemble, and offers suggestions for improvement. The student sight-reads and helps others tune their instruments. The Level III percussionist at the distinguished level plays mallet instruments in a solo performance, the seventeen-stroke roll, flam accent, flam tap and double paradiddles.

## 200304

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the above mastery level performs music containing given musical concepts, explains modulation, chromaticism and syncopation, and evaluates his/her own performance as well as the performance of others in the ensemble. The student sight-reads and tunes his/her instrument independently. The Level III percussionist at the above mastery level plays mallet instruments, the seventeen-stroke roll, flam accent, flam tap and double paradiddles.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the mastery level performs music containing chromaticism and syncopation and identifies key changes. The student sight-reads, tunes his/her instrument with assistance and evaluates his/her own performance. The Level III percussionist at the mastery level plays the flam accent and flam tap.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Instrumental Music Winds and Percussion. Performance needs further development. The Level III student at the partial mastery level performs music containing chromaticism and syncopation and evaluates his/her own performance.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Instrumental Music Winds and Percussion. Performance needs considerable development. The Level III student at the novice level performs music containing chromaticism and syncopation.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

- WIII.3.1 play a familiar melody by ear and notate it.  
WIII.3.2 improvise a musical phrase according to parameters provided by the teacher.

### **Performance Descriptors (WIII.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the distinguished level sight reads a melody and improvises and notates variations on that melody.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the above mastery level plays a familiar melody and improvises and notates variations on that melody.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the mastery level plays a familiar melody by ear and notates it.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Instrumental Music Winds and Percussion. Performance needs further development. The Level III student at the partial mastery level copies and plays a familiar melody from his/her notation.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Instrumental Music Winds and Percussion. Performance needs considerable development. The Level III student at the novice level copies a familiar melody.

### **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture

### **Relating Objectives**

Students will:

WIII.4.1 describe the style and characteristics of music studied.

### **Performance Descriptors (WIII.PD.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the distinguished level compares and contrasts the elements of music within a given composition in order to describe its style and characteristics.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the above mastery level identifies and explains the elements that contribute to the style of a given composition.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Instrumental Music Winds and Percussion. The Level III student at the mastery level identifies the elements that contribute to the style of a given composition.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Instrumental Music Winds and Percussion. Performance needs further development. The Level III student at the partial mastery level defines the elements used within a composition that effect style.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Instrumental Music Winds and Percussion. Performance needs considerable development. The Level III student at the novice level identifies elements used that effect style.

## Level IV Instrumental Music Winds and Percussion

The students will learn to apply basic skills within a large ensemble and further develop their articulation, rhythmic interpretation, and self-evaluation skills.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WIV.1.1 perform as part of a large ensemble at a level of difficulty of 2 or 3.  
 WIV.1.2 perform a solo or as part of a small instrumental ensemble.  
 WIV.1.3 interpret the dynamic markings *pp*, *p*, *mp*, *mf*, *f* and *ff*.  
 WIV.1.4 interpret *fp*.

### Performance Descriptors (WIV.PD.1)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the distinguished level performs a grade level IV solo, independently applying all required dynamics and articulations.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the above mastery level performs a grade level III solo, independently applying all required dynamics and articulations.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the mastery level performs grade level II or III music as part of a large or small ensemble and performs conducted dynamic changes.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Instrumental Music Winds and Percussion. Performance needs further development. The Level IV student at the partial mastery level performs grade level II and III music as part of a large ensemble and identifies dynamic changes.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Instrumental Music Winds and Percussion. Performance needs considerable development. The Level IV student at the novice level performs grade level II music as part of a large ensemble.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### Exploring Objectives

Students will:

- WIV.2.1 perform music in 6/8 time.  
 WIV.2.2a play chromatic scale.  
 WIV.2.2b perform using two-hand technique on mallet percussion.

## 200304

- WIV.2.3 perform music containing sixteenth notes including dotted eighth/sixteenth note rhythm.
- WIV.2.4a play from memory and notate major scales through four flats in concert pitch.
- WIV.2.4b play a seven stroke roll, thirteen stroke roll, flamacue, flam paradiddle, and all ratamacues.(percussion only)
- WIV.2.5 play in the concert keys of C, F, B<sup>b</sup>, E<sup>b</sup>, and A<sup>b</sup> major.
- WIV.2.6 play in tempo *allegro*, tempo *moderato*, and tempo *andante*.
- WIV.2.7 play a minor scale.
- WIV.2.8 play a minor melody.
- WIV.2.9a demonstrate the ability to play in tune as an ensemble member.
- WIV.2.9b play timpani (percussion only).
- WIV.2.10 evaluate their own performance and performances by others and offer constructive suggestions for improvement.

### Descriptors Performance (WIV.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the distinguished level plays and notates major scales in the concert keys of two sharps through five flats, plays the chromatic scale, performs music in 6/8 time and plays in a minor keys. The student demonstrates excellent intonation and evaluates his/her own performance, the performance of others, the ensemble's performance and offers constructive suggestions for improvement. The Level IV percussionist at the distinguished level tunes and plays timpani, seven and thirteen-stroke rolls, flamacue, flam paradiddle, and all ratamacues.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the above mastery level plays and notates major scales in the concert keys of one sharp through four flats, plays the chromatic scale, performs music in 6/8 time and plays in a minor keys. The student demonstrates excellent intonation, evaluates performances and offers constructive suggestions for improvement. The Level IV percussionist at the above mastery level plays timpani and tunes it with the teachers help. The student plays seven and thirteen-stroke rolls, flamacue, flam paradiddle and all ratamacues.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the mastery level plays and notates major scales, plays the chromatic scale, evaluates performances, and plays in a minor key. The Level IV percussionist at the mastery level tunes timpani with the teacher's help and plays seven and thirteen-stroke rolls, flamacue and a ratamacue.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Instrumental Music Winds and Percussion. Performance needs further development. The Level IV student at the partial mastery level plays and notates major scales, plays the chromatic scale, and plays in a minor key. The Level IV percussionist at the partial mastery level tunes timpani with the teacher's help and plays seven and thirteen-stroke rolls.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Instrumental Music Winds and Percussion. Performance needs considerable development. The Level IV student at the novice level plays major scales, plays the chromatic scale, and plays in a minor key. The Level IV percussionist at the novice level demonstrates two-hand mallet technique.

### Standard 3: Creating (MU.S.3)

Students will:

## 200304

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

WIV.3.1 improvise variations of a melody.

### Performance Descriptors (WIV.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the distinguished level improvises a melody and creates variations that are musically contrasting.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the above mastery level improvises melodies and creates variations.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the mastery level improvises a melody and creates variations.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Instrumental Music Winds and Percussion. Performance needs further development. The Level IV student at the partial mastery level creates a variation of a familiar melody.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Instrumental Music Winds and Percussion. Performance needs considerable development. The Level IV student at the novice level defines variation.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

WIV.4.1 explain the measurement of sound waves using a tuning device.

WIV.4.2 explain the characteristics of music genres, styles and cultures.

### Performance Descriptors (WIV.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the distinguished level explains sound production and how sound waves affect a tuning device. The student identifies and discusses the musical characteristics which determine genre, style or ethnic origin.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the above mastery level explains how sound waves affect a tuning device. The student identifies and discusses the musical characteristics which determine the style.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Instrumental Music Winds and Percussion. The Level IV student at the mastery level uses a tuner and determines adjustments that need to be made. The student uses musical information in a piece of music to determine its musical style.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Instrumental Music Winds and Percussion. Performance needs further development. The Level IV student at the partial mastery level tunes using a tuner with director or student assistance. The student identifies the different musical elements involved in determining musical style.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Instrumental Music Winds and Percussion. Performance needs considerable development. The Level IV student at the novice level tunes with director or student assistance. The student identifies musical elements.

## Level V Instrumental Music Winds and Percussion

The students will continue to refine their playing skills and study various composers, compositions, styles, and ornamentation.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WV.1.1 play conducted dynamic changes.
- WV.1.2 play *staccato*, *marcato*, and *legato*.
- WV.1.3 play triplets and swing eighth notes.
- WV.1.4 play grace notes and trills.
- WV.1.5 play solos, duets, trios, and quartets.

### Performance Descriptors (WV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the distinguished level performs a solo, duet, trio or quartet with articulation, ornamentation and expressiveness that demonstrate musicianship.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the above mastery level performs a solo, duet, trio or quartet with articulation, ornamentation and dynamics that demonstrate musicianship.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the mastery level performs a solo, duet, trio or quartet with correct dynamics, ornamentation and articulation.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Instrumental Music Winds and Percussion. Performance needs further development. The Level V student at the partial mastery level performs dynamic and articulation markings in a solo, duet, trio or quartet.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Instrumental Music Winds and Percussion. Performance needs considerable development. The Level V student at the novice level performs a solo, duet, trio or quartet.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## Exploring Objectives

Students will:

- WV.2.1 play melodies in major keys up to and including 4 sharps and 5 flats.
- WV.2.2 apply musical definitions, symbols, and terms.
- WV.2.3 sight-read music with a level of difficulty of 2, on a scale of 1 to 6.
- WV.2.4a play from memory and notate major scales from C through 4 flats.
- WV.2.4b play a drag paradiddle number 1, number 2, and a flam paradiddle (percussion only).
- WV.2.5 demonstrate the relationship of tempo indications to metronome markings.
- WV.2.6 play odd and/or mixed meter.
- WV.2.7 identify the characteristics of the melody, harmony, texture, and rhythm of performance examples.
- WV.2.8 develop a list of criteria to be used in the evaluation of a musical performance through oral discussion or a written report.
- WV.2.9 compare student performances with those by professional groups.

## Performance Descriptors (WV.PD.2)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the distinguished level sight-reads grade level IV music and plays from memory and notates major scales through 4 sharps and 5 flats. The student also develops a list of performance criteria based on the musical elements and uses it to compare and contrast student and professional performances. The Level V percussionist at the distinguished level plays a snare drum solo with a drag paradiddle number 1, number 2, and a flam paradiddle-diddle.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the above mastery sight-reads grade level III music and plays from memory and notates major scales through 2 sharps and 4 flats. The student also develops a list of performance criteria and uses it to compare and contrast student and professional performances. The Level V percussionist at the above mastery level plays a musical study with a drag paradiddle number 1, number 2, and a flam paradiddle-diddle.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the mastery level sight-reads music and plays from memory and notates major scales in the keys of C through 4 flats concert. The student compares student and professional performances discussing the elements of music and using correct musical terminology. The Level V percussionist at the mastery level plays a drag paradiddle and a flam paradiddle-diddle.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Instrumental Music Winds and Percussion. Performance needs further development. The Level V student at the partial mastery level plays from memory and notates major scales in the keys of one through four flats concert. The student describes performances using the elements of music. The Level V percussionist at the partial mastery level plays a flam paradiddle-diddle.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Instrumental Music Winds and Percussion. Performance needs considerable development. The Level V student at the novice level plays major scales in the keys of one through three flats concert. The student describes performances.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

WV.3.1 improvise a simple melody.

### Performance Descriptors (WV.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the distinguished level improvises a melody that demonstrates creativity, has form and continuity, and uses syncopation and chromaticism.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the above mastery level improvises a melody that has form and continuity and uses syncopation and chromaticism.

## 200304

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the mastery level improvises a melody that has musical continuity and may demonstrate syncopation or chromaticism.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Instrumental Music Winds and Percussion. Performance needs further development. The Level V student at the partial mastery level improvises a melody.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Instrumental Music Winds and Percussion. Performance needs considerable development. The Level V student at the partial mastery level improvises.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture

### Relating Objectives

Students will:

WV.4.1 explain the physical properties of sound.

WV.4.2 identify and compare characteristics of music of a variety of genres, styles, historic periods and cultures.

### Performance Descriptors (WV.PD.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the distinguished level explains the process of sound production as it relates to pitch, intensity, duration and timbre. The student discusses different styles of music and their historical and cultural contexts.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the above mastery level explains the physical attributes of pitch, intensity, duration and timbre. The student discusses different styles of music, music from various historical periods and music from different cultures.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level V Instrumental Music Winds and Percussion. The Level V student at the mastery level describes the physical attributes of pitch, intensity, duration and timbre. The student identifies different styles of music, music from various historical periods and music from different cultures.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level V Instrumental Music Winds and Percussion. Performance needs further development. The Level V student at the partial mastery level defines pitch, intensity, duration and timbre. The student identifies different styles of music.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level V Instrumental Music Winds and Percussion. Performance needs considerable development. The Level V student at the novice level defines pitch, intensity, duration and timbre.

## Level VI Instrumental Music Winds and Percussion

The students will refine their playing skills, study additional keys, formal structures, and the elements of music. The evolution of music in America is studied.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WVI.1.1 perform in an ensemble, demonstrating well-developed ensemble skills.
- WVI.1.2 play standard jazz band rhythms on drum set (percussion only).
- WVI.1.3 play in a mixed-instrument small ensemble with one person on a part.
- WVI.1.4 play a turn.

### Performance Descriptors (WVI.PD.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the distinguished level performs independently using a broad range of musicianship skills while playing in a small ensemble.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the above mastery level performs independently and demonstrates musicianship while playing in a small ensemble.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the mastery level displays musicianship while playing in an ensemble.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music Winds and Percussion. Performance needs further development. The Level VI student at the partial mastery level displays ensemble skills while playing in an ensemble.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VI student at the novice level plays in an ensemble.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

**Exploring Objectives**

Students will:

- WVI.2.1 play melodies in major keys up to and including five sharps and six flats.
- WVI.2.2 identify and interpret musical symbols and musical terms.
- WVI.2.3 play from memory and notate major scales through five sharps and six flats.
- WVI.2.4 sight-read grade level III music.
- WVI.2.5 describe the formal structures, tempos, dynamics, and timbres of performance examples.
- WVI.2.6 using evaluative criteria explain differences between "good" and "great" performances.
- WVI.2.7 compare 2 or more compositions by the same composer.

**Performance Descriptors (WVI.PD.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the distinguished level notates and plays from memory given scales, sight-reads grade level III music interpreting the musical terms and symbols and evaluates the musical performance using his/her own performance criteria. The student determines the quality of the performance and defends his/her assessment.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the above mastery level notates and plays from memory given scales, sight-reads grade level III music interpreting the musical directions and evaluates the musical performance using his/her own performance criteria.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the mastery level notates and plays scales from memory, sight-reads music interpreting the musical directions and evaluates the performance using established musical criteria.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music Winds and Percussion. Performance needs further development. The Level VI student at the partial mastery level notates and plays major scales, sight-reads music, and evaluates performances.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VI student at the novice level plays scales, sight-reads music, and evaluates performances.

**Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

## 200304

### Creating Objectives

Students will:

WVI.3.1 improvise melody over teacher selected chord changes.

### Performance Descriptors (WVI.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the distinguished level independently demonstrates a broad range of musicianship skills while improvising a solo over a selected set of chord changes.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the above mastery level independently demonstrates musicianship skills while improvising a solo over a selected set of chord changes.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the mastery level - with teacher direction - demonstrates musicianship skills while improvising a solo over a selected set of chord changes.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music Winds and Percussion. Performance needs further development. The Level VI student at the partial mastery level improvises a solo over a selected set of chord changes.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VI student at the novice level improvises a solo.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts.
- understand music in relation to history and culture

### Relating Objectives

Students will:

WVI.4.1 explain physical characteristics of particular instruments.

WVI.4.2 identify the importance of major American musicians.

WVI.4.3 trace the evolution of music in America.

WVI.4.4 classify unfamiliar aural examples of music by genre, style, historical period, and culture.

### Performance Descriptors (WVI.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the distinguished level explains musical styles as they pertain to history and culture.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the mastery level describes different musical styles, periods and cultural elements in performed pieces of music.

#### ■ Mastery

## 200304

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VI Instrumental Music Winds and Percussion. The Level VI student at the mastery level identifies different musical styles, periods and cultural elements in a performed piece of music.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VI Instrumental Music Winds and Percussion. Performance needs further development. The Level VI student at the partial mastery level lists musical styles, periods and cultures.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VI Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VI student at the novice level identifies musical styles, periods and cultures.

## Level VII Instrumental Music Winds and Percussion

Students at this level continue to refine basic playing skills and perform with precise rhythmic articulation. Students perform music with changing meters, use vibrato where appropriate, and compare various genres and timbres.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WVII.1.1 demonstrate precise rhythmic articulation.
- WVII.1.2 demonstrate proper techniques of playing chimes and gong along with proper techniques of playing World percussion instruments (percussion only).
- WVII.1.3 play *rubato* passages.
- WVII.1.4 play melodies with changing meters.
- WVII.1.5 play melodies with vibrato where applicable.

### Performance Descriptors (WVII.PD.1)

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the distinguished level performs independently and expressively while playing solos with changing meters. The student demonstrates precise rhythmic articulation.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the distinguished level - with coaching - performs expressively while playing etudes with changing meters. The student demonstrates precise rhythmic articulation.

## 200304

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the mastery level expressively performs pieces with changing meters while demonstrating precise rhythmic articulation in a solo or ensemble.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music Winds and Percussion. Performance needs further development. The Level VII student at the partial mastery level performs a piece with changing meters demonstrating rhythmic articulation in an ensemble led by a conductor.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VII student at the novice level performs exercises with changing meters.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listening to, analyzing, and describing music; and
- evaluating music and music performances.

### Exploring Objectives

Students will:

- WVII.2.1 interpret dynamic changes;
- WVII.2.2 play at sight melodies in major and minor keys;
- WVII.2.3 identify form used in performed examples;
- WVII.2.4 describe timbres created by the use of unique combinations of instruments; and
- WVII.2.5 perform a piece using nonstandard notation symbols.

### Performance Descriptors (WVII.PD.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the distinguished level independently sight-reads and performs major and minor melodies with dynamic changes and a solo with nonstandard notation and unique timbres. The student describes the usage of form and nonstandard notation and unique timbres using proper musical vocabulary.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the above mastery level sight-reads and performs major and minor melodies with dynamic changes and a solo with nonstandard notation and unique timbres. The student describes the form and unique timbres.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the mastery level interprets and performs music with major and minor melodies, dynamic changes and music with nonstandard notation and unique timbres. The student identifies the form and unique timbres.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music Winds and Percussion. Performance needs further development. The Level VII student at the partial mastery level performs music with nonstandard notation and unique timbres and identifies the form.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VII student at the novice level performs exercises using nonstandard notation.

### **Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments.
- compose and arrange music within specified guidelines.

### **Creating Objectives**

Students will:

WVII.3.1 compose, notate and perform a simple melody.

### **Performance Descriptors (WVII.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level II student at the distinguished level composes a theme and variations for a solo instrument, notates it and performs it while demonstrating good musicianship.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level II student at the above mastery level improvised a 16 measure melody, notates it and performs it.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the mastery level improvises an 8 measure melody, notates it and performs it.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music Winds and Percussion. Performance needs further development. The Level VII student at the partial mastery level improvises a melody, notates it and performs it.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VII student at the novice level composes a melody.

### **Standard 4: Relating (WVII.S.4)**

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### **Relating Objectives**

Students will:

WVII.4.1 compare the uses of characteristic elements of the arts in different cultures.

## 200304

- WVII.4.2 list characteristics of music representing the major historical periods.  
WVII.4.3 discuss how the elements of music can be used to evoke emotion or to describe places or events.

### Performance Descriptors (WVII.PD.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the distinguished level analyzes the way in which musical elements are used in different cultures and historical periods to create emotions or evoke feelings in a musical performance and generates a written report with his/her findings.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the above mastery level describes the way in which musical elements are used in different cultures and historical periods to create emotions or evoke feelings in a musical performance.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VII Instrumental Music Winds and Percussion. The Level VII student at the mastery level describes elements used to create emotions or evoke feelings in a musical performance.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VII Instrumental Music Winds and Percussion. Performance needs further development. The Level VII student at the partial mastery level lists elements that create emotions or evoke feelings in a musical performance.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VII student at the novice level selects from a list elements that create emotions or evoke feelings in a musical performance.

## Level VIII Instrumental Music Winds and Percussion

Students at this level emphasize incorporating previously learned skills to perform, sight-read, interpret, and evaluate music.

### Standard 1: Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- WVIII.1.1 play conducted tempo changes.
- WVIII.1.2 demonstrate different combinations of articulation.
- WVIII.1.3 interpret contrasting dynamics.
- WVIII.1.4 interpret an instrumental solo passage with proper style.

### Performance Descriptors (WVIII.PD.1)

- **Distinguished**

## 200304

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the distinguished level applies a broad range of musical skills while performing, interpreting and responding appropriately to conductor's gestures as a soloist accompanied by an ensemble.

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the above mastery level plays solo passages and applies musical skills while performing, interpreting and responding appropriately to conductor's gestures in an ensemble.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the mastery level applies musical skills while performing, interpreting and responding appropriately to conductor's gestures in an ensemble.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music Winds and Percussion. Performance needs further development. The Level VIII student at the partial mastery level performs and responds appropriately to conductor's gestures in an ensemble.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VIII student at the novice level performs in an ensemble.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## Exploring Objectives

Students will:

- WVIII.2.1 identify counter melodies.
- WVIII.2.2 play at sight a melody having metric modulations.
- WVIII.2.3 play and notate all major and relative minor scales.
- WVIII.2.4 play arpeggiated all major and minor triads.
- WVIII.2.5 compare musical forms from different eras.
- WVIII.2.6 analyze emotions evoked by the use of the elements of music in a given musical work.
- WVIII.2.7 describe how the elements of music are used in a given work to make it unique, interesting, and expressive.

## 200304

### Performance Descriptors (WVIII.PD.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the distinguished level sight-reads, plays and notates all major and relative minor scales and triads, and analyzes and evaluates how elements used to make a musical selection and its performance unique, interesting, and expressive.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the above mastery level sight-reads, plays and notates all major and relative minor scales, and analyzes which elements are used to make a musical selection and its performance unique, interesting, and expressive.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the mastery level sight-reads, plays and notates major and relative minor scales, and describes elements which are used to make a musical selection and its performance unique, interesting, and expressive.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music Winds and Percussion. Performance needs further development. The Level VIII student at the partial mastery level sight-reads, plays and notates major scales, and lists elements which are used to make a musical selection and its performance unique, interesting, and expressive.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VIII student at the novice level sight-reads, plays major scales and lists elements which are used to make a musical selection and its performance interesting.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments, and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

WVIII.3.1 improvise background "fills" (percussion).

WVIII.3.2 improvise a countermelody.

### Performance Descriptors (WVIII.PD.3)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the distinguished level improvises a countermelody that is stylistically appropriate and musically imaginative.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the above mastery level improvises a countermelody that is stylistically appropriate.

## 200304

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the mastery level improvises a counter melody.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music Winds and Percussion. Performance needs further development. The Level VIII student at the partial mastery level creates and performs a counter melody to a familiar melody.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VIII student at the novice level performs a counter melody to a familiar melody.

### Standard 4: Relating (WVIII.S.4)

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

### Relating Objectives

Students will:

- WVIII.4.1 identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical context.
- WVIII.4.2 compare the uses of characteristic elements of the arts in different historical periods.

### Performance Descriptors (WVIII.PD.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the distinguished level investigates and reports on the characteristic elements of the arts used in different historical periods.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the above mastery level investigates the characteristic elements of the arts used in different historical periods.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level VIII Instrumental Music Winds and Percussion. The Level VIII student at the mastery level identifies the characteristic elements used in the arts in different historical periods.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level VIII Instrumental Music Winds and Percussion. Performance needs further development. The Level VIII student at the partial mastery level identifies elements used in the arts in different historical periods.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level VIII Instrumental Music Winds and Percussion. Performance needs considerable development. The Level VIII student at the novice level identifies elements used in the arts.

## Level I Choral Music

## 200304

The student will focus on the basics of proper vocal technique creating an understanding of tone production, breath control, and posture. Students at this level will begin to learn to read and use the written language of music to interpret and perform choral scores. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### Standard 1. Performing (MU.S.1)

Students will:

- sing, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- CMI.1.1 sing unison and two-part music.
- CMI.1.2 demonstrate *piano* and *forte* singing.
- CMI.1.3 demonstrate proper attacks and releases.
- CMI.1.4 sing rounds and partner songs using choral arrangements.
- CMI.1.5 sing major scales within their vocal ranges.
- CMI.1.6 demonstrate *legato* and *staccato* singing styles with proper vocal quality.
- CMI.1.7 demonstrate proper vocal techniques (tone production, breathing, posture).

### Performance Descriptors (CMI.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the distinguished level accurately sings unison, two-part songs, rounds, partner songs with accompaniment, demonstrates *piano/forte* singing, proper attacks, releases, *legato/d staccato* singing styles with proper vocal quality, sings major scales within his/her vocal range, and demonstrates proper vocal technique.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the above mastery level sings unison, two-part songs, rounds, partner songs with accompaniment, demonstrates *piano/forte* singing, proper attacks, releases, *legato/staccato* singing styles with proper vocal quality, sings major scales within his/her vocal range, and demonstrates proper vocal technique.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level I. The Choral Music Level I student performing at the mastery level sings unison, two-part songs, rounds, partner songs with accompaniment, demonstrates *piano/forte* singing, proper attacks, releases, *legato/staccato* singing styles with acceptable vocal quality, sings major scales within his/her vocal range, and demonstrates acceptable vocal technique.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level I. Performance needs further development. The Choral Music Level I student performing at the partial mastery level sings, unison, rounds, partner songs with accompaniment, demonstrates *piano/forte* singing, proper attacks, releases, *legato/staccato* singing styles, sings major scales within his/her vocal range.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level I.

## 200304

Performance needs considerable development. The Choral Music Level I student performing at the novice level sings with assistance unison rounds, partner songs with accompaniment, demonstrates piano/forte singing, legato and staccato singing styles, sings major scales within his/her vocal range.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

### Exploring Objectives

Students will:

- CMI.2.1 sing literature containing whole, half, quarter, and eighth notes and rests and practice writing rhythmic notation.
- CMI.2.2 recognize basic meter signatures.
- CMI.2.3 sing unison and two part songs from a notated score.
- CMI.2.4 sing at sight a melody in treble clef.
- CMI.2.5 sing a melody containing syncopation and meter changes.
- CMI.2.6 sight-read a two part vocal composition observing standard notation symbols.
- CMI.2.7 identify AB or ABA form in an aural example.
- CMI.2.8 identify recurring musical phrases in an aural example.
- CMI.2.9 identify soprano, alto, tenor, and bass voices in an aural example.
- CMI.2.10 identify the time signature in a choral composition.
- CMI.2.11 recognize basic interval patterns.

### Performance Descriptors (CMI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the distinguished level accurately sings unison, two-part songs containing whole, half, quarter, eighth notes/rests, syncopated rhythms and meter changes. The student accurately sight-reads melodies in treble clef and two-part vocal compositions. The student accurately writes rhythmic notation, explores basic interval patterns, identifies form, recurring musical phrases, time signatures, soprano, alto, tenor, and bass voices from aural examples.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the above mastery level sings unison, two-part songs containing whole, half, quarter, eighth notes/rests, syncopated rhythms and meter changes. The student sight-reads melodies in treble clef and two part vocal compositions. The student writes rhythmic notation, explores basic interval patterns, identifies, recurring musical phrase, time signatures, soprano, alto, tenor, and bass voices from aural examples.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level I. The Choral Music Level I students performing at the mastery level sings unison, two-part songs containing whole, half, quarter, eighth notes/rests, syncopated rhythms and meter changes. The student sight-reads a melody in treble clef and sight-reads two-part vocal compositions. The student writes rhythmic notation, explores basic interval patterns, identifies form, recurring musical phrases, time signatures, soprano, alto, and bass voices from aural examples.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level I. Performance needs further development. The Choral Music Level I student performing at the partial mastery level sings unison, two-part songs containing whole, half, quarter, eighth notes/rests, explores syncopated rhythms and meter changes. The student sight-reads melodies in treble clef and with assistance sight-reads two-part vocal compositions. The student writes rhythmic notation, explores basic interval patterns, identifies form, recurring musical phrases, time signatures, soprano, and bass voices from aural examples.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level I. Performance needs considerable development. The Choral Music Level I student at the novice level with assistance sings unison, two-part songs containing whole, half, quarter, eighth notes and rest. The student with assistance sight-reads melodies in treble clef, writes rhythmic notation, explores interval patterns, identifies recurring musical phrases, time signatures, and soprano voice from aural examples.

### **Standard 3: Creating (MU.S.3)**

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### **Creating Objectives**

Students will:

- CMI.3.1 develop a musical genre timeline using selected literature.
- CMI.3.2 improvise vocal and rhythmic patterns.

### **Performance Descriptors (CMI.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the distinguished level accurately improvises short vocal and rhythmic patterns. The student precisely develops a musical genre time-line using selected choral literature.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the above mastery level improvises short vocal and rhythmic patterns. The student develops a musical genre time-line using selected choral literature.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level I. The Choral Music Level I student performing at the mastery level with assistance improvises short vocal and rhythmic patterns. The student develops a musical genre time-line using selected choral literature.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level I. Performance needs further development. The Choral Music Level I student performing at the partial mastery level with assistance improvises short vocal and rhythmic patterns. The student develops a musical genre time-line using selected choral literature.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level I. Performance needs considerable development. The Choral Music Level I student at the novice level with assistance improvises rhythmic patterns. The student with assistance develops a musical genre time-line using selected choral literature.

### **Standard 4: Relating MU.S.4)**

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

### **Relating Objectives**

Students will:

- CMI.4.1 listen to exemplary models of quality choral performances.
- CMI.4.2 develop criteria for quality choral performances.
- CMI.4.3 listen to exemplary models of various types of choral music performances applying sound quality to choral ensembles and develop criteria for quality choral performances.
- CMI.4.4 identify the physical characteristics of vocal tone production.
- CMI.4.5 identify the anatomical characteristics of vocal tone production and the changing voice.
- CMI.4.6 explain the choral text.
- CMI.4.7 begin to compile a portfolio of performed choral music and musical experiences.
- CMI.4.8 explain the meaning of the choral text.
- CMI.4.9 describe the historical significance of selected choral literature.
- CMI.4.10 formulate and research available careers in the musical field.

### **Performance Descriptors (CMI.PD.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student performing at the distinguished level listens to exemplary models of various types of choral music performances and accurately develops criteria for evaluating those performances. The student accurately explains the meaning of the choral text, describes the historical significance of selected choral literature, and discusses the anatomical characteristics of vocal tone production (including the changing voice). The student precisely compiles a portfolio of performed choral music and musical experiences and researches a list of musical careers.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level I. The Choral Music Level I student at the above mastery level listens to exemplary models of various types of choral music performance and develops criteria for evaluating those performances. The student explains the meaning of choral text, describes the historical significance of selected choral literature and discusses the anatomical characteristics of vocal tone production (including the changing voice). The student compiles a portfolio of performed choral music and musical experiences and researches a list of musical careers.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level I. The Choral Music Level I student performing at the mastery level listens to exemplary models of various types of choral music performances and develops criteria for evaluating those performances. The student explains the meaning of the choral text and describes the historical significance of selected choral literature. The student will explore the characteristic of vocal tone production (including the changing voice). The student compiles a portfolio of performed choral music and musical experiences and researches a list of musical careers.

#### ■ **Partial Mastery**

## 200304

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level I. Performance needs further development. The Choral Music Level I student performing at the partial mastery level listens to exemplary models of various types of choral music performances and with assistance develops criteria for evaluating those performances. The student with assistance explains the meaning of the choral text and describes the historical significance of selected choral literature. The student compiles a portfolio of performed choral music and musical experiences and researches a list of musical careers.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level I. Performance needs considerable development. The Choral Music Level I student at the novice level listens to exemplary models of various types of choral music performances, and with assistance develops criteria for evaluating those performances. The student with assistance explains the meaning of the choral text and describes the historical significance of selected choral literature. The student with assistance compiles a portfolio of performed choral music and musical experiences and researches a list of musical careers.

## Level II Choral Music

The student will continue to build proper singing techniques and expand the use and performance of musical notation. Students will listen to choral music performances and develop criteria for evaluating those performances. Students will study choral works of various historical periods and cultures. They will begin to explore the use of three-part choral literature. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### Standard 1. Performing (MU.S.1)

Students will:

- sing, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- CMII.1.1 sing vocalises within their vocal range.
- CMII.1.2 sing a minor melody.
- CMII.1.3 sing musical phrases with proper breathing.
- CMII.1.4 participate in the choral performance of varied literature.
- CMII.1.5 demonstrate use of dynamics in singing.
- CMII.1.6 identify individual parts in the choral performance of a canon with attention to balance of parts.
- CMII.1.7 begin to sing with metrical and textual accents.

**Performance Descriptors (CMII.PD.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the distinguished level accurately sings vocalises and minor melodies. The student sings choral literature within his/her vocal range using proper breathing and phrasing. The student participates in choral performances of varied literature while accurately modeling dynamics, balance of parts, and vocal tone quality. The student explores singing using metrical and textual accents.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the above mastery level sings vocalises and minor melodies. The student sings choral literature within his/her vocal range using proper breathing and phrasing. The student participates in choral performances of varied literature singing with dynamics, balance of parts, and vocal tone quality. The student explores singing using metrical and textual accents.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level II. The Choral Music Level II student performing at the mastery level sings vocalises and minor melodies. The student sings choral literature within his/her vocal range using acceptable breathing and phrasing. The student participates in choral performances of varied literature while singing dynamics and balance of parts. The student explores singing using metrical and textual accents.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level II. Performance needs further development. The Choral Music Level II student performing at the partial mastery level with assistance sings vocalises and minor melodies. The student sings choral literature within his/her vocal range using proper breathing and phrasing. The student participates in choral performances of varied literature while performing dynamics and balance of parts. The student explores singing using metrical accents.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level II. Performance needs considerable development. The Choral Music Level II student performing at the novice level with assistance sings vocalises and minor melodies. The student sings choral literature within his/her vocal range using proper breathing and phrasing. The student participates in choral performances of varied literature. The student with assistance explores the use of dynamics and balance of parts.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

**Exploring Objectives**

Students will:

- CMII.2.1 sing literature containing sixteenth notes, rests, and syncopated rhythms and apply the rhythmic dictation to the understanding of music notation.
- CMII.2.2 identify meter signatures.
- CMII.2.3 identify major and minor chords.
- CMII.2.4 identify basic interval relationships.
- CMII.2.5 identify the beat numbers in each measure of a choral composition.
- CMII.2.6 sing literature with varied tempo markings.

## 200304

- CMII.2.7 sing two and three-part songs from a notated score.
- CMII.2.8 sing at sight a melody in treble clef and begin melodic dictation.
- CMII.2.9 sight-read a three-part vocal composition observing standard notation symbols.

### Performance Descriptors (CMII.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the distinguished level accurately sings two/ three part choral literature containing sixteenth notes, rests, syncopated rhythms, varied tempi markings, and varied meter signatures. The student accurately applies rhythmic dictation to the understanding of music notation. The student explores major/minor chords and basic interval relationships and identifies beat numbers in each measure of a choral composition. The student accurately identifies the changing voice in an aural example. The student sight-sings a melody in treble clef in a three-part composition. The student accurately writes melodic dictation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the above mastery level sings two/three part choral literatures containing sixteenth notes, rests, syncopated rhythms, varied tempi markings and varied meter signatures. The student applies rhythmic dictation to the understanding of music notation. The student explores major/minor chords and basic interval relationships and identifies beat numbers in each measure of a choral composition. The student identifies the changing voice in an aural example. The student sight-sings a melody in treble clef in a three-part composition. The student writes melodic dictation.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level II. The Choral Music Level II student performing at the mastery level sings two/three part choral literature containing sixteenth notes, rests, while exploring syncopated rhythms, varied tempi markings, and varied meter signatures. The student applies rhythmic dictation to the understanding of music notation. The student explores major/minor chords and identifies beat numbers in each measure of a choral composition. The student identifies the changing voice in an aural example and sight-sings a melody in treble clef in a three-part composition. The student explores melodic dictation.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level II. Performance needs further development. The Choral Music Level II student performing at the partial mastery level with assistance sings two and three part choral literature containing sixteenth notes, rests, syncopated rhythms, varied tempi markings, and varied meter signatures. The student applies rhythmic dictation to the understanding of music notation. The student explores major/minor chords and basic interval relationships and identifies beat numbers in each measure of a choral composition. The student with assistance identifies the changing voice in an aural example and sight-sings a melody in treble clef in a three-part composition. The student explores melodic dictation.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level II. Performance needs considerable development. The Choral Music Level II student performing at the novice level with assistance sings two and three part choral literature containing sixteenth notes, rests, syncopated rhythms, varied tempi markings, and varied meter signatures. The student with assistance applies rhythmic dictation to the understanding of music notation. The student with assistance identifies major/minor chords and basic interval relationships and identifies beat numbers in each measure of a choral composition. The student with assistance identifies the changing voice in an aural example and sight-sings a melody. The student with assistance explores melodic dictation.

### **Standard 3: Creating (MU.S.3)**

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### **Creating Objectives**

Students will:

- CMII.3.1 compile a portfolio of performed choral music and musical experiences.
- CMII.3.2 create a multi-genre project dealing with the choral literature.
- CMII.3.3 improvise vocal and rhythmic patterns.

### **Performance Descriptors (CMII.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the distinguished level expands his/her portfolio of performed choral music and musical experiences. The student creates an exemplary multi-genre project dealing with the choral literature studied. The student accurately improvises vocal and rhythmic patterns building on his/her past musical experiences.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the above mastery level expands his/her portfolio of performed choral music and musical experiences. The student creates a multi-genre project dealing with the choral literature studied. The student improvises vocal and rhythmic patterns building on his/her past musical experiences.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level II. The Choral Music Level II student performing at the mastery level expands his/her portfolio of performed choral music and musical experiences. The student with assistance creates a multi-genre project dealing with the choral literature studied. The student improvises vocal and rhythmic patterns building upon his/her past musical experiences.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level II. Performance needs further development. The Choral Music Level II students performing at the partial mastery level expands his/her portfolio of performed choral music and musical experiences. The student with assistance creates a multi-genre project dealing with the choral literature studied. The student with assistance improvises vocal and rhythmic patterns building upon his/her past musical experiences.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level II. Performance needs considerable development. The Choral Music Level II student at the novice level with assistance expands his/her portfolio of performed choral music and musical experiences. The student with assistance improvises vocal and rhythmic patterns building upon his/her musical experiences.

### Standard 4: Relating (MU.S.4)

Students will:

- evaluate music and music performances; and
- explain relationships between music, the other arts, and disciplines outside the arts.

### Relating Objectives

Students will:

- CMII.4.1 explain texts in literature.
- CMII.4.2 appraise and refine criteria for quality performances.
- CMII.4.3 formulate and research available careers in the musical field.
- CMII.4.4 evaluate taped personal and/or group performances using various types of choral literature.
- CMII.4.5 relate a choral work to its historical and cultural origins.

### Performance Descriptors (CMII.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the distinguished level listens to and accurately evaluates taped personal/group performances using various types of choral literature to appraise and refine criteria for quality performances. The student precisely discusses texts in choral literature and relates a choral work to its historical and cultural origins. The student accurately researches and writes a report on careers in the musical field.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level II. The Choral Music Level II student performing at the above mastery level listens to and accurately evaluates taped personal/group performances using various types of choral literature to appraise and refine criteria for quality performances. The student discusses texts in choral literature and relates a choral work to its historical and cultural origins. The student accurately researches and writes a report on careers in the musical field.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level II. The Choral Music Level II student performing at the mastery level listens to and evaluates taped personal/group performances using various types of choral literature to appraise and refine criteria for quality performances. The student discusses texts in choral literature and historical origins. The student researches careers in the musical field.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level II. Performance needs further development. The Choral Music Level II student performing at the partial mastery level listens to and evaluates with assistance taped personal/group performances using various types of choral literature to appraise and refine criteria for quality performances. The student with assistance discusses texts in choral literature and relates a choral work to its historical and cultural origins. The student researches and reports on careers in the musical field.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level II. Performance needs considerable development. The Choral Music Level II student at the novice level with assistance listens to and evaluates taped personal/group performances using various types of choral literature. The student with assistance discusses text in choral literature. The student with assistance researches and reports on careers in the musical field.

## Level III Choral Music

The student will continue to practice and build on previously studied singing techniques. The students will sing songs in foreign languages, improvise melodies, and sing three-part songs from notation. Students will listen to and evaluate choral music performances and peer-edit those performances. Students will classify choral works from various historical periods and cultures. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### Standard 1. Performing (MU.S.1)

Students will:

- sing, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- CMIII.1.1 expand upon the use of tempo and dynamic markings.
- CMIII.1.2 sing songs which incorporate the use of metric accents; i.e., accent, tenuto.
- CMIII.1.3 sing major and minor melodies with good tone production.
- CMIII.1.4 participate in the choral performance of songs in foreign languages.
- CMIII.1.5 demonstrate proper expression in the interpretation of phrases.
- CMIII.1.6 sing intervals with proper intonation.

### Performance Descriptors (CMIII.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the distinguished level accurately sings major/minor melodies using varied tempi, dynamic markings, metric accents with excellent tone production. The student participates in the choral performance of songs in foreign languages and accurately demonstrates proper phrasing and expressiveness. The student accurately sings intervals in the major scale with proper intonation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the above mastery sings major/minor melodies using varied tempi, dynamic markings, metric accents with good tone production. The student participates in the choral performances of songs in foreign languages and demonstrates proper phrasing and expressiveness. The student sings intervals in the major scale with proper intonation.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level III. The Choral Music Level III student performing at the mastery level sings major/minor melodies using varied tempi, dynamic markings, metric accents with good tone production. The student participates in the choral performance of songs in foreign languages and demonstrates acceptable phrasing. The student sings intervals in the major scale with intonation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level III. Performance needs further development. The Choral Music Level III student performing at the partial mastery level sings major/minor melodies using varied tempi, dynamic markings, metric accents. The student participates in the choral performances songs in foreign languages. The student with assistance sings intervals in the major scale.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level III. Performance needs considerable development. The Choral Music Level III student at the novice level sings with assistance major/minor melodies using varied tempi, dynamic markings. The student participates in the choral performances songs in foreign languages. The student with assistance sings intervals in the major scale.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

## **Exploring Objectives**

Students will:

- CMIII.2.1 sing literature with varied tempo markings.
- CMIII.2.2 explain/explore major and minor chords.
- CMIII.2.3 explain/explore all intervallic relationships.
- CMIII.2.4 identify voice classifications of the human voice in an aural example.
- CMIII.2.5 identify I and V chords.
- CMIII.2.6 sing three-part songs from a notated score.
- CMIII.2.7 identify meter changes in an aural example.
- CMIII.2.8 continue to explore melodic dictation and dynamic dictation.
- CMIII.2.9 identify metric accents in a choral composition.
- CMIII.2.10 sing literature containing sixteenth notes, rests, and syncopated rhythms and apply the rhythmic dictation to the understanding of music notation.
- CMIII.2.11 sing at sight a two-part choral song.
- CMIII.2.12 sight-read a three-part vocal composition observing standard notation symbols.
- CMIII.2.13 sing at sight literature containing meter changes.

**Performance Descriptors (CMIII.PD.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the distinguished level accurately sings literature containing sixteenth notes, rests, syncopated rhythms with varied tempo markings, and sings three-part songs from a notated score. The student accurately identifies voice classifications, meter changes, and metric accents from aural examples. The student accurately sings at sight a two-part choral selection and literature containing meter changes, and sight-reads three-part vocal music observing standard notation symbols. The student applies rhythmic dictation to the understanding of music notation. The student continues to explore melodic/rhythmic dictation, major/minor chords, interval relationships, and begins to identify I and V chords.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the above mastery level sings literature containing sixteenth notes, rests, syncopated rhythms with varied tempo markings, and sings three-part songs from a notated score. The student identifies voice classifications, meter changes, and metric accents from aural examples. The student sings at sight a two-part choral selection and literature containing meter changes, and sight-reads three-part vocal music observing standard notation symbols. The student applies rhythmic dictation to the understanding of music notation. The student continues to explore melodic/rhythmic dictation, major/minor chords, interval relationships, and begins to identify I and V chords.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level III. The Choral Music Level III student performing at the mastery level sings literature containing sixteenth notes, rests, syncopated rhythms with varied tempo markings, and sings three-part songs from a notated score. The student identifies voice classifications, meter changes, and metric accents from aural examples. The student sings at sight a two-part choral song and literature containing meter changes, and sight-reads three-part vocal music observing standard notation symbols. The student applies rhythmic dictation to the understanding of music notation. The student continues to explore melodic/rhythmic dictation, major/minor chords, intervallic relationships and begins to identify I chords.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterize by errors and/or omissions in Choral Music Level III. Performance needs further development. The Choral Music Level III student performing at the partial mastery level sings literature containing sixteenth notes, rests, syncopated rhythms, varied tempo markings, and sings three-part songs from a notated score. The student with assistance identifies voice classifications, meter changes, and metric accents from aural examples. The student sings at sight a two-part choral song and literature containing meter changes. The student with assistance applies rhythmic dictation to the understanding of music notation. The student continues to explore melodic/rhythmic dictation, major/minor chords, and intervallic relationships.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level III. Performance needs considerable development. The Choral Music Level III student performing at the novice level with assistance sings literature containing sixteenth notes, rests, varied tempo markings, and sings three-part songs from a notated score. The student with assistance identifies voice classifications and meter changes from aural examples. The student with assistance sings at sight a two-part choral song and literature containing meter. The student with assistance applies rhythmic diction. The student with assistance continues to explore melodic/rhythmic dictation, major/minor chords, and intervallic relationships.

**Standard 3: Creating (MU.S.3)**

## 200304

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### Creating Objectives

Students will:

- CMIII.3.1 expand their portfolio of performed choral music and musical experiences.
- CMIII.3.2 develop a concert program using designated choral literature including cover and interior information.
- CMIII.3.3 create in writing basic melodic and rhythmic patterns using proper notational elements.
- CMIII.3.4 improvise vocal and rhythmic patterns.

### Performance Descriptors (CMIII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the distinguished level expands his/her portfolio of performed choral music and music experiences. The student accurately develops a concert program using designated choral literature including cover and interior information. The student accurately creates in writing basic melodic/rhythmic patterns, using proper notation elements and continues to improvise vocal/rhythmic patterns.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the above mastery level expands his/her portfolio of performed choral music and music experiences. The student develops a concert program using designated choral literature including cover and interior information. The student creates in writing basic melodic/rhythmic patterns, using proper notation elements, and continues to improvise vocal/rhythmic patterns.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level III. The Choral Music Level III student performing at the mastery level expands his/her portfolio of performed choral music and music experiences. The student develops a concert program using designated choral literature. The student creates in writing basic melodic and rhythmic patterns, using proper notational elements, and continues to improvise vocal and rhythmic patterns.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level III. Performance needs further development. The Choral Music Level III student performing at the partial mastery level expands his/her portfolio of performed choral music and music experiences. The student develops a concert program using designated choral literature including cover and interior information. The student with assistance creates basic melodic and rhythmic patterns, using notational elements, and continues to improvise vocal and rhythmic patterns.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level III. Performance needs considerable development. The Choral Music Level III student performing at the novice level with assistance expands his/her portfolio of performed choral music and music experiences. The student with assistance develops a concert program using designated choral literature including cover and interior information. The student with assistance creates basic melodic and rhythmic patterns, using notational elements, and continues to improvise vocal and rhythmic patterns.

## 200304

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

### Relating Objectives

Students will:

- CMIII.4.1 communicate through singing choral texts in music.
- CMIII.4.2 formulate and research available careers in the musical field.
- CMIII.4.3 evaluate and expand criteria for quality performances.
- CMIII.4.4 relate a choral work to its historical and cultural origins.
- CMIII.4.5 evaluate taped personal and/or group performances using various types of choral literature.
- CMIII.4.6 analyze and apply the scientific principles involved in tone production and aural recognition of the different voice classifications.

### Performance Descriptors (CMIII.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level III. The Choral Music Level III student performing at the distinguished level precisely explains text in choral literature and relates a choral work to its historical and cultural origins. The student accurately expands and evaluates criteria for quality performances, while accurately evaluating personal/group performances using these criteria. The student accurately analyzes, applies the scientific principles in tone production, and classifies different voices from aural examples. The student formulates a list and researches available careers in music.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level 3. The Choral Music Level III student performing at the above mastery level explains text in choral literature and relates a choral work to its historical and cultural origins. The student expands and evaluates criteria for quality performances, while evaluating personal/group performances using these criteria. The student analyzes, applies the scientific principles in tone production, and classifies different voices from aural examples. The student formulates a list and researches available careers in music.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level III. The Choral Music Level III student performing at the mastery level discusses text in choral literature and relates a choral work to its historical origins. The student expands and evaluates criteria for quality performances and evaluates personal/group performances using these criteria. The student analyzes, applies the scientific principles in tone production, and classifies different voices from aural examples. The student formulates a list and researches available careers in music.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level III. Performance needs further development. The Choral Music Level III student performing at the partial mastery level discusses text in choral literature. The student with assistance expands and evaluates criteria for quality performances and evaluates personal and/or group performances using these criteria. The student with assistance analyzes and applies the scientific principles in tone production and classifies different voices from aural examples. The student formulates a list and researches available careers in music.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level III. Performance needs considerable development. The Choral Music Level III student performing at the novice level with assistance discusses text in choral literature and relates a choral work to its historical origins. The student with assistance expands and evaluates criteria for quality performances and evaluates personal/group performances using these criteria. The student with assistance analyzes, applies the scientific principles in tone production, and classifies different voices from aural examples. The student with assistance formulates a list and researches available careers in music.

## Level IV Choral Music

The student will add to their singing skill by demonstrating proper breathing vocal techniques. The student will continue to study dynamics, rhythm, intervals and musical phrase. Students will take a more active role in the refinement of choral balance, intonation, and interpretation. They will create a glossary of music terms and refine their criteria for evaluating choral performances. Students will compare choral music with other arts from the same historical period of culture, classify choral works on a music timeline and begin to explore the various careers in music. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### Standard 1. Performing (MU.S.1)

Students will:

- sing, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- CMIV.1.1 sing choral literature containing varied stylistic, dynamics and tempo markings.
- CMIV.1.2 demonstrate proper attacks and releases.
- CMIV.1.3 demonstrate proper breathing and dynamics in singing musical literature.
- CMIV.1.4 sing literature that goes beyond 2/4, 3/4, 4/4 time signatures ensemble.

### Performance Descriptors (CMIV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the distinguished level sings accurately choral literature containing varied stylistic, dynamic, tempo markings with proper attacks and releases. The student accurately demonstrates accurate breath support in singing literature that goes beyond 2/4, 3/4, and 4/4 time signatures. The student accurately demonstrates correct vocal technique which leads to good intonation, blend, and balance within a four-part choral ensemble.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the above mastery level sings choral literature containing varied stylistic, dynamic, tempo markings with acceptable attacks and releases. The student demonstrates proper breath support in singing literature that goes beyond 2/4, 3/4, and 4/4 time signatures. The student demonstrates proper vocal technique which leads to good intonation, blend, and balance within a four-part choral ensemble.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level IV. The Choral Music Level IV student performing at the mastery level sings choral literature containing varied stylistic, dynamic, tempo markings with proper attacks and releases. The student demonstrates acceptable breath support in singing literature that goes beyond 2/4, 3/4, and 4/4 time signatures. The student demonstrates acceptable knowledge vocal technique which leads to good intonation, blend, and balance within a four-part choral ensemble.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level IV. Performance needs further development. The Choral Music Level IV student performing at the partial mastery level sings choral literature containing varied stylistic, dynamic, tempo markings with proper attacks and releases. The student demonstrates with assistance breath support in singing literature that goes beyond 2/4, 3/4, and 4/4 time signatures. The student demonstrates with assistance proper vocal technique which leads to good intonation, blend, and balance within a four-part choral ensemble.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level IV. Performance needs considerable development. The Choral Music Level IV student performing at the novice level with assistance sings choral literature containing varied stylistic, dynamic, tempo markings with proper attacks and releases. The student with assistance demonstrates breath support in singing literature that goes beyond 2/3, 3/4, and 4/4 time signatures. The student with assistance demonstrates proper vocal technique which leads to good intonation, blend, and balance within a four-part choral ensemble.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

### Exploring Objectives

Students will:

- CMIV.2.1 sing melodies containing syncopation and meter changes.
- CMIV.2.2 interpret musical terms, notation, and symbols.
- CMIV.2.3 identify recurring musical phrases in an aural example.
- CMIV.2.4 identify soprano, alto, tenor, and bass voices in an aural example.
- CMIV.2.5 sing three and four part song from notated score.
- CMIV.2.6 sing literature containing 6/8, cut time, and 2/2, 3/2, 4/2 meters, etc.
- CMIV.2.7 identify various forms in an aural example.
- CMIV.2.8 identify the time signature in a choral composition from and aural examples.
- CMIV.2.9 distinguish the difference between open and closed score reading.
- CMIV.2.10 identify major, minor, and perfect interval patterns.
- CMIV.2.11 explore music dictation which includes rhythm, pitch, meter and dynamics.
- CMIV.2.12 interpret and perform various stylistic differences.
- CMIV.2.13 sing at sight a three-part choral score.

**Performance Descriptors (CMIV.PD.2)**■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the distinguished level accurately sings melodies containing syncopation and meter changes. The student precisely discusses and interprets musical terms, notation, and symbols. The student precisely identifies recurring musical phrases, soprano, alto, tenor, bass voices, time signatures, and various forms from aural examples of choral music. The student accurately sings three- and four-part songs from a notated score and sings literature containing 6/8, 2/2, 3/2, 4/2, and cut time meters. The student explores major/minor/perfect intervals and music dictation that includes rhythm, pitch, meter, and dynamics. The student accurately determines the difference between open/closed score reading, sings at sight a three-part choral score, interprets and performs choral literature in various styles.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the above mastery level accurately sings melodies containing syncopation and meter changes. The student discusses and interprets musical terms, notation, and symbols. The student identifies recurring musical phrases, soprano, alto, tenor, bass voices, time signatures, and various forms from aural examples of choral music. The student sings three- and four-part songs from a notated score and sings literature containing 6/8, 2/2, 3/2, 4/2, and cut time meters. The student explores major/minor/perfect intervals and music dictation that includes rhythm, pitch, meter, and dynamics. The student determines the difference between open/closed score reading, sings at sight a three-part choral score, interprets and performs choral literature in various styles.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level IV. The Choral Music Level IV student performing at the mastery level sings melodies containing syncopation and meter changes. The student discusses and interprets musical terms, notation, and symbols. The student identifies recurring musical phrases, soprano, alto, tenor, bass voices, time signatures, and various forms from aural examples of choral music. The student sings three- and four-part songs from a notated score and sings literature containing 6/8, 2/2, 3/2, 4/2, and cut time meters. The student explores major/minor/perfect intervals and music dictation that includes rhythm, pitch, meter, and dynamics. The student determines the difference between open/closed score reading, interprets and performs choral literature in various styles.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level IV. Performance needs further development. The Choral Music Level IV student performing at the partial mastery level with assistance sings melodies containing syncopation and meter changes. The student discusses and interprets musical terms, notation, and symbols. The student with assistance identifies recurring musical phrases, soprano, alto, tenor, bass voices, time signatures, and various forms from aural examples of choral music. The student sings with assistance three- and four-part songs from a notated score and sings literature containing 6/8, 2/2, 3/2, 4/2, and cut time meters. The student with assistance explores major/minor/perfect intervals and music dictation that includes rhythm, pitch, meter, and dynamics. The student determines the difference between open/closed score reading and sings at sight a three-part choral score. The student with assistance interprets and performs choral literature in various styles.

## 200304

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level IV. Performance needs considerable development. The Choral Music Level IV student performing at the novice level with assistance sings melodies containing syncopation and meter changes. The student with assistance discusses musical terms, notations, and symbols. The student with assistance identifies recurring musical phrases, soprano, alto, tenor, bass voices, time signatures in aural examples of choral music. The student with assistance sings three- and four-part songs from a notated scores and sings literature containing 6/8, 2/2, 3/4, 4/6, and cut time meters. The student with assistance explores major/minor intervals and music dictation that includes rhythm, pitch, meter, and dynamics. The student with assistance determines the difference between open/closed score reading and sings at sight a three-part choral score. The student with assistance interprets and performs literature in various styles.

### **Standard 3: Creating (MU.S.3)**

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### **Creating Objectives**

Students will:

- CMIV.3.1 compile and expand a portfolio of performed choral music and musical experiences.
- CMIV.3.2 create a glossary of musical terms and symbols.
- CMIV.3.3 improvise rhythmic and melodic variations on a given melodic phrase.
- CMIV.3.4 create a document that will compare and contrast two different styles of choral literature.

### **Performance Descriptors (CMIV.PD.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the distinguished level accurately expands his/her portfolio of performed choral music and musical experiences. The student accurately creates a glossary of musical terms and symbols. The student accurately improvises rhythmic and melodic variations on a given melodic phrase. The student accurately creates a document that will compare and contrast two different styles of choral literature.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the above mastery level expands his/her portfolio of performed choral music and musical experiences. The student creates a glossary of musical terms and symbols. The student improvises rhythmic and melodic variations on a given melodic phrase. The student creates a document that will compare and contrast two different styles of choral literature.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level IV. The Choral Music Level IV student performing at the mastery expands his/her portfolio of performed choral music and musical experiences. The student creates a glossary of musical terms and symbols. The student improvises rhythmic and melodic variations on a given melodic phrase. The student with assistance creates a document that will compare and contrast two different styles of choral literature.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level IV. Performance needs further development. The Choral Music Level IV student performing at the partial mastery level expands his/her portfolio of performed choral music and musical experiences. The student creates a glossary of musical terms and symbols. The student improvises rhythmic and melodic variations on a given melodic phrase. The student with assistance creates a document that will compare and contrast two different styles of choral literature.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level IV. Performance needs considerable development. The Choral Music Level IV student performing at the novice level with assistance expands his/her portfolio of performed choral music and musical experiences. The student with assistance creates a glossary of musical terms and symbols. The student with assistance improvises rhythmic and melodic variations on given melodic phrase. The student with assistance creates a document that will compare and contrast two different styles of choral literature.

### **Standard 4: Relating (MU.S.4)**

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

### **Relating Objectives**

Students will:

- CMIV.4.1 formulate and research available careers in the musical field.
- CMIV.4.2 explain the meaning of the choral text.
- CMIV.4.3 describe the historical significance of selected choral literature.
- CMIV.4.4 critique exemplary models of quality choral performance.
- CMIV.4.5 develop criteria for quality choral performances.
- CMIV.4.6 evaluate live or taped choral performances of peers.
- CMIV.4.7 compare and contrast representative individuals and their historic roles as composers/performers of choral literature.

### **Performance Descriptors (CMIV.PD.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the distinguished level accurately formulates and researches a list of available careers in music. The student accurately explains the meaning of a choral text and describes the historical significance of choral literature. The student listens to exemplary models and precisely develops given criteria to evaluate or critique choral performances for quality. The student accurately evaluates live or taped choral performances of peers. The student compares and contrasts representative individuals in the choral music field in their roles as composers/performers.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level IV. The Choral Music Level IV student performing at the above mastery level formulates and researches a list of available careers in music. The student explains the meaning of choral text and describes the historical significance of choral literature. The student listens to exemplary models and develops given criteria to evaluate or critique choral performances for quality. The student evaluates live or taped choral performances of peers. The student compares and contrast representative individuals in the choral music field in their roles as composers/performers.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing

## 200304

consistent and accurate academic performance that meets the standard in Choral Music Level IV. The Choral Music Level IV students performing at the mastery level formulates and researches a list of available careers in music. The student explains the meaning of a choral text and describes the historical significance of choral literature. The student listens to exemplary models and develops given criteria to evaluate choral performances. The student evaluates live or taped choral performances of peers. The student compares representative individuals in the choral music field in their roles as composers/performers.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level IV. Performance needs further development. The Choral Music Level IV student performing at the partial mastery level formulates and researches a list of available careers in music. The student with assistance explains meaning of a choral text and describes the historical significance of choral literature. The student with assistance listens to exemplary models and given criteria to evaluate. The student with assistance evaluates live or taped choral performances of peers. The student with assistance compares representative individuals in the choral music field in their roles as composers/performers.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level IV. Performance needs considerable development. The Choral Music Level IV student performing at the novice level with assistance formulates and researches a list of available careers in music. The student with assistance explains meaning of choral text and describes the historical significance of choral literature. The student with assistance listens to exemplary models and given criteria to evaluate. The student with assistance evaluates live or taped choral performances of peers. The student with assistance compares representative individuals in the choral music field in the role as composers/performers.

## Level V Choral Music

The student will continue to improve and expand proper singing techniques. Students will focus attention on singing from memory, singing a chorus from a major choral works or four-part a cappella selections. The knowledge of musical terminology notation and symbols will be enhanced through the study of choral scores. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### **Standard 1. Performing (MU.S.1)**

Students will:

- sing, alone and with others, a varied repertoire of music.

### **Performing Objectives**

Students will:

- CMV.1.1 sing literature containing a wide variety of time signatures.
- CMV.1.2 demonstrate proper attacks and releases.
- CMV.1.3 sing choral literature containing a wide variety of styles, dynamics and tempi.
- CMV.1.4 sing dark and bright vowel sounds.
- CMV.1.5 demonstrate proper vocal techniques (tone production, breathing, posture).
- CMV.1.6 sing with proper intonation, blend, balance, and expression within a four-part choral ensemble.

## 200304

CMV.1.7 sing an a cappella, multi-part composition with proper tone production and intonation.

### Performance Descriptors (CMV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the distinguished level accurately sings literature containing a wide variety of time signatures, styles, dynamics, and tempi. The student accurately demonstrates proper attacks and releases in choral performances. The student accurately demonstrates proper vocal technique including tone production, breathing, posture, and vowel shaping. The student accurately sings with proper intonation, blend, balance, and expression within a four-part choral ensemble. The student accurately sings an a cappella, multi-part choral composition with proper tone production and intonation.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the above mastery level sings literature containing a wide variety of time signatures, styles, dynamics, and tempi. The student demonstrates proper attacks and releases in choral performances. The student demonstrates proper vocal techniques including tone production, breathing, posture, and vowel shaping. The student sings with proper intonation, blend, balance, and expression within a four-part choral ensemble. The student sings an a cappella, multi-part choral composition with proper tone production and intonation.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level V. The Choral Music Level V student performing at the mastery level sings literature containing a wide variety of time signatures, styles, dynamics, and tempi. The student demonstrates acceptable attacks and releases in choral performances. The student demonstrates acceptable vocal technique including tone production, breathing, posture, and vowel shaping. The student sings with acceptable intonation, blend, balance, and expression within a four-part choral ensemble. The student sings an a cappella, multi-part choral composition with acceptable tone production and intonation.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level V. Performance needs further development. The Choral Music Level V student performing at the partial mastery level sings with literature containing a wide variety of time signatures, styles, dynamics, and tempi. The student with assistance sings proper attacks and releases in choral performances. The student with assistance demonstrates acceptable vocal technique including tone production, breathing, posture, and vowel shaping. The student with assistance sings proper intonation, blend, balance, and expression within a four-part choral ensemble. The student with assistance sings an a cappella, multi-part choral composition with acceptable tone production and intonation.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level V. Performance needs considerable development. The Choral Music Level V student performing at the novice level with assistance sings literature containing a wide variety of time signatures, styles, dynamics, and tempi. The student with assistance demonstrates attacks and releases in choral performances. The student with assistance demonstrates vocal technique including tone production, breathing, posture, and vowel shaping. The student with assistance sings proper intonation, blend, balance, and expression within a four-part choral ensemble. The student with assistance sings an a cappella, multi-part choral composition with acceptable tone production and intonation.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

### Exploring Objectives

Students will:

- CMV.2.1 sing melodies containing syncopation and meter changes.
- CMV.2.2 sing three- and four-part song from notated score.
- CMV.2.3 explore various meters.
- CMV.2.4 sing three- and four-part song from notated score.
- CMV.2.5 identify soprano, alto, tenor, and bass voices in an aural example.
- CMV.2.6 identify recurring musical phrases in an aural example.
- CMV.2.7 identify various forms in an aural example.
- CMV.2.8 identify the time signature in a choral composition from and aural examples.
- CMV.2.9 identify the melodic and harmonic parts in a four-part vocal score.
- CMV.2.10 interpret and perform various stylistic differences.
- CMV.2.11 perform a four-part choral piece demonstrating an understanding of musical terminology and signs.
- CMV.2.12 sight-sing his/her own part within a four-part score.
- CMV.2.13 notate appropriate scales and I, IV, V7 chords for selected choral pieces.
- CMV.2.14 demonstrate ability to perform major, minor, and perfect intervals.

### Performance Descriptors (CMV.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the distinguished level accurately sings melodies containing syncopation meter changes, continues to explore various meters, and sings from three- and four-part songs from the notated score. The student precisely identifies soprano, alto, tenor, bass voices, and recurring musical phrases in aural examples. The student precisely identifies melodic and harmonic parts in a four-part vocal score. The student identifies the form and time signature in aural examples of choral compositions. The student accurately interprets and performs music in various choral styles. The student accurately sings his/her own part within a four-part score and demonstrates the ability to perform major, minor, and perfect intervals. The student accurately notates appropriate scales and I-IV-V7 chords for selected choral pieces.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the above mastery level sings melodies containing syncopation meter changes, continues to explore various meters, and sings from three- and four-part songs from the notated scores. The student identifies soprano, alto, tenor, bass voices, and recurring musical phrases in aural examples. The student identifies melodic and harmonic parts in a four-part vocal score. The student identifies the form and time signature in aural examples of choral compositions. The student interprets and performs music in various choral styles. The student sings his/her own part within a four-part score and demonstrates the ability to perform major minor and perfect intervals. The student notates appropriate scales and I-IV-V7 chords for selected choral pieces.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level V. The Choral Music Level V student performing at the mastery level sings melodies containing syncopation and meter changes, continues to explore various meters, and sings from three- and four-part songs from the notated score. The student identifies soprano, alto, tenor, bass voices and recurring musical phrases in aural examples. The student identifies melodic and harmonic parts in a four-part vocal score. The student identifies time signature in aural examples of choral compositions. The student interprets and performs music in various choral styles. The student sings his/her own part within a four-part score and demonstrates the ability to perform major, minor, and perfect intervals. The student notates appropriate scales and I-V7 chords for selected choral pieces.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level V. Performance needs further development. The Choral Music Level V student performing at the partial mastery level sings with assistance melodies containing syncopation and meter changes. The student continues to explore various meters and sings from three- and four-part songs from the notated score. The student identifies soprano, alto, tenor, bass voices, and recurring musical phrases in aural examples. The student identifies with assistance melodic and harmonic parts in a four-part vocal score. The student identifies with assistance form and time signature in aural examples of choral compositions. The student interprets and performs music in various choral styles. The student sings his/her own part within a four-part score and with assistance demonstrates the ability to perform major, minor, and perfect intervals. The student notates appropriate scales and I-V7 chords for selected choral pieces.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level V. Performance needs considerable development. The Choral Music Level V student performing at the novice level sings with assistance melodies containing syncopation and meter changes. The student with assistance continues to explore various meters and sings three- and four-part songs from the notated score. The student with assistance identifies melodic and harmonic parts in four part vocal score. The student with assistance identifies form and time signature in aural examples of choral compositions. The student with assistance interprets and performs music in various choral styles. The student with assistance sings his/her own part in a four-part and demonstrates the ability to perform major, minor, and explores perfect intervals. The student with assistance notates appropriate scales and I-V7 chord for selected choral pieces.

### Standard 3: Creating (MU.S.3)

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### Creating Objectives

Students will:

## 200304

- CMV.3.1 compile a portfolio of performed choral music and musical experiences.
- CMV.3.2 expand a glossary of musical terms and symbols.
- CMV.3.3 improvise rhythmic and melodic variations on a given melodic phrase.
- CMV.3.4 create a document to compare and contrast two different styles of choral literature.

### Performance Descriptors (CMV.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the distinguished level accurately expands his/her portfolio of performed choral music and musical experience and adds to the existing glossary of musical terms and symbols. The student accurately improvises rhythmic and melodic variations on a given melody. The student precisely creates a document to compare and contrast two different styles of choral literature.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the above master level expands his/her portfolio of performed choral music and musical experience and adds to the existing glossary of musical terms and symbols. The student improvises rhythmic and melodic variations on given melody. The student creates a document to compare and contrast two different styles of choral literature.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level V. The Choral Music Level V student performing at the mastery level expands his/her portfolio of performed choral music and musical experience and adds to the existing glossary of musical terms and symbols. The student improvises rhythmic and melodic variations on a given melody. The student creates a document to compare and contrast two different styles of choral literature.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level V. Performance needs further development. The Choral Music Level V student performing at the partial mastery level expands his/her portfolio of performed choral music and musical experience and adds to the existing glossary of musical terms and symbols. The student with assistance improvises rhythmic and melodic variations on a given melody. The student creates a document to compare and contrast two different styles of choral literature.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level V. Performance needs considerable development. The Choral Music Level V music student performing at the novice level with assistance expands his/her portfolio of performed choral a performances. The student with assistance adds to the existing glossary of musical terms and symbols. The student with assistance improvises rhythmic and melodic variations on a given melody. The student with assistance creates a document to compare and contrast two different styles of choral literature.

### Standard 4: Relating (MU.S.4)

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

## 200304

### Relating Objectives

Students will:

- CMV.4.1 explain the meaning of the choral text.
- CMV.4.2 formulate and research available careers in music.
- CMV.4.3 describe the historical significance of selected choral literature.
- CMV.4.4 discuss the role of composers of studied choral literature during their lifetime and the effect of their music on the choral art today.
- CMV.4.5 listen to exemplary models and critique various types of choral music performances.
- CMV.4.6 listen to exemplary models and develop criteria for quality choral performances.
- CMV.4.7 compare choral music with other arts from the same historical period style and culture.
- CMV.4.8 evaluate live or taped choral performances of peers.
- CMV.4.9 critique personal performance of choral or solo literature.

### Performance Descriptors (CMV.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the distinguished level accurately explains the meaning of choral text and precisely describes the historical significance of selected choral literature. The student accurately researches and reports on a list of available careers in music. The student precisely discusses the role of composers of studied choral literature during their lifetime and the effect of their music of the choral art today. The student listens to exemplary models of choral performances, accurately develops criteria to determine quality, accurately critiques, and evaluates those performances. The student compares choral music with other arts from the same historical period. The student evaluates live or taped choral performances of peers. The student critiques personal performance of choral and/or solo literature.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level V. The Choral Music Level V student performing at the above mastery level explains the meaning of choral text and describes the historical significance of selected choral literature. The student researches and reports on a list of available careers in music. The student discusses the role of composers of studied choral literature during their lifetime and the effect of their music on the choral art today. The student listens to exemplary models of choral performances, develops criteria to determine quality, critiques, and evaluates those performances. The student compares choral music with other arts from the same historical period and evaluates live or taped choral performance of peers. The student critiques personal performances of choral and/or solo literature.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level V. The Choral Music level V student performing at the mastery level explains the meaning of choral text and describes the historical significance of selected choral literature. The student researches and reports on a list of available careers in music. The student discusses the role of composers of studied choral literature during their lifetime. The student listens to exemplary models of choral performances, develops criteria to determine quality, critiques and evaluates those performances. The student compares choral music with other arts from the same historical period and evaluates live or taped choral performances. The student critiques personal performance of choral literature

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level V. Performance needs further development. The Choral Music level V student performing at the partial mastery level explains with assistance the meaning of choral text and describes the historical significance of selected choral literature. The student researches and reports on a list of available careers in music. The student with assistance discusses the role of composers of studied choral literature during their lifetime. The student listens to exemplary models of choral performances and with assistance develops criteria to determine quality, critiques and evaluates those performances. The student with assistance compares choral music with other arts from the same historical period and evaluates live or taped choral performances. The student critiques personal performances of choral literature.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level V. Performance needs considerable development. The Choral Music Level V student performing at the novice level explains with assistance the meaning of choral text and describes the historical significance of selected choral literature. The student with assistance researches and reports on a list of available careers in music. The student with assistance discusses the role of composers of studied choral literature during their lifetime. The student with assistance listens to exemplary models of choral performances. The student with assistance compares choral music with other arts from the same historical period and evaluates live or taped choral performances. The student with assistance critiques personal performances of choral literature.

## Level VI Choral Music

The student will progress into more advanced choral literature including polyphonic compositions and a movement from a major choral work. Students will accurately sing their own part in a four-part composition in various styles. The students will summarize the historical and interpret textual significance of selected choral pieces. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### **Standard 1. Performing (MU.S.1)**

Students will:

- sing, alone and with others, a varied repertoire of music.

### **Performing Objectives**

Students will:

- CMVI.1.1 demonstrate and perform proper vocal techniques with regard to tone production, breathing, posture, vowel modification, proper attack and release, natural vibrato and straight tone.
- CMVI.1.2 sing literature containing rubato and terraced dynamics.
- CMVI.1.3 sing a polyphonic composition with appropriate stylistic tone quality.
- CMVI.1.4 sing a four-part choral composition, accompanied and unaccompanied, with one singer per part and illustrate the understanding of good intonation, balance, and blend.
- CMVI.1.5 recognize a wide variety of choral styles and apply proper technique in performance venues.

**Performance Descriptors (CMVI.PD.1)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the distinguished level accurately performs four-part choral literature (a cappella and accompanied) with one person per part. The student accurately demonstrates proper vocal technique, an understanding of music terms and symbols in his/her performance. The student recognizes and accurately demonstrates an understanding of a variety of choral styles.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the above mastery level performs four-part choral literature (a cappella and accompanied) with one person per part. The student demonstrates proper vocal technique, and understanding of music terms and symbols in his/her performance. The student recognizes and demonstrates an understanding of a variety of choral styles.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VI. The Choral Music Level VI student performing at the mastery level performs four-part choral literature (a cappella and accompanied) with one person per part. The student demonstrates proper vocal technique, an understanding of music terms and symbols in his/her performance. The student recognizes and demonstrates an understanding of a variety of choral styles.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level VI. Performance needs further development. The Choral Music Level VI student performing at the partial mastery level with assistance performs four-part choral literature (a cappella and accompanied) with one person per part. The student adequately demonstrates proper vocal technique, an understanding of music terms, and symbols in his/her performance. The student with assistance recognizes and demonstrates an understanding of a variety of choral styles.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VI. Performance needs considerable development. The Choral Music Level VI student performing at the novice level with assistance performs four-part choral literature (a cappella and accompanied) with one person per part. The student with assistance demonstrates proper vocal technique, an understanding of music terms, and symbols in his/her performance. The student with assistance recognizes and demonstrates an understanding of variety of choral styles.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

**Exploring Objectives**

Students will:

- CMVI.2.1 recognize and describe compositions in various meters.
- CMVI.2.2 demonstrate accurate interpretation of a four part song from a full vocal score.
- CMVI.2.3 sight-sing his or her own part within a four-part score.
- CMVI.2.4 identify multi-voice parts in an aural example.
- CMVI.2.5 identify and perform melodies, harmonic passages, and intervallic relationships within a full vocal score.
- CMVI.2.6 discuss music events occurring in a given example of choral music, e.g., form, meter, and textual changes.

## 200304

- CMVI.2.7 describe voicing combinations in a given choral work that make it unique.  
CMVI.2.8 notate major and minor scales as they apply to choral selections studied.

### Performance Descriptors (CMVI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the distinguished level accurately sight-sings four-part choral selections. The student accurately applies knowledge of intervals and meters to the performance of choral literature. The student precisely notates major and minor scales in treble and bass clef. The student precisely identifies different voicing combinations and compositional techniques used to create a unique quality in selected choral selections.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the above mastery level sight-sings four-part choral selections. The student applies knowledge of intervals and meters to the performance of choral literature. The student notates major and minor scales in treble and bass clef. The student identifies different voicing combinations and compositional techniques used to create a unique quality in selected choral selections.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VI. The Choral Music Level VI student performing at the mastery level sight-sings four-part choral selections. The student adequately applies knowledge of intervals and meters to the performance of choral literature. The student notates major and minor scales in treble and bass clef. The student identifies different voicing combinations.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level VI. Performance needs further development. The Choral Music Level VI student performing at the partial mastery level sight-sings four-part choral selections. The student with assistance applies knowledge of intervals and meters to the performance of choral literature. The student with assistance notates major and minor scales in treble and bass clef. The student identifies different voicing combinations.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VI. Performance needs considerable development. The Choral Music Level VI student performing at the novice levels sight-sings with assistance four-part choral selections. The student with assistance applies knowledge of intervals and meters to the performance of choral literature. The student with assistance notates major and minor scales in treble and bass clef. The student with assistance identifies different voicing combinations.

### Standard 3: Creating (MU.S.3)

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### Creating Objectives

Students will:

- CMVI.3.1 evaluate a given choral composition using the appropriate musical terms and symbols from a student generated glossary.
- CMVI.3.2 sing improvised melodic and/or harmonic parts in a variety of musical styles.
- CMVI.3.3 create program notes for a current performance program integrating technology.
- CMVI.3.4 expand a portfolio of performed choral music and musical experiences.

**Performance Descriptors (CMVI.PD.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the distinguished level accurately sings improvised melodies and harmonies in a variety of musical styles. The student accurately creates a program and program notes for a current choral performance. The student accurately expands his/her portfolio of musical experiences.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the above mastery level sings improvised melodies and harmonies in a variety of musical styles. The student creates a program and program notes for a current choral performance. The student expands his/her portfolio of musical experiences.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VI. The Choral Music Level VI student performing at the mastery level sings acceptable improvised melodies and harmonies in a variety of musical styles. The student creates a program and program notes for a current choral performance. The student expands his/her portfolio of musical experiences.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level VI. Performance needs further development. The Choral Music Level VI student performing at the partial mastery level with assistance sings improvised melodies and harmonies in a variety of musical styles. The student creates a program and with assistance program notes for a current choral performance. The student expands his/her portfolio of musical experiences.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VI. Performance needs considerable development. The Choral Music Level VI student performing at the novice level with assistance sings improvised melodies and harmonies in a variety of musical styles. The student with assistance creates a program for a current choral performance. The student with assistance expands his/her portfolio of musical experiences.

**Standard 4: Relating (MU.S.4)**

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

**Relating Objectives**

Students will:

- CMVI.4.1 evaluate and critique various choral music performances.
- CMVI.4.2 appraise a given choral work in terms of its aesthetic qualities.
- CMVI.4.3 evaluate live or taped choral performances of peers.
- CMVI.4.4 evaluate the musical elements that are used to support feelings and emotions created in a choral work.
- CMVI.4.5 continue to critique personal and ensemble performances of choral music literature.
- CMVI.4.6 judge and evaluate exemplary models of quality choral music performances.
- CMVI.4.7 formulate and research available careers in the musical field.

**Performance Descriptors (CMVI.PD.4)**

- **Distinguished**

## 200304

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the distinguished level precisely evaluates and critiques professional/peer/personal choral music performances. The student precisely identifies and explains the musical elements used to convey feeling and emotion in a choral work.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VI. The Choral Music Level VI student performing at the above mastery level evaluates and critiques professional/peer/personal choral music performances. The student identifies and explains the musical elements used to convey feeling and emotion in a choral work.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VI. The Choral Music Level VI student performing at the mastery level evaluates and critiques professional/peer/personal choral music performances. The student adequately identifies and explains the musical elements used to convey feeling and emotion in a choral work.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music level VI. Performance needs further development. The Choral Music Level VI student performing at the partial mastery level with assistance evaluates and critiques professional/peer/personal choral music performances. The student identifies and explains musical elements.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VI. Performance needs considerable development. The Choral Music Level VI student performing at the novice level with assistance evaluates and critiques choral music performances. The student with assistance identifies and explains musical elements.

## Level VII Choral Music

The choral student will continue to expand a broad base of singing skills. Students will use advanced notation (including contemporary and non-traditional) and technical skills to prepare an analysis of a choral score. An increasing foundation of the history of choral music will enable students to explain how musical elements may be used to evoke emotions and compare the choral music from various historical periods. Students will present their final portfolio of their cumulative choral experience. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### **Standard 1. Performing (MU.S.1)**

Students will:

- sing alone, and with others, a varied repertoire of music.

### **Performing Objectives**

Students will:

CMVII.1.1 continue to demonstrate and perform proper vocal techniques with regard to tone production, breathing, posture, vowel modification, proper attack and release, natural vibrato and straight tone.

## 200304

- CMVII.1.2 perform literature containing varied tempi and dynamics.
- CMVII.1.3 strive for good choral tone quality within various styles of music.
- CMVII.1.4 sing a four-, six- or eight-part choral composition, accompanied and unaccompanied, with one singer per part and illustrate the understanding of good intonation, balance, and blend.
- CMVII.1.5 recognize and apply understanding to a wide variety of choral styles in performance venues.

### Performance Descriptors (CMVII.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the distinguished level accurately performs an eight part choral composition (a cappella or accompanied) with one vocalist per part demonstrating proper choral technique. The student accurately applies knowledge of rhythms, intervals, and style to the performance of various choral works.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the above mastery level performs an eight part choral composition (a cappella or accompanied with one or two vocalist per part demonstrating proper choral technique. The student applies knowledge of rhythms, intervals, and style to the performance of various choral works.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VII. The Choral Music Level VII student performing at the mastery level performs a five or six part choral composition (a cappella or accompanied) with two vocalists per part demonstrating proper vocal technique. The student applies knowledge of rhythms, intervals, and style to the performance of various choral works.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level VII. Performance needs further development. The Choral Music Level VII student performing at the partial mastery level performs a four part choral composition in a large group. The student applies acceptable knowledge of rhythms, intervals, and style to the performance of various choral works.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VII. Performance needs considerable development. The Choral Music Level VII student performing at the partial mastery level performs with assistance a four part choral composition in a large group. The student with assistance applies knowledge of rhythms, intervals, and style to the performance of various choral works.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

### Exploring Objectives

Students will:

- CMVII.2.1 continue to demonstrate accurate interpretation of a four part song from a full vocal score.
- CMVII.2.2 continue to sight-sing his or her own part within a four part score.
- CMVII.2.3 continue to identify multi-voice parts in an aural example.
- CMVII.2.4 prepare an analysis identifying musical elements including transposition, meter change, and stylistic changes within assigned voice part in a choral work.
- CMVII.2.5 perform compositions notated with contemporary and/or no-traditional symbols.

## 200304

- CMVII.2.6 sight-read a four, six, or eight-part polyphonic.
- CMVII.2.7 critique a live performance of choral music and prepare a project on the concert attended.
- CMVII.2.8 describe the musical elements used in choral accompaniments that make them unique, interesting and expressive.
- CMVII.2.9 notate major/minor scales, chords, and arpeggio in both treble and bass clef as they apply to selected choral pieces.

### Performance Descriptors (CMVII.PD.2)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the distinguished level accurately sight-sings four, six, and eight-part choral literature with one vocalist per part. The student gives an accurate interpretation of a full choral score. The student accurately notates major/ minor scales, chords/ arpeggios in bass and treble clef.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the above mastery level sight sings four, six, and eight-part choral literature with one vocalist per part. The student gives an interpretation of a full choral score. The student notates major/minor scales, chord/arpeggios in bass and treble clef.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VII. The Choral Music Level VII student performing at the mastery level sight-sings four-part choral literature with one vocalist per part and in six or eight choral literature two vocalist per part. The student gives an acceptable interpretation of a full choral score. The student notates major/ minor scales chords/ arpeggios in bass and treble clef.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in Choral Music Level VII. Performance needs further development. The Choral Music Level VII student performing at the partial mastery level sight sings a four-part choral selection in a large group setting. The student gives an adequate interpretation of a full choral score. The student notates with assistance major scales and arpeggios in his/her voice clef.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VII. Performance needs considerable development. The Choral Music Level VII student performing at the novice level with assistance sings a four-part choral selection in a large group setting. The student with assistance gives an interpretation of a full choral score. The student with assistance notates major scales and arpeggios in his/her voice clef.

### Standard 3: Creating (MU.S.3)

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

## 200304

### Creating Objectives

Students will:

- CMVII.3.1 evaluate a given choral composition using the appropriate musical terms and symbols from a student generated glossary.
- CMVII.3.2 continue to sing improvised melodic and/or harmonic parts in a variety of musical styles.
- CMVII.3.3 create a sample choral concert including printed program with program notes integrating technology.
- CMVII.3.4 continue to compile a portfolio of performed choral music and musical experiences.

### Performance Descriptors (CMVII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the distinguished level accurately improvises melodic and harmonic parts in a variety of musical styles. The student integrates a compiled glossary of musical terms and symbols for a given choral composition. The student accurately creates a sample choral concert including a printed program with detailed program notes through the use of technology.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music level VII student performing at the above mastery level improvises melodic and harmonic parts in a variety of musical styles. The student integrates a compiled glossary of musical terms and symbols for a given choral composition. The student creates a sample choral concert including a printed program with detailed program notes through the use of technology.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VII. The Choral Music Level VII student performing at the mastery level adequately improvises melodic and harmonic parts in a variety of musical styles. The student adequately integrates a compiled glossary of musical terms and symbols for a given choral composition. The student creates a sample choral concert including a printed program with program notes through the use of technology.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level VII. Performance needs further development. The Choral Music Level VII student performing at the partial mastery level with assistance improvises melodic and harmonic parts in a variety of musical styles. The student with assistance integrates a compiled glossary of musical terms and symbols for a given choral composition. The student creates a sample choral concert including a printed program with program notes through the use of technology.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VII. Performance needs considerable development. The Choral Music Level VII student performing at the novice level with assistance improvises melodic and harmonic parts in a variety of musical styles. The student with assistance integrates a compiled glossary of musical terms and symbols for a given choral composition. The student creates with assistance a sample choral concert including a printed program with program notes through the use of technology.

### Standard 4: Relating (MU.S.4)

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

### Relating Objectives

## 200304

Students will:

- CMVII.4.1 continue to evaluate and critique various choral music performances.
- CMVII.4.2 appraise given choral works in terms of its aesthetic qualities.
- CMVII.4.3 continue to evaluate live or taped choral performances of peers.
- CMVII.4.4 continue to evaluate the musical elements that are used to support feelings and emotions created in a choral work.
- CMVII.4.5 continue to critique personal and ensemble performances of choral music literature.
- CMVII.4.6 continue to judge and evaluate exemplary models of quality choral music performances.
- CMVII.4.7 formulate and research available careers in the musical field.

### Performance Descriptors (CMVII.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the distinguished level accurately evaluates professional, peer, and personal choral performances. The student precisely appraises a given choral work in terms of aesthetic qualities. The student accurately evaluates the musical elements used to create emotions and feelings in a choral work.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level VII. The Choral Music Level VII student performing at the above mastery level evaluate professional, peer, and personal choral performances. The student appraises a given choral work in terms of aesthetic qualities. The student evaluates the musical elements used to create emotion and feeling in a choral work.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level VII. The Choral Music Level VII student performing at the mastery level evaluates professional, peer, and personal choral performances. The student adequately appraises a given choral work in terms of aesthetic qualities. The student adequately evaluates the musical elements used to create emotions and feelings in a choral work.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level VII. Performance needs further development. The Choral Music Level VII student performing at the partial mastery level evaluates with assistance professional, peer, and personal choral performances. The student appraises a given choral work in terms of aesthetic qualities. The student evaluates with assistance the musical elements used to create emotions and feelings in a choral work.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level VII. Performance needs considerable development. The Choral Music Level VII student at the novice level evaluates with assistance professional, peer, and personal choral performances. The student with assistance appraises a given choral work in terms of aesthetic qualities. The student with assistance appraises the musical elements used to create emotions and feeling in a choral work.

## Primer Level Choral Music

Students at the Primer Level will begin to build their singing skills. The students will begin the basics of proper vocal technique. They will begin to have an understanding of proper pitch, rhythm, breath, and posture. 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.

In all levels of Choral Music, the National Music Standard of "Evaluating music and music performances" has been included in the West Virginia Content Standard of "Relating."

### Standard 1. Performing (MU.S.1)

Students will:

- sing, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- CMP.1.1 sing scales within their vocal ranges.
- CMP.1.2 demonstrate proper pitch, breath, and posture techniques.
- CMP.1.3 sing rounds using choral arrangements.
- CMP.1.4 sing unison.
- CMP.1.5 begin to interpret various singing styles.
- CMP.1.6 demonstrate dynamic singing.

### Performance Descriptors (CMP.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the distinguished level accurately sings a scale and demonstrates correct pitch, breath, and posture techniques. The student precisely sings in unison and round songs with accompaniment or a cappella. The student demonstrates dynamics, and interprets various singing styles.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the above mastery level sings a scale and demonstrates correct pitch, breath, and posture techniques. The student sings unison and round songs with accompaniment or a cappella. The student demonstrates dynamics and interprets various singing styles.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the mastery level sings a scale and demonstrates correct pitch, breath, and posture techniques. The student sings unison and round songs with accompaniment or a cappella. The student demonstrates dynamics, and interprets various singing styles.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level Primer. Performance needs further development. The Choral Music Primer Level student performing at the partial mastery level with assistance sings a scale and demonstrates correct pitch, breath, and posture techniques. The student sings unison and round songs with accompaniment or a cappella. The student demonstrates dynamics, and interprets various singing styles.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level Primer. Performance needs considerable development. The Choral Music Primer Level student performing at the partial mastery level with assistance sings a scale and demonstrates awareness of pitch, breath, and posture techniques. The student with assistance sings unison and rounds songs with accompaniment or a cappella. The student demonstrates dynamics and interprets various singing styles.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to and describe music.

### Exploring Objectives

Students will:

- CMP.2.1 sing literature containing whole, half, quarter, and eighth notes and rests.
- CMP.2.2 explore meter.
- CMP.2.3 sing unison songs from a notated score.
- CMP.2.4 sing at sight a melody in treble clef.
- CMP.2.5 sight-read a unison vocal composition observing standard notation symbols.
- CMP.2.6 identify AB or ABA form in an aural example.
- CMP.2.7 identify recurring musical phrases in an aural example.
- CMP.2.8 identify the time signature in a choral composition.

### Performance Descriptors (CMP.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the distinguished level accurately sings unison and round songs from a notated score containing whole, half, quarter, and eighth notes/rests. The student accurately sight-reads a melody in treble clef. The student explores meter and identifies form and recurring musical phrases.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the above mastery level sings unison and round songs from a notated score containing whole, half, quarter, and eighth notes/rest. The student sight-reads a melody in treble clef. The student explores meter and identifies form and recurring musical phrases.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level Primer. The Choral Music Primer level student performing at the mastery level sings unison and round songs from a notated score containing whole, half, quarter, and eighth notes/ rests. The student also sight-reads a melody in treble clef. The student explores meter and identifies form and recurring musical phrases.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level Primer. Performance needs further development. The Choral Music Primer Level student performing at the partial mastery level sings unison and round songs from a notated score containing whole, half, quarter, and eighth notes/rests. The student with assistance sight-reads melody in treble clef. The student explores meter and identifies form and recurring musical phrases.

## 200304

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level Primer. Performance needs considerable development. The Choral Music Primer Level student performing at the novice level with assistance sings unison and round songs from a notated score containing whole, half, quarter, and eighth notes/rests. The student with assistance sight-reads melodies in treble clef. The student explores meter and identifies form and recurring musical phrases.

### **Standard 3: Creating (MU.S.3)**

Students will:

- create vocal and rhythmic patterns; and
- develop musical awareness.

### **Creating Objectives**

Students will:

CMP.3.1 improvise vocal and rhythmic patterns.

### **Performance Descriptors (CMP.PD.3)**

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the distinguished level accurately improvises short rhythmic and vocal rhythmic patterns.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceed the standard in Choral Music Level Primer. The Choral Music Primer level student performing at the above mastery level improvises short rhythmic and vocal patterns.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the mastery level improvises short rhythmic and with assistance vocal patterns.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level Primer. Performance needs further development. The Choral Music Primer level students performing at the partial mastery level with assistance improvises short rhythmic and vocal patterns.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level Primer. Performance needs considerable development. The Choral Music Primer level student with assistance improvises short rhythmic patterns.

### **Standard 4: Relating (MU.S.4)**

Students will:

- evaluate music and music performances; and
- understand relationships between music, the other arts, and disciplines outside the arts.

### **Relating Objectives**

Students will:

CMP.4.1 listen to exemplary models and identify quality and variations of choral performances.

CMP.4.2 listen to exemplary models of various types of choral music performances.

CMP.4.3 identify the physical characteristics of vocal tone production.

CMP.4.4 explain the meaning of text.

#### **Performance Descriptors (CMP.PD.4)**

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the distinguished level listens to exemplary models and various types of choral music performances accurately identifying for quality and variation. The student accurately identifies the physical characteristic of vocal tone production and explains the meaning of the text.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the above mastery level listens to exemplary models and various types of choral music performances identifying for quality and variation. The student identifies the physical characteristic of vocal time production and explains the meaning of the text.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Choral Music Level Primer. The Choral Music Primer Level student performing at the mastery level listens to exemplary models and various types of choral music performances for quality and variation. The student identifies the physical characteristic of vocal tone production and explains the meaning of the text.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Choral Music Level Primer. Performance needs further development. The Choral Music Primer Level student performing at the partial mastery level listens to exemplary models and various types of choral music performances and with assistance identifies for quality and variation. The student identifies the physical characteristic of vocal tone production and with assistance explains the meaning of the text.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Choral Music Level Primer. Performance needs considerable development. The Choral Music Primer Level student performing at the novice level with assistance listens to exemplary models and various types of choral music performances for quality and variation.

## **Level I Piano**

Students use correct wrist, hand, and body positions in playing major scales, block, and broken chord patterns, cadences using the I, IV, V7 chords, and simple pieces in major keys. They will accompany simple melodies with block chord accompaniment. Sight-reading in treble and bass clefs is practiced and evaluation skills are developed. 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.

### **Standard 1. Performing (MU.S.1)**

Students will:

- perform on instruments, alone or with others, a varied beginning repertoire of music.

### **Performing Objectives**

Students will:

## 200304

- PI.1.1 keep a steady beat.
- PI.1.2 use correct hand and body positions to play piano.
- PI.1.3 practice repertoire at a level of 1.
- PI.1.4 recognize and use block or broken chord patterns.
- PI.1.5 play a scale hands together for one octave using correct finger patterns.

### Performance Descriptors (PI.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the distinguished level accurately plays repertoire at a level of one. The student accurately plays block and broken chord patterns. The student plays, with precision, a scale, hands together, one octave using correct finger patterns. The student keeps a steady beat and consistently models correct hand/body positions.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the above mastery level accurately plays block or broken chord patterns. The student plays a scale, hands together, one octave using correct finger patterns. The student keeps a steady beat and consistently uses correct hand/body positions.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Piano. The Level I piano student performing at the mastery level plays repertoire at a level of one. The student plays block or broken chord patterns. The student plays a scale, hands together, one octave using correct finger patterns. The student keeps a steady beat and uses correct hand/body positions.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Piano. Performance needs further development. The Level I piano student performing at the partial mastery level plays, with assistance, repertoire at a level of one. With assistance, the student plays block or broken chord patterns. With assistance, the student plays a scale, hands together, one octave using correct finger patterns. The student keeps a steady beat and uses correct hand/body positions.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Piano. Performance needs considerable development. The Level I piano student performing at the novice level plays, with assistance, repertoire at a level of one. The student plays broken chord patterns. The student plays a scale, hands separately, one octave using correct finger patterns. The student less consistently keeps a steady beat and, with assistance, uses correct hand/body positions.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

#### Exploring Objectives

Students will:

- PI.2.1 read notation from treble and bass clefs, play the corresponding notes on the keyboard, and practice writing basic notation on the grand staff.
- PI.2.2 identify stepwise and skip wise patterns.
- PI.2.3 demonstrate knowledge of bar lines, measures, ties, and rests, fermata, accidentals, written rhythms, D.C. al Fine, D.S. al Fine, multiple endings, and accents.
- PI.2.4 perform piano (p) and forte (f) dynamic levels.
- PI.2.5 read notation in 2/4, 3/4, 4/4 meters.

## 200304

- PI.2.6 read basic music notation.
- PI.2.7 sight-read a simple melody with chordal accompaniment (I, IV, V7).
- PI.2.8 play pieces in various keys and recognize these key signatures.

### Performance Descriptors (PI.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the distinguished level accurately writes treble and bass clef notation and reads music from the grand staff. The student accurately sight-reads a simple melody with I, IV, V7 accompaniment and accurately plays selections in various keys. The student consistently applies musical terms and symbols in performance. The student consistently reads basic music notation in 2/4, 3/4, and 4/4 meters.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the above mastery level writes treble and bass clef notation and reads music from the grand staff. The student accurately sight-reads a simple melody with I, IV, V7 accompaniment and plays selections in various keys. The student appropriately applies musical terms and symbols in performance. The student accurately reads basic music notation in 2/4, 3/4, and 4/4 meters.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Piano. The Level I piano student performing at the mastery level writes treble and bass clef notation and reads music from the grand staff. The student sight-reads a simple melody with I, IV, V7 accompaniment and plays selections in various keys. The student applies musical terms and symbols in performance. The student reads basic music notation in 2/4, 3/4, and 4/4 meters.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Piano. Performance needs further development. The Level I piano student performing at the partial mastery level writes, with assistance, treble and bass clef notation and reads, with assistance, music from the grand staff. The student sight-reads, with assistance, a simple melody with I, IV, V7 accompaniment and plays selections in a limited number of keys. With assistance, the student applies musical terms and symbols in performance. The student reads, with assistance, basic music notation in 2/4, 3/4, and 4/4 meters.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Piano. Performance needs considerable development. The Level I piano student performing at the novice level reads, with assistance, music from the grand staff, and plays selections in a limited number of keys. The student reads, with assistance, basic music notation in 2/4, 3/4, and 4/4 meters.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments.

#### Creating Objectives

Students will:

- PI.3.1 recognize and play cadences using the I, IV, and V7 chords in key of C Major.
- PI.3.2 demonstrate knowledge of chord structure and tonality.
- PI.3.3 write a melody within a given key.
- PI.3.4 compose a block chord accompaniment using I, IV, and V7 chords.

**Performance Descriptors (PI.PD.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the distinguished level accurately writes a melody within a given key and composes and performs block chord accompaniment. The student accurately demonstrates the relationship of chord structure to tonality. The student accurately plays cadences using I, IV, V7 chords.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the above mastery level accurately writes a melody within a given key and composes block chord accompaniment. The student accurately explains the relationship of chord structure to tonality. The student plays cadences using I, IV, V7 chords.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Piano. The Level I piano student performing at the mastery level writes a melody within a given key and composes block chord accompaniment. The student explains the relationship of chord structure to tonality. The student plays cadences using I, IV, V7 chords.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Piano. Performance needs further development. The Level I piano student performing at the partial mastery level writes, with assistance, a melody within a given key and composes block chord accompaniment. The student identifies a relationship between chord structure and tonality. The student plays, with assistance, cadences using I, IV, V7 chords.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Piano. Performance needs considerable development. The Level I Piano student performing at the novice level writes a melody within a given key. The student identifies a relationship between chord structure and tonality. The student identifies cadences using I, IV, V7 chords.

**Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts.

**Relating Objectives**

Students will:

- PI.4.1 develop evaluation skills in one's own practicing to determine correct tonality and rhythmic accuracy.
- PI.4.2 relate the tonality of the piano to the physical properties of sound, e.g., different length of strings and different thickness of strings produce different pitches.

**Performance Descriptors (PI.PD.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the distinguished level accurately evaluates correct tonality and rhythmic accuracy in personal performance. The student precisely explains and demonstrates the scientific principle involved with string length/ thickness and its impact on pitch.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Piano. The Level I piano student performing at the above mastery level accurately evaluates correct tonality and rhythmic accuracy in personal performance. The student accurately explains the scientific principle involved with string length/thickness and its impact on pitch.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Piano. The Level I piano student performing at the mastery level evaluates correct tonality and rhythmic accuracy in personal performance. The student explains the scientific principle involved with string length/ thickness and its impact on pitch.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Piano. Performance needs further development. The Level I piano student performing at the partial mastery level evaluates, with assistance, correct tonality and rhythmic accuracy in personal performance. The student explains, with assistance, the scientific principle involved with string length/ thickness and its impact on pitch.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Piano. Performance needs considerable development. The Level I piano student performing at the novice level identifies correct tonality and rhythmic accuracy in personal performance. The student explores the scientific principle involved with string length/thickness and its impact on pitch.

## Level II Piano

Students refine playing technique, practice major scales and cadence. They compose a melody with accompaniment. Music reading and evaluation skills are expanded. The various roles of keyboard musicians are examined. 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.

### Standard 1. Performing (MU.S.1)

Students will:

- perform on instruments, alone or with others, a varied repertoire of music.

### Performing Objectives

Students will:

- P11.1.1 play staccato and legato and continue refining phrasing techniques.
- P11.1.2 play literature containing independence of hands and contrary motion.
- P11.1.3 perform a piece demonstrating changes in dynamics.
- P11.1.4 demonstrate major scale fingering.
- P11.1.5 use damper pedal in legato pedaling.
- P11.1.6 perform major scales, both hands together, for one octave maintaining a steady tempo.
- P11.1.7 study pieces at a level of difficulty of #1 or #2, on a scale of one to six.

**Performance Descriptors (PII.PD.1)**■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the distinguished level accurately performs major scales, both hands together for one octave, consistently maintaining a steady tempo. The student consistently plays, accurately, pieces at a difficulty level of 2. The student models major scale finger patterns, consistently using the damper pedal correctly in legato pedaling, and performs a piece modeling dynamic changes. The student demonstrates excellence in performing literature using independence of hands, staccato, legato, and phrasing technique.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the above mastery level accurately performs major scales, both hands together, consistently maintaining a steady tempo. The student accurately performs pieces at a difficulty level of 2. The student accurately demonstrates major scale patterns, uses the damper pedal correctly in legato pedaling, and performs a piece demonstrating dynamic changes. The student accurately plays literature using independence of hands, staccato, legato, and phrasing technique.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Piano. The Level II piano student performing at the mastery level performs major scales, both hands together one octave maintaining a steady tempo. The student plays pieces at a difficulty level of 2. The student demonstrates major scale finger patterns, uses the damper pedal in legato pedaling, and performs a piece applying dynamic changes. The student plays literature using independence of hands, staccato, legato, and phrasing technique.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Piano. Performance needs further development. The Level II piano student performing at the partial mastery level performs, with assistance, major scales, both hands together one octave maintaining a steady tempo. The student plays, with assistance, pieces at a difficulty level of 2. The student demonstrates, with assistance, major scale finger patterns, and explains dynamic changes in a piece of music. The student plays, with assistance, literature using independence of hands, staccato, legato, and phrasing technique.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Piano. Performance needs considerable development. The Level I piano student performing at the novice level performs, with assistance, major scales, both hands together, one octave. The student plays, with assistance, major scale finger patterns. The student explores literature that requires independence of hands, staccato, legato, and phrasing technique.

**Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

**Exploring Objectives**

Students will:

- PII.2.1 recognize the elements of music.
- PII.2.2 identify and perform crescendo and diminuendo markings in pieces studied.
- PII.2.3 read, perform, and write notation in varied meters using the grand staff.
- PII.2.4 read and perform eighth note patterns and triplets and continue to expand understanding use of rhythms.
- PII.2.5 interpret tempo markings.

## 200304

- P11.2.6 read and perform music with basic syncopated rhythm patterns.
- P11.2.7 sight-read, both hands together, at appropriate level of difficulty.
- P11.2.8 play pieces in varied keys.

### Performance Descriptors (P11.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the distinguished level accurately sight-reads at the appropriate level of difficulty. The student accurately analyzes and plays pieces in various keys. The student accurately demonstrates rhythms and tempo markings and performs basic syncopated rhythms. The student accurately reads, performs, and writes notation in varied meters using the grand staff. The student accurately performs the elements of music including crescendo and diminuendo markings.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the above mastery level accurately sight-reads at the appropriate level of difficulty. The student accurately plays pieces in various keys. The student accurately plays rhythms and tempo markings and performs basic syncopated rhythms. The student reads, performs, and writes notation in varied meters using the grand staff. The student performs the elements of music including crescendo and diminuendo markings.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Piano. The Level II piano student performing at the mastery level sight-reads at the appropriate level of difficulty. The student plays pieces in various keys. The student demonstrates rhythms and tempo markings and performs basic syncopated rhythms. The student reads, performs, and writes notation in varied meters using the grand staff. The student performs the elements of music including crescendo and diminuendo markings.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Piano. Performance needs further development. The Level II piano student performing at the partial mastery level sight-reads, with assistance, at the appropriate level of difficulty. The student plays, with assistance, pieces in various keys. The student demonstrates, with assistance, rhythms and tempo markings and performs, with assistance, basic syncopated rhythms. The student reads, performs, and writes, with assistance, notation in varied meters using the grand staff. With assistance, the student performs the elements of music including crescendo and diminuendo markings.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Piano. Performance needs considerable development. The Level II piano student performing at the novice level reads, with assistance, at the appropriate level of difficulty. The student plays, with assistance, pieces in various keys. The student plays, with assistance, rhythms and tempo markings and identifies basic syncopated rhythms. The student reads and writes, with assistance, notation in varied meters.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments.

#### Creating Objectives

Students will:

- P11.3.1 recognize and play cadences using the I, IV, and V7 chords in varied keys.
- P11.3.2 produce simple dictation of rhythms.
- P11.3.3 improvise a simple melody over given I, IV, V7 chords progression using only the notes

of those chords.

### Performance Descriptors (PII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the distinguished level improvises a simple melody over a given chord progression. The student accurately reproduces simple dictation of rhythms. The student models cadences using minor chords.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the above mastery level accurately improvises a simple melody over a given chord progression. The student reproduces simple dictations of rhythms. The student accurately plays cadences using minor chords.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Piano. The Level II piano student performing at the mastery level improvises a simple melody over a given chord progression using only the notes of those chords. The student reproduces simple dictation of rhythms. The student plays cadences using minor chords.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Piano. Performance needs further development. The Level II piano student performing at the partial mastery level improvises, with assistance, a simple melody over a given chord progression using only the notes of those chords. With assistance, the student reproduces simple dictation of rhythms. The student, with assistance, plays cadences using minor chords.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Piano. Performance needs considerable development. The Level II piano student performing at the novice level improvises, with assistance, a simple melody over a chord progression using only the notes of those chords. The student, with assistance, plays cadences using minor chords.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts.

### Relating Objectives

Students will:

- PII.4.1 listen to and evaluate musical excerpts of exemplary piano performances.
- PII.4.2 demonstrate knowledge of basic music terminology.
- PII.4.3 develop evaluation skills to include critical listening to individual and class performances in the following areas: notes, tempo, rhythm, dynamics and other elements of music studied.
- PII.4.4 evaluate his/her present level and set goals to obtain a higher level of proficiency in areas of musical performance.
- PII.4.5 identify various roles that keyboard musicians perform.

**Performance Descriptors (PII.PD.4)**■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the distinguished level extensively and accurately critiques musical excerpts of exemplary piano performances. The student accurately evaluates personal performances and sets goals to obtain a higher level of proficiency. The student models evaluation skills in regard to the elements of music. The student uses extensive music terminology and independently researches and reports on the various roles of a keyboard musician.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Piano. The Level II piano student performing at the above mastery level accurately critiques musical excerpts of exemplary piano performances. The student evaluates personal performances and sets goals to achieve a higher level of proficiency. The student demonstrates evaluation skills in regard to the elements of music. The student accurately uses basic music terminology and reports on the various roles of a keyboard musician.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Piano. The Level II piano student performing at the mastery level critiques music excerpts of exemplary piano performances. The student evaluates personal performances and sets goals to achieve a higher level of proficiency. The student develops evaluation skills in regard to the elements of music. The student uses basic music terminology and identifies the various roles of a keyboard musician.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Piano. Performance needs further development. The Level II piano student performing at the partial mastery level identifies music excerpts of exemplary piano performances. The student evaluates personal performances and, with assistance, sets goals to achieve a higher level of proficiency. The student explores evaluation skills in regard to the elements of music. The student uses music terminology and identifies, with assistance, the various roles of a keyboard musician.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Piano. Performance needs considerable development. The Level II piano student performing at the novice level listens to music excerpts of exemplary piano performances. The student, with assistance, evaluates personal performances and, with assistance, sets goals to achieve a higher level of proficiency.

**Level III Piano**

Students at this intermediate level refine playing, sight-reading, and ensemble skills. They explore accompaniments and composition in major and minor keys. They refine evaluation skills. (Accomplishment of piano skills assumes that the student is self-disciplined and that they continue to practice through summer vacations.) 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.

## 200304

### Standard 1. Performing (MU.S.1)

Students will:

- perform on instruments, alone and with others, a varied beginning repertoire of music.

#### Performing Objectives

Students will:

- PIII.1.1 experience accompanying both soloists and small ensembles.
- PIII.1.2 continue refinement of ensemble skills.
- PIII.1.3 perform music at a level 1, 2, or 3, on a scale of 1 to 6.
- PIII.1.4 play major scales at increased tempi and explore remaining major scales.
- PIII.1.5 explore minor scales.

#### Performance Descriptors (PIII.PD.1)

##### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the distinguished level plays music at a level of 3, using appropriate stylistic elements. The student accompanies soloists and small ensembles. The student accurately plays major scales and minor scales at increased tempi.

##### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the above mastery level plays music at a level of three. The student accompanies soloists. The student plays major scales at increased tempi, and plays minor scales.

##### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Piano. The Level III piano student performing at the mastery level plays music at a level of 2. The student accompanies soloists and small ensembles on his/her level of proficiency. The student plays most major scales and some minor scales.

##### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Piano. Performance needs further development. The Level III piano student performing the partial mastery level plays, with assistance, music at a level 1. The student accompanies, with assistance, an elementary solo or ensemble. The student plays some major scales.

##### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Piano. Performance needs considerable development. The Level III piano student plays a piece at level 1. The student accompanies, with assistance, an elementary solo. The student plays a major scale.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music.

#### Exploring Objectives

Students will:

- PIII.2.1 read 2-part chorale notation (grand staff).
- PIII.2.2 sight-read at level.
- PIII.2.3 perform music in varied keys both major and minor.
- PIII.2.4 listen to piano music representing different periods of musical history and discuss form and style.
- PIII.2.5 apply devices used and identify the form of a work studied.
- PIII.2.6 notate major and minors for treble and bass clef.

**Performance Descriptors (PIII.PD.2)**■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the distinguished level accurately notates major and minor scales in both treble and bass clef. The student identifies compositional devices used and the form of a composition. The student plays music in varied keys; listens to music from different historical periods and in different styles. The student reads a two-part choral score and sight-reads at level.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Piano. The Level III Piano student performing at the above mastery level notates major and minor scales in both treble and bass clef. The student plays music in varied keys; listens to music from different historical periods and in different styles. The student reads a two-part choral score and sight-reads at level.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Piano. The Level III piano student performing at the mastery level notates most major and minor scales in both treble and bass clef. The student identifies compositional devices used and the form of a composition. The student plays music in varied keys and listens to music from different historical periods. The student reads a two-part choral score.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Piano. Performance needs further development. The Level III piano student performing at the partial mastery level notates, with assistance, major and minor scales in both treble and bass clef. The student identifies, with assistance, compositional devices used and the form of a composition. The student plays, with assistance, music in varied keys; listens to music from different historical periods and in different styles. The student reads, with assistance, a two-part choral score.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Piano. Performance needs considerable development. The Level III piano student performing at the novice level notates a major and minor scale in both treble and bass clefs. The student identifies, with assistance, a compositional device. The student plays with assistance, music two keys and listens to music from historical periods. The student sight-reads, with assistance, at level.

**Standard 3: Creating (MU.S.3)**

Students will:

- improvise melodies, variations, and accompaniments.

**Creating Objectives**

Students will:

- PIII.3.1 play cadences using the I-IV-V7 chord pattern in all major keys.  
 PIII.3.2 utilize different styles in improvised accompaniments.  
 PIII.3.3 play compositions in major and minor keys.

## 200304

### Performance Descriptors (PIII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the distinguished level accurately plays compositions in major and minor keys. The student accurately utilizes different styles in improvised accompaniments. The student accurately plays cadences using the I, IV, V7 chord patterns in all major keys.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the above mastery level plays compositions in major and minor keys. The student utilizes different styles in improvised accompaniments. The student plays cadences using the I, IV, V7 chord patterns in all major keys.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Piano. The Level III piano student performing at the mastery level plays some compositions in major and minor keys. The student utilizes two different styles in improvised accompaniments. The student plays cadences using the I, IV, V7 chord patterns in most major keys.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Piano. Performance needs further development. The Level III piano student performing at the partial mastery level plays, with assistance, compositions in major and minor keys. The student utilizes, with assistance, different styles in improvised accompaniments. The student plays, with assistance, cadences using the I, IV, V7 chord patterns in several major keys.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Piano. Performance needs considerable development. The Level III piano student at the novice level plays, with assistance, compositions in a major and in a minor key. The student utilizes, with assistance, two styles in improvised accompaniments. The student plays, with assistance, cadences using the I, IV, V7 chord patterns in a major key.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts.

### Relating Objectives

Students will:

- PIII.4.1 develop skills in assessing their own musicality at a higher level to include phrasing, dynamics, meter markings, and articulation; and
- PIII.4.2 explain the multiple uses and career applications of keyboard instruments.

### Performance Descriptors (PIII.PD.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the distinguished level accurately evaluates own musicality by evaluating the use of phrasing, dynamics, meter markings, and articulation. The student sets goals to achieve a higher level of proficiency. The student, with independent research, explains multiple keyboard uses and career applications.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level III Piano. The Level III piano student performing at the above mastery level evaluates his/her musicality by evaluating the use of phrasing, dynamics, meter markings, and articulation. The student sets several goals to achieve a high level of proficiency. The student, with cooperative research, explains multiple keyboard uses and career applications.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level III Piano. The Level III piano student performing at the mastery level evaluates his/her musicality by applying elements of music. The student sets two goals to achieve a higher level of proficiency. The student explains keyboard uses and career applications.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level III Piano. Performance needs further development. The Level III piano student performing at the partial mastery level evaluates, with assistance, his/her musicality by applying elements of music. The student sets two goals to achieve a higher level of proficiency. The student explains a keyboard use and a career application.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level III Piano. Performance needs considerable development. The Level III piano student performing at the novice level evaluates, with assistance, his/her musicality by applying two elements of music. The student sets a goal to achieve a higher level of proficiency. With assistance, the student explains a keyboard use, and its career application.

## Level IV Piano

Students extend their playing, sight-reading, accompanying and ensemble skills with a more demanding repertoire. Transposition is introduced. Analysis and evaluation studies are continued. 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.

### Standard 1. Performing (MU.S.1)

Students will:

- perform on instruments, alone or with others, a varied beginning repertoire of music.

### Performing Objectives

Students will:

- PIV.1.1 play accompaniments reflecting proficiency levels.
- PIV.1.2 demonstrate well-developed ensemble skills with a soloist and/or ensemble.
- PIV.1.3 perform a graded piano solo.
- PIV.1.4 continue increasing the tempo of playing all major scales.
- PIV.1.5 continue to practice minor scales.
- PIV.1.6 perform minor arpeggios.

## 200304

### Performance Descriptors (PIV.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV piano student performing at the distinguished level accurately performs major/ minor scales and arpeggios at increased tempi. The student accurately accompanies soloists and performs as part of an ensemble. The student accurately performs a piano solo at a level 4 or higher.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV Piano student performing at the above mastery level performs major and minor scales, and arpeggios at increased tempi. The student accompanies soloists and performs as part of an ensemble. The student performs a piano solo at level 4 or higher.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Piano. The Level IV piano student performing at the mastery level performs major/ minor scales and arpeggios at various tempi. The student accompanies soloists. The student performs a piano solo at a level 3 or higher.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Piano. Performance needs further development. The Level IV piano student performing at the partial mastery level performs major/ minor scales and arpeggios with assistance. The student accompanies, with assistance, soloists and performs as part of an ensemble. The student performs a piano solo at a level 2 or higher.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Piano. Performance needs considerable development. The Level IV Piano student performing at the novice level performs some major and minor scales and arpeggios with assistance. The student accompanies, with assistance, soloists. The student performs a piano solo with a level of 2.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

#### Exploring Objectives

Students will:

- PIV.2.1 transpose pieces to neighboring keys.
- PIV.2.2 sight-read at the appropriate level.
- PIV.2.3 read music and continue study of written notation.
- PIV.2.4 analyze AB, ABA form in their own repertoires.
- PIV.2.5 define aesthetic qualities.
- PIV.2.6 evaluate performances, their own and others, in terms of aesthetic qualities.

### Performance Descriptors (PIV.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV piano student performing at the distinguished level accurately transposes piano pieces into neighboring keys writing on a staff and while playing. The student accurately sight-reads on his/her appropriate level of literature. The student accurately evaluates performances in terms of aesthetic qualities. The student analyzes music in his/her repertoire and notates music accurately on the grand staff.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV Piano student performing at the above mastery level transposes piano pieces into neighboring keys writing on a staff and while playing. The student evaluates performances in terms of aesthetic qualities. The student analyzes selections from his/her repertoire and notes music accurately on the grand staff.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Piano. The Level IV piano student performing at the mastery level transposes several piano pieces to neighboring keys writing on a staff and while playing. The student sight-reads on approximately the appropriate level of literature. The student evaluates most performances in terms of aesthetic qualities. The student analyzes most music in his/her own repertoire and notates music on the grand staff.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Piano. Performance needs further development. The Level IV piano student performing at the partial mastery level transposes, with assistance, piano pieces into neighboring keys writing on a staff. The student sight-reads, with assistance, on the appropriate level of literature. With assistance, the student evaluates two or three performances in terms of aesthetic qualities. The student analyzes, with assistance, two selections in his/her repertoire and with assistance, notates music on the grand staff.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Piano. Performance needs considerable development. The Level IV Piano student performing at the novice level transposes, with assistance, a piano piece into a neighboring key. The student sight-reads, with assistance, a piece on his/her appropriate level of literature. The student, with assistance, evaluates a performance in terms of aesthetic qualities. The student analyzes, with assistance, a selection from his/her repertoire.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments.

### Creating Objectives

Students will:

PIV.3.1 play cadences using major/minor I-IV-V<sup>7</sup>-I chord patterns.

PIV.3.2 continue exploration of original melodic variations and accompaniments.

### Performance Descriptors (PIV.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV piano student performing at the distinguished level accurately composes original melodies and variations. The student accurately improvises chordal accompaniments to given melodies. The student plays major and minor cadences accurately, from memory, in all keys.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV Piano student performing at the above mastery level composes original melodies and variations. The student improvises chordal accompaniments to given melodies. The student plays major and minor cadences, from memory, in all keys.

## 200304

- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Piano. The Level IV piano student performing at the mastery level composes four original melodies and variations. The student improvises four chordal accompaniments to given melodies. The student plays major and minor cadences in all keys.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Piano. Performance needs further development. The Level IV piano student performing at the partial mastery level composes, with assistance, original melodies and variations. The student improvises, with assistance, chordal accompaniments to given melodies. The student, with assistance, plays major and minor cadences.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Piano. Performance needs considerable development. The Level IV Piano student performing at the novice level, with assistance, composes an original melody and variation. The student, with assistance, improvises a chordal accompaniment to a given melody. The student plays one major and one minor cadence.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts.

#### Relating Objectives

Students will:

- PIV.4.1 compare the historical development of piano literature using characteristic musical elements.
- PIV.4.2 perform, identify and analyze repertoire representative of the various periods in Music History.

### Performance Descriptors (PIV.PD.4)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV piano student performing at the distinguished level accurately evaluates personal, peer and professional piano performances. The student accurately explains the relationships between music, the other arts, as well as other disciplines.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level IV Piano. The Level IV piano student performing at the above mastery level evaluates personal, peer, and professional piano performances. The student explains the relationship between music, the other arts, as well as other disciplines.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level IV Piano. The Level IV piano student performing at the mastery level evaluates, cooperatively, personal, peer, and professional piano performances. The student explains, cooperatively, the relationships between music, the other arts, as well as other disciplines.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level IV Piano. Performance needs further development. The Level IV piano student performing at the partial mastery level, with assistance, evaluates personal, peer, and professional piano performances. The student, with guidance, explains the relationships between music, and other arts,

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level IV Piano. Performance needs considerable development. The Level IV piano student performing at the novice level, with assistance, evaluates personal, and peer piano performances. The student, with guidance, explains the relationship between music and another art.

## Folk Music I

### Level I Instrumental 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.

#### Standard 1: Performing (MU.S.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.

#### Performing Objectives

Students will:

- FI.1.1 match pitch with good intonation.
- FI.1.2 show appropriate tuning techniques.
- FI.1.3 keep a steady beat in musical selections.
- FI.1.4 perform instrumental solos with technical accuracy using the following: Guitar – Banjo – Dulcimer- Mandolin/Fiddle.
- FI.1.5 perform chords: Guitar - G7, C, G, D7, F, D, A7, A, E, E7, Am, Em, Dm, Bm7, B7, Am7, C7, and F7; Banjo, Mandolin/Fiddle - G, D7, C, Em, D, F, E7, E, and Am; Dulcimer - C, G, D, D7, Cm, Gm, Dm in block style, as well as drones tuned in fifths as harmonic accompaniment for melodies.
- FI.1.6 perform as members of an ensemble while demonstrating attention to appropriate balance, blend, and tonal and rhythmic accuracy.
- FI.1.7 participate in the performance of a duet or round with one student per part.

#### Performance Descriptors (FI.PD.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the distinguished level performs the given chords and accurately performs solos in a group. The student participates in ensembles while demonstrating attention to balance and blend and plays two of the following: guitar, banjo, mandolin, fiddle or dulcimer.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the above mastery level accurately performs solos and sings while providing an accompaniment using the given chords. The student leads ensembles playing guitar, banjo, mandolin, fiddle or dulcimer while demonstrating attention to balance and blend.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Folk Music. The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Folk Music. The Level I student performing at the mastery level accurately performs solos and the given chords. The student participates in ensembles playing guitar, banjo, mandolin, fiddle or dulcimer while demonstrating attention to balance and blend.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Folk Music. Performance needs further development. The Level I student performing at the partial mastery level performs solos and chords. The student participates in ensembles playing guitar, banjo, mandolin, fiddle or dulcimer.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Folk Music. Performance needs considerable development. The Level I student performing at the novice level participates in a group while performing a folk song.

## **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## **Exploring Objectives**

Students will:

- FI.2.1 interpret tied notes, and simple syncopated rhythms.
- FI.2.2 interpret repeat signs, multiple endings, the measure repeat sign, *D.S.*, and *D.C. al Fine*.
- FI.2.3 perform melodies and rhythms in meters of two, three, four, and six.
- FI.2.4 interpret the *fermata*.
- FI.2.5 play a chromatic scale of one octave.
- FI.2.6 read and interpret chord charts and tablature.
- FI.2.7 demonstrate a steady beat within pieces using standard notation including whole, dotted half, half, dotted quarter, quarter, eighth, and sixteenth note and rest values.
- FI.2.8 interpret the following dynamic markings: *p*, *mf*, *f*.
- FI.2.9 play ascending and descending one-octave scales in the keys of C, F, and G for guitar; C, G, and A for banjo, mandolin/fiddle; Mixolydian and Aeolian modes for dulcimer.
- FI.2.10 interpret the tempo indicators *andante*, *moderato*, *allegro*, and *ritardand*.
- FI.2.11 identify and play each line in a lead sheet.
- FI.2.12 Dulcimer - perform musical selections that utilize fret numbers.  
Banjo - demonstrate hammer and pull technique in musical selections.
- FI.2.13 use the technical vocabulary of music in discussion and analysis of pieces played and heard.
- FI.2.14 describe binary, ternary and strophic forms and give examples of each.
- FI.2.15 identify block and arpeggiated accompaniment styles.
- FI.2.16 listen to a piece of music, identify the dominant elements of the piece that make it unique, interesting, and expressive, e.g., dynamics, tempo, variations, range, tonality, and modulations.
- FI.2.17 apply musical criteria to evaluations of their own performances and performances by others, e.g., good ensemble playing, tone quality, and technical accuracy.
- FI.2.18 compare two different style forms, e.g., ballad and jig.
- FI.2.19 notate a familiar melody.

## **Performance Descriptors (FI.PD.2)**

### ■ **Distinguished**

## 200304

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the distinguished level sight-reads music from standard music notation containing the given elements. The student plays chromatic scales, interprets chord charts, complex tablature and applies selected musical criteria to analyze performances.

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the above mastery level sight-reads music from standard music notation containing the given elements. The student plays chromatic scales, interprets chord charts and tablature and applies selected musical criteria to evaluate performances.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Folk Music. The Level I student performing at the mastery level performs music from standard music notation containing the given elements. The student plays a chromatic scale, interprets chord charts and tablature and applies selected musical criteria to evaluate performances.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Folk Music. Performance needs further development. The Level I student performing at the partial mastery level performs music from standard music notation containing most of the given elements. The student interprets chord charts and evaluates performances.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Folk Music. Performance needs considerable development. The Level I student performing at the partial mastery level performs music from standard music notation and interprets chord charts.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

- FI.3.1 improvise a chordal accompaniment utilizing down and up strokes appropriate to melodic rhythms and style.
- FI.3.2 improvise rhythmic and melodic variations in the keys of: Guitar, Mandolin/Fiddle – C, G, D, and A major. Banjo - G and A major. Dulcimer - Mixolydian tuning, e.g., Aeolian tuning, G minor.
- FI.3.3 create an eight-bar melody over a given two-chord progression.

### Performance Descriptors (FI.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the distinguished level improvises complex melodies, variations and accompaniments according to specified criteria. The student performs on two or more instruments.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the above mastery level improvises complex melodies, variations and accompaniments according to specified criteria.

## 200304

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Folk Music. The Level I student performing at the mastery level improvises melodies, variations and accompaniments according to specified criteria.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Folk Music. Performance needs further development. The Level I student performing at the partial mastery level creates a melody and improvises rhythmic accompaniments.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Folk Music. Performance needs considerable development. The Level I student performing at the novice level accompanies while an improvised melody is being played.

## **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

## **Relating Objectives**

Students will:

- FI.4.1 compare phrases to sentences in language arts (antecedent and consequent phrases).
- FI.4.2 research and/or collect examples of folk music and lore.
- FI.4.3 develop a timeline showing composers and performers of a style of folk music.

## **Performance Descriptors (FI.PD.4)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the distinguished level plays in call and response format demonstrating antecedent and consequent phrases. The student collects folk music/lore, and reports on composers and folk performers.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level I Instrumental Folk Music. The Level I student performing at the above mastery level plays in call and response format demonstrating antecedent and consequent phrases. The student researches folk music/lore, and reports on composers or folk performers.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level I Instrumental Folk Music. The Level I student performing at the mastery level plays in call and response format demonstrating antecedent and consequent phrases. The student researches folk music/lore and lists composers and folk performers.

## 200304

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level I Instrumental Folk Music. Performance needs further development. The Level I student performing at the partial mastery level plays phrases in call and response format. The student identifies folk composers and performers.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level I Instrumental Folk Music. Performance needs considerable development. The Level I student performing at the novice level explains call/ response, and identifies folk performers.

## **Folk Music II Level II Instrumental Folk Music**

**Students in Folk Music II will study and refine playing skills and the ability to make music, alone or with others. They will study the historical and cultural backgrounds of folk musicians and folk instruments.**

### **Standard 1: Performing (MU.S.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.

### **Performing Objectives**

Students will:

- FII.1.1 perform instrumental solos with expression and technical accuracy.
- FII.1.2 perform the following chords: Guitar - six string barré major, minor, and seventh chords; Banjo, Mandolin/Fiddle - A, Dm, Gm, Bb, B, G7, and C7; Dulcimer - Bb, F, G7, A7, E7, Em, Bm, Am, and Dm7 in block and arpeggiated styles.
- FII.1.3 lead an ensemble, e.g., church group, youth chorus, sing-along, folk instrument group.
- FII.1.4 perform in a duet, trio, and quartet with one student per part.

### **Performance Descriptors (FII.PD.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the distinguished level starts an ensemble in the community, performs as soloist while playing with expression and technical accuracy.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. . The Level II student performing at the above mastery level leads an ensemble as soloist while playing with expression and technical accuracy.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Folk Music. The Level II student performing at the mastery level performs with expression and accuracy according to the specified criteria. The student leads a performing ensemble.

## 200304

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Folk Music. Performance needs further development. The Level II student performing at the partial mastery level performs according to the specified criteria. The student participates in a performing ensemble.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Folk Music. Performance needs considerable development. The Level II student performing at the novice level performs as a member of an ensemble.

## Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

## Exploring Objectives

Students will:

- FII.2.1 notate and play a chromatic scale ascending and descending as follows: Guitar, Mandolin, Fiddle - two octaves; Banjo and Dulcimer - one octave.
- FII.2.2 interpret triplet rhythm patterns in musical selections.
- FII.2.3 interpret *alla breve* in musical selections.
- FII.2.4 interpret the rhythm pattern of a dotted eighth followed by a sixteenth in musical selections.
- FII.2.5 transcribe existing music into tablature.
- FII.2.6 notate and play ascending and descending two-octave scales in the keys of C, F, and G for guitar; C, G, and A for banjo, mandolin/fiddle; Mixolydian and Aeolian modes for dulcimer.
- FII.2.7 sight-read harmony using broken and block chords.
- FII.2.8 identify and describe the usage of a chord line, melody line, and piano grand staff of a given piece of music.
- FII.2.9 Guitar - demonstrate hammer on and pull techniques in musical selections; Banjo - demonstrate left hand finger pluck in musical selections.
- FII.2.10 analyze pieces to determine their form and describe the compositional techniques used to create these forms.
- FII.2.11 identify a piece as major, minor, or modal, and describe how the tonality or modality and other compositional devices contribute to the uniqueness, interest, and expressiveness of the piece.
- FII.2.12 refine valid musical criteria for evaluating their own performances, as well as performances by others.
- FII.2.13 compare performances of exemplary models.
- FII.2.14 compare two different musical selections in terms of the feelings and emotions they evoke.

## Performance Descriptors (FII.PD.2)

### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the distinguished level plays, notates scales, transcribes music into tablature, sight-reads harmony and interprets musical concepts beyond those stated in the objectives. The student independently analyzes pieces, evaluates performances, and reports his/her findings.

## 200304

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the above mastery level plays, notates scales, transcribes music into tablature, sight-reads harmony and interprets musical concepts beyond those stated in the objectives. The student analyzes pieces and evaluates performances.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Folk Music. The Level II student performing at the mastery level plays, notates scales, transcribes music into tablature, sight-reads harmony and interprets musical concepts as stated in the objectives. The student analyzes pieces and evaluates performances.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Folk Music. Performance needs further development. The Level II student performing at the partial mastery level plays, notates scales, sight-reads harmony and interprets musical concepts. The student analyzes pieces and evaluates performances.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Folk Music. Performance needs considerable development. The Level II student performing at the novice level plays, notates scales, sight-reads harmony and interprets musical concepts. The student evaluates performances.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

### Creating Objectives

Students will:

- FII.3.1 guitar and banjo - improvise chordal accompaniments utilizing hammer, pull (hammer off), choke, slide, and arpeggio techniques.
- FII.3.2 Banjo players will improvise using drop thumb and fretted pulls.
- FII.3.3 Dulcimer players will improvise using finger picking or arpeggios.
- FII.3.4 improvise a chordal accompaniment using *staccato* and percussion effects.
- FII.3.5 Guitar, Mandolin, Fiddle - improvise rhythmic and melodic variations in the keys of Em, F, Dm, Am, and Bm.
- FII.3.6 Banjo - improvise rhythmic and melodic variations using modal tuning (g D G C D) and Double C tuning (g C G C D).
- FII.3.7 Dulcimer - improvise rhythmic and melodic variations using Dorian tuning, e.g., Ionian tuning, C and G major.
- FII.3.8 create an original melody of at least eight measures harmonized by four or more different chords.
- FII.3.9 Guitar, Mandolin, Fiddle - improvise an original melody over a standard twelve bar blues.

### Performance Descriptors (FII.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the distinguished level improvises complex melodies, variations and accompaniments using a wide variety of notes and effects.

## 200304

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the above mastery level improvises complex melodies, variations and accompaniments using the given notes and effects.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Folk Music. The Level II student performing at the mastery level improvises melodies, variations and accompaniments using the given notes and effects.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Folk Music. Performance needs further development. The Level II student performing at the partial mastery level improvises melodies and accompaniments using appropriate notes and effects.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Folk Music. Performance needs considerable development. The Level II student performing at the novice level improvises melodies and accompaniments.

## **Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

## **Relating Objectives**

Students will:

- FII.4.1 describe how sound is produced on a string instrument (including how the pitch is changed), and relate this to the science of acoustics.
- FII.4.2 research the development and use of a folk instrument.
- FII.4.3 identify successful folk musicians and list their significant roles in the development of diverse styles and forms of folk music.

## **Performance Descriptors (FII.PD.4)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the distinguished level describes sound production on two or more stringed instruments and researches and reports on the development of two or more instruments and their significant folk artists.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Level II Instrumental Folk Music. The Level II student performing at the above mastery level describes sound production on two stringed instruments and researches the development of two folk instruments and their significant folk artists.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Level II Instrumental Folk Music. The Level II student performing at the mastery level describes sound production on a stringed instrument and relates the development of one folk instrument and its significant folk artists.

### ■ **Partial Mastery**

## 200304

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Level II Instrumental Folk Music. Performance needs further development. The Level II student performing at the partial mastery level describes sound production on a stringed instrument, relates the development of one folk instrument, and identifies successful folk musicians.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Level II Instrumental Folk Music. Performance needs considerable development. The Level II student performing at the novice level describes sound production on a stringed instrument and names some successful folk musicians.

## 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.

**Standard 1: Performing** [This elective program does not require the student to perform.]

### **Standard 2: Exploring (MU.S.2)**

Students will:

- read and notate music;
- listen to, analyze, and describe music; and
- evaluate music and music performances.

### **Exploring Objectives**

Students will:

- MAH.2.1 employ elements of music including melody, rhythm, harmony, form and texture.
- MAH.2.2 employ technology to explore musical sounds.
- MAH.2.3 investigate traditional and non-traditional sound sources.
- MAH.2.4 explore the development and function of music from the oral and written traditions in diverse cultures throughout history.
- MAH.2.5 explore various opportunities to experience music in the community.
- MAH.2.6 identify the various uses of music.
- MAH.2.7 discuss the role of technology in the development of music.
- MAH.2.8 develop skills in evaluating music individually and in groups.
- MAH.2.9 defend individual judgments regarding the function of the elements of music.

## 200304

### Performance Descriptors (MAH.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Appreciation/History. The Music Appreciation/History student performing at the distinguished level accurately applies the elements of music to the musical examples studied. The student employs technology to explore musical sound and traditional and non-traditional sound sources. The student researches and reports on music from oral and written traditions in diverse cultures throughout history. The student attends musical events in the community. The student demonstrates the role of technology in the development of music and shows skills in evaluating music individually and in groups. The student defends individual judgments regarding the function of the elements of music.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Appreciation/History. The Music Appreciation student performing at the above mastery level applies the elements of music to the musical examples studied. The student employs technology to explore musical sound and traditional and non-traditional sound sources. The student gives examples of music from oral and written traditions in diverse cultures throughout history. The student attends musical events in the community. The student explores the role of technology in the development of music and develops skills in evaluating music individually and in groups.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Appreciation/History. The Music Appreciation/History student performing at the mastery level applies the elements of music to the musical examples studied. The student employs technology to explore musical sound and traditional and non-traditional sound sources. The student explores music from oral and written traditions in diverse cultures throughout history. The student explores opportunities to experience music in the community. The student develops skills in evaluating music in groups.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Appreciation/History. Performance needs further development. The Music Appreciation/History student performing at the partial mastery level applies the elements of music to musical examples studied. The student investigates technology to explore musical sounds and traditional and non-traditional sound sources.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Appreciation/History. Performance needs considerable development. The Music Appreciation/History student performing at the novice level identifies the elements of music in musical examples studied. The student identifies technology used to explore musical sounds and traditional and non-traditional sound sources.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music with specified guidelines.

#### Creating Objectives:

Students will:

- MAH.3.1 notate original musical ideas in treble and bass clefs.
- MAH.3.2 notate music from dictation.
- MAH.3.3 employ technology to notate and/or read music.
- MAH.3.4 improvise music.
- MAH.3.5 arrange music using a choice of notation and form.

## 200304

MAH.3.6 compose music using a choice of notation and form.

MAH.3.7 use music terminology in explaining music, music notation, instruments, voices, and performances.

### Performance Descriptors (MAH.PD.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Appreciation. The Music Appreciation/History student performing at the distinguished level accurately notates original musical ideas in treble and bass clefs and notates music from dictation. The student extensively employs technology to notate and/or read music. The student creates imaginative and complex improvisations and arranges music using a choice of notation and form. The student composes music and applies extensive music terminology to explain music, music notation, instruments, voices, and performances.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Appreciation/History. The Music Appreciation/History student performing at the above mastery level notates original musical ideas in treble and bass clefs and notes music from dictation. The student employs technology to note and/or read music. The student improvises music and arranges music using a choice of notation and form. The student composes music and accurately applies music terminology to explain music, music notation, instruments, voices, and performances.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Appreciation/History. The Music Appreciation/History student performing at the mastery level notates original musical ideas in treble and bass clefs and notates music from dictation. The student employs technology to notate and/or read music. The student improvises music and arranges music using a choice of notation and form. The student composes music and applies music terminology to explain music, music notation, instruments, voices, and performances.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Appreciation/History. Performance needs further development. The Music Appreciation/History student performing at the partial mastery level notates original musical ideas in treble and bass clefs and notates music from dictation. The student discusses technology used to notate and/or read music.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Appreciation/History. Performance needs considerable development. The Music Appreciation/History student performing at the novice level notates original musical ideas in either treble or bass clefs and notates simple music from dictation.

### Standard 4: Relating (MU.S.4)

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts.

## 200304

### Relating Objectives:

Students will:

- MAH.4.1 demonstrate respect for the contributions of the performer.
- MAH.4.2 explain appropriate audience behavior for the context and style of music performed within a musical setting.
- MAH.4.3 research available careers in the musical field.

### Performance Descriptors (MAH.PD.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Appreciation/History. The Music Appreciation/History student performing at the distinguished level independently researches and gives a presentation on available careers in the musical field. The student models exemplary concert etiquette for the context and style of music being performed. The student models respect for the contributions of the performer.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Appreciation/History. The Music Appreciation/History student performing at the above mastery level researches and reports on available careers in the musical field. The student demonstrates exemplary concert etiquette for the context and style of music being performed. The student demonstrates respect for the contributions of the performer.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Appreciation/History. The Music Appreciation/History student performing at the mastery level researches available careers in the musical field. The student demonstrates appropriate concert etiquette for the context and style of music being performed.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Appreciation/History. Performance needs further development. The Music Appreciation/History student performing at the partial mastery discusses available careers in the musical field. The student less consistently demonstrates appropriate concert etiquette for the context and style of music being performed.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Appreciation/History. Performance needs considerable development. The Music Appreciation/History student performing at the novice level identifies available careers in the musical field. The student does not consistently demonstrate appropriate concert etiquette for the context and style of the music being performed.

## 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.

### Standard 1: Performing (MU.S.1)

## 200304

Students will:

- perform on instruments, alone and with others, a varied repertoire of music.

### Performing Objectives

Students will:

- MT.1.1 perform major and minor scales on the instrument of their choice;
- MT.1.2 perform bass and treble clef chords on the keyboard; and
- MT.1.3 perform, at sight, a composition on instrument of choice.

### Performance Descriptors (MT.PD.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the distinguished level performs major/ minor scales, writes major/minor scales with key signatures in both treble and bass clef. The student performs at sight a composition on his/her instrument of choice. The student performs bass/treble clef chords on the keyboard and sight sings using solfeggio, numbers, and letter names.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the above mastery level performs major/ minor scales, writes major/minor scales with key signatures in both treble and bass clef. The student performs bass/ treble clef chords on the keyboard, sight sings using solfeggio, numbers, and letter names

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the mastery level performs major and minor scales. The student performs bass/treble clef chords on the keyboard, sight sings using solfeggio, numbers, and letter names.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Theory, Composition and Arranging. Performance needs further development. The Music Theory student performing at the partial mastery level performs major and minor scales. The student performs bass and treble clef chords on the keyboard.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Theory, Composition, Arranging. Performance needs considerable development. The Music Theory student performing at the novice level performs, with assistance, major and minor scales. The student performs with assistance bass and treble clef chords on the keyboard.

### Standard 2: Exploring (MU.S.2)

Students will:

- read and notate music; and
- listen to, analyze, and describe music.

### Exploring Objectives

Students will:

- MT.2.1 demonstrate the ability to sight sing using solfeggio, numbers, and letter names.
- MT.2.2 write major and minor scales with key signatures in both treble and bass clef.
- MT.2.3 write I, IV, and V chords for all major and minor keys and play these chords on a keyboard.
- MT.2.4 analyze given compositions for chords, key, and compositional devices.

## 200304

### Performance Descriptors (MT.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the distinguished level writes I, IV, and V chords for all major and minor keys. The student analyzes given compositions for chords, keys, and compositional devices.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the above mastery level writes I, IV, and V chords for most major and minor keys. The student analyzes given compositions for chords, keys, and compositional devices.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the mastery level writes major/minor scales with key signatures in both treble and bass clef. The student analyzes given compositions for chords and keys.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Theory, Composition, Arranging. Performance needs further development. The Music Theory student performing at the partial mastery level writes major and minor scales with key signatures in treble clef. The student analyzes given compositions for chords.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Theory Composition, Arranging. Performance needs considerable development. The Music Theory student performing at the novice level with assistance writes major and minor scales with key signatures in treble clef. The student identifies keys in a given composition.

### Standard 3: Creating (MU.S.3)

Students will:

- improvise melodies, variations, and accompaniments; and
- compose and arrange music within specified guidelines.

#### Creating Objectives

Students will:

- MAH.3.1 develop chord progressions of specified patterns in four-part voicing using the accepted rules of composition.
- MAH.3.2 improvise a melody above a given chordal accompaniment.
- MAH.3.3 improvise a chordal accompaniment of a given melody.
- MAH.3.4 employ technology to notate and/or read music.
- MAH.3.5 arrange music using a choice of notation and form.
- MAH.3.6 compose music using a choice of notation and form.

**Performance Descriptors (MT.PD.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the distinguished level develops chord progressions of specified patterns in four-part voicing using the accepted rules of composition. The student improvises melodies and chord accompaniments on a given melody. The student composes an original composition and arranges an existing composition in the venue of his/her choice. The student employs technology to notate the composition.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the above mastery level develops chord progressions of specified patterns in four-part voicing using the accepted rules of composition. The student improvises melodies and chord accompaniments on a given melody. The student composes and original composition or arranges an existing composition in the venue of his/her choice.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the mastery level develops chord progressions of specified patterns in four-part voicing using the accepted rules of composition. The student improvises melodies and chord accompaniments on a given melody.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Theory, Composition, Arranging. Performance needs further development. The Music Theory student performing at the partial mastery level develops chord progressions of specified patterns in four-part voicing using the accepted rules of composition. The student improvises melodies on a given melody.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Theory, Composition, Arranging. Performance needs considerable development. The Music Theory student performing at the novice level develops chord progressions of specified patterns in four part voicing and identifies the accepted rules of composition.

**Standard 4: Relating (MU.S.4)**

Students will:

- understand relationships between music, the other arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

**Relating Objectives**

Students will:

- MT.4.1 listen to exemplary compositions and compare and contrast compositional devices used.  
 MT.4.2 research available careers in the musical field.

**Performance Descriptors (MT.PD.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the distinguished level independently researches and reports on available careers in the music field. The student listens to exemplary compositions and compares elements to other areas of study.

## 200304

- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the above mastery level researches, either alone or in a small group, available careers in the field of music. The student listens to exemplary compositions.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in Music Theory, Composition, Arranging. The Music Theory student performing at the mastery level explores and lists available careers in the music field. The student listens to exemplary compositions.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in Music Theory, Composition, Arranging. Performance needs further development. The Music Theory student performing at the partial mastery level discusses available careers in the music field. The student listens to exemplary compositions.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in Music Theory, Composition, Arranging. Performance needs considerable development. The Music Theory student performing at the novice level identifies available careers in the field of music.

## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT: Policy 2520.10 Music Content Standards and Objectives for WV Schools 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):

There will be no increase in costs due to this policy.

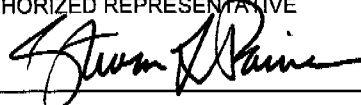
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

April 10, 2003

West Virginia Department of Education

  
\_\_\_\_\_

**POLICY 2520.10 : Music Content Standards and Objectives for West Virginia Schools**  
**COMMENT LOG**

**January 10, 2003 – March 7, 2003**

ACTION TYPE  
 N: No Response - Negative  
 N/A Not Accepted + Positive  
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
<b>Instrumental Music (Winds and Percussion)</b>				
<b>Level I – WI.PD.2 Performance Descriptors</b>				
March 6, 2003	Randy Brannon, Band Director, Edison Junior High School	<p>“The objectives ... are beyond reasonable expectations.”</p> <p>under <i>Mastery</i>.</p> <p>delete last sentence</p> <p>replace with the following:</p> <p>The student interprets repeat signs and evaluates the musical performance of others.</p>	A -	Writing committee members agreed that modifications were needed. When the PD's levels were expanded, <i>Mastery</i> was mistakenly changed when it should have remained as it was.
<b>General Music</b>				
<b>Grades K - 3</b>				
March 6, 2003	Wendy Keeney, Elementary General Music Teacher, Stratton Elementary School	<p>I am very concerned with the "simplification" of the learner outcomes for General Music in Grades K-3. I understand that this is being done in order for classroom teachers to teach music in these grades, instead of music specialists. This is a great disservice to the students of this state. Every student deserves to have a subject in which they can excel and which is taught by a professional.</p>	N/A -	The comment did not require a change. Writing committee members believe that the curriculum they have developed is a progressive program of learning that allows for more flexibility

## All Performance Descriptors

March 6, 2003	Julia Moorehead, Private Studio- piano/voice	The area I do not agree with is the performance descriptors. How can we label a child within a category that is not mastery? If given the time and resources for a consistent music program, every child according to his/her best ability will achieve mastery in music. We do not need to label them and allow a student to think that we do not expect their absolute best work and effort	N -	The comment did not require a change. Assessing the student's performance is not considered a "labeling" of that student. Performance Descriptors were developed to assist the student and teacher.
---------------	--	---	-----	--

## Instrumental Music (Winds and Percussion)

### Level II – WII.PD.1

March 6, 2003	Randy Brannon, Band Director, Edison Junior High School	<p>"The objectives ... are beyond reasonable expectations." page 77 Performance Descriptors</p> <p><b>Distinguished:</b> Replace the last sentence with: The Level II student at the distinguished level performs grade level II music with staccato, legato and slurred passages while demonstrating musical independence and interpreting dynamic levels of <i>p</i>, <i>mf</i>, and <i>f</i>.</p> <p><b>Above Mastery:</b> Replace the last sentence reads with: The Level II student at the above mastery level independently performs grade level II music with staccato and slurred passages while interpreting dynamic levels of <i>p</i>, <i>mf</i> and <i>f</i>.</p> <p><b>Mastery:</b> Replace the last sentence with: The Level II student at the mastery level plays his/her grade level I music part independently within an ensemble setting and interprets staccato passages and dynamic levels of <i>p</i> and <i>f</i>.</p>	A o	Writing committee members agreed that modifications were needed in the establishing performance levels which are more realistic. The changes are extensive.
---------------	---	--	-----	---

**Instrumental Music (Winds and Percussion)**

**Level II – WII.PD.2**

Same as above	same as above	page 78 Performance Descriptors <b>Mastery:</b> Omit "and F" in the next to last sentence	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level III – WIII.PD.2**

Same as above	same as above	page 82 Performance Descriptors <b>Above Mastery:</b> omit "in a performance" in last sentence <b>Mastery:</b> Replace last three sentences with the following: The Level III student at the mastery level performs music containing chromaticism and syncopation and identifies key changes. The student sight-reads, tunes their instrument with assistance and evaluates their own performance. The Level III percussionist at the mastery level plays the flam accent and flam tap. <b>Partial Mastery:</b> in last sentence omit "given musical concepts" and replace with "chromaticism and syncopation" <b>Novice:</b> in last sentence omit "given musical concepts" and replace with "chromaticism and syncopation"	A 0	same as above
---------------	---------------	---	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level IV – WIV.PD.2**

Same as above	same as above	page 85 Performance Descriptors <b>Above Mastery:</b> in second sentence replace "five flats" with "four flats" page 86 <b>Mastery:</b> In 2 <sup>nd</sup> sentence, omit "in the given keys" and "performs music in 6/8 time." In last sentence, omit "flam paradiddle and all" In last sentence change "all ratamacues" to "a ratamacue" <b>Partial Mastery:</b> in next-to-last sentence omit "performs music in 6/8 time"	A 0	same as above
---------------	---------------	--	-----	---------------

## Instrumental Music (Winds and Percussion)

### Level IV -- WV.PD.3

Same as above	same as above	<p>page 86 Performance Descriptors</p> <p><b>Above Mastery:</b> Last sentence should be replaced by: The Level IV student at the above mastery level improvises melodies and creates variations.</p> <p><b>Mastery:</b> In last sentence change "melodies" to "a melody"</p>	A o	same as above
---------------	---------------	--	-----	---------------

## Instrumental Music (Winds and Percussion)

### Level V -- WV.PD.2

Same as above	same as above	<p>page 89 Performance Descriptors</p> <p><b>Above Mastery:</b> Replace "through 4 sharps and 5 flats" with "through 2 sharps and 4 flats."</p> <p><b>Mastery:</b> Replace the second sentence with: The Level V student at the mastery level sight-reads music and plays from memory and notates major scales in the keys of C through four flats concert. In the last sentence, omit "number 1, number 2"</p> <p><b>Partial Mastery:</b> Replace the third sentence with: The Level V student at the partial mastery level plays from memory and notates major scales in the keys of one through four flats concert.</p> <p><b>Novice:</b> Replace the final sentence with: The Level V student at the novice level plays major scales in the keys of one through three flats concert.</p>	A o	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level V -- WV.PD.3**

Same as above	same as above	page 90 Performance Descriptors <b>Mastery:</b> In the last sentence, replace "and demonstrates" with "and may demonstrate"	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VI -- WVI.PD.2**

Same as above	same as above	page 93 <b>Mastery:</b> Replace second sentence with: The Level VI student at the mastery level notates and plays scales from memory, sight-reads music interpreting the musical directions and evaluates the performance using established musical criteria. <b>Partial Mastery:</b> Replace last sentence with: The Level VI student at the partial mastery level notates and plays major scales, sight-reads music, and evaluates performances. <b>Novice:</b> Replace last sentence with: The Level VI student at the novice level plays scales, sight-reads music and evaluates performances.	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VII -- WVII.PD.2**

Same as above	same as above	Page 96 <b>Distinguished:</b> In 2 <sup>nd</sup> sentence, replace "independently interprets" with "independently sight-reads" <b>Above Mastery:</b> In 2 <sup>nd</sup> sentence, replace "interprets and performs" with "sight-reads and performs" <b>Mastery:</b> In last sentence, replace "The student describes" with "The student identifies"	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VII -- WVII.PD.3**

Same as above	same as above	<p>page 97                      Performance Descriptor  <b>Distinguished:</b> Replace last sentence with:                      The Level II student at the distinguished level composes a theme and variations for a solo instrument, notates it and performs it while demonstrating good musicianship.  <b>Above Mastery:</b> Replace last sentence with:                      The Level II student at the above mastery level improvises a 16 measure melody, notates it and performs it.  <b>Mastery:</b> Replace "a 16 measure melody" with "an 8 measure melody"</p>	A 0	same as above
---------------	---------------	---	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VII -- WVII.PD.4**

Same as above	same as above	<p>page 97                      Performance Descriptor  <b>Above Mastery:</b> Replace "analyzes the way" with "describes the way"                      page 98  <b>Mastery:</b> In last sentence omit "in different cultures and historical periods"</p>	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VIII – WVIII.PD.1**

Same as above	same as above	page 98 Performance Descriptor <b>Distinguished:</b> In last sentence omit "in a public performance." <b>Above Mastery:</b> Replace last sentence with: The Level VIII student at the above mastery level plays solo passages and applies musical skills while performing, interpreting and responding appropriately to conductor's gestures in an ensemble. page 99 <b>Mastery:</b> In last sentence omit "plays solo passages and"	A 0	same as above
---------------	---------------	--	-----	---------------

**Instrumental Music (Winds and Percussion)**

**Level VIII – WVIII.PD.2**

Same as above	same as above	page 99 Performance Descriptor <b>Above Mastery:</b> In last sentence, omit "and triads" <b>Mastery:</b> In last sentence change "notates all major and relative minor scales" to "notates major and relative minor scales" page 100 <b>Partial Mastery:</b> In last sentence, omit "and relative minor" <b>Novice:</b> In last sentence, omit "plays and notates scales" and replace with "sight-reads, plays major scales"	A 0	same as above
---------------	---------------	--	-----	---------------

<b>Instrumental Music (Winds and Percussion)</b>			
<b>Level I – Standard 2: Exploring Objectives</b>			
same as above	same as above	On page 74, change wording of <b>WI.2.5</b> to read as: play notated melodies based on concert major scales of Bb and Eb	A 0 same as above
<b>Instrumental Music (Winds and Percussion)</b>			
<b>Level II – Standard 2: Exploring Objectives</b>			
same as above	same as above	On page 78, under <b>WII.2.4a</b> change wording to read as: play major scales in the concert keys of Bb, Eb and Ab.	A 0 same as above
<b>Instrumental Music (Winds and Percussion)</b>			
<b>Level IV – Standard 2: Exploring Objectives</b>			
same as above	same as above	On page 85 under <b>WIV.2.4a</b> change wording to read as: play from memory and notate major scales through 4 flats in concert pitch under <b>WIV.2.5</b> change wording to read as: play in the concert keys of C, F, Bb, Eb and Ab major.	A 0 same as above
<b>Instrumental Music (Winds and Percussion)</b>			
<b>Level V – Standard 2: Exploring Objectives</b>			
same as above	same as above	On page 89 under <b>WV.2.4.a</b> change wording to read as: play from memory and notate major scales from C through 4 flats	A 0 same as above

**Level I, II, III, IV, V, VI, VII Choral Music and Primer Level Choral Music**

**Introduction Sections of each level: found on pp. 101,106, 110, 115, 120, 126, 130, 134**

March 3, 2003

Arlene Bennett,  
Music CSO Writing  
Committee member  
and Music Teacher  
at Suncrest Middle  
School

**Comment:** In Instrumental Music, Winds and Percussion and Strings, and in General Music, Content Standard 4, Relating (MUS.4) reads:  
Students will:  
-understand relationships between music, the arts, and disciplines outside the arts; and  
-understand music in relation to history and culture.

However, in Choral Music, Content Standard 4, Relating (MUS.4) reads:

Students will:  
-evaluate music and music performances; and  
-explain relationships between music, the other arts, and disciplines outside the arts.

In all instrumental areas and in the area of general music, evaluating music and music performances falls into Content Standard 2, Exploring

**Action on Comment:** Add the following sentence, as a second paragraph, to the introductions for:

Level I Choral Music, p. 101

Level II Choral Music, p. 106

Level III Choral Music, p. 110

Level IV Choral Music, p. 115

Level V Choral Music, p. 120

Level VI Choral Music, p. 126

Level VII Choral Music, p. 130

Primer Level Choral Music, p. 134

**In all levels of Choral Music, the National Music Standard of “Evaluating music and music performances” has been included in the West Virginia Content Standard of Relating.**

It was decided to leave the National Music Standard of “Evaluating music and music performances” in under the Choral Music Content Standard of **Relating** because the choral writing members interpreted the Relating Standard to include evaluation.

A O



## Mary Baldwin

---

**From:** Julia Lee [jrlee@access.k12.wv.us]  
**Sent:** Thursday, April 17, 2003 1:02 PM  
**To:** Mary Baldwin  
**Subject:** Comment on Music Standards  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

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

**From:** Randy Brannon [mailto:rbrannon@access.k12.wv.us]  
**Sent:** Thursday, March 06, 2003 9:04 AM  
**To:** jrlee@access.k12.wv.us  
**Subject:** Content Standards

Dear Julia: I have some general comments about the proposed content standards for instrumental music (winds and percussion). The progression through the various key signatures is too fast. Scales in particular have little relevance to elementary students and to expect different is inviting frustration. Also, the expectations in written music notation and improvisation will be extremely difficult to implement with any level of mastery given present limitations in time (I see my 5th and 6th Grade students once per week for 30 minutes). The standards that I feel need the most modification are in the Exploring areas of Levels 2, 4, and 5. The objectives concerning scales and key signatures, some percussion rudiments, and written notation and improvisation are beyond reasonable expectations.

With regards,  
Randy Brannon, Band Director  
Edison Junior High School  
Parkersburg, WV

## Mary Baldwin

---

**From:** Julia Lee [jrlee@access.k12.wv.us]  
**Sent:** Thursday, April 17, 2003 1:05 PM  
**To:** Mary Baldwin  
**Subject:** Comment on Music Standards

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

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

**From:** Ron & Arlene Bennett [mailto:rabennett@adelphia.net]  
**Sent:** Monday, March 03, 2003 8:00 PM  
**To:** jrlee@access.k12.wv.us  
**Subject:** Question about Choral Music Standard

Hi Julia,

I have been working on the modules and came across a point I need to clarify. Here's the situation:

In Instrumental Music, winds and percussion and strings, and in General Music, Content Standard 4, Relating (MUS. 4) reads:

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

In Choral Music, Content Standard 4, Relating (MUS.4) reads:

Students will:

- evaluate music and music performances; and
- explain relationships between music, the other arts, and disciplines outside the arts.

In all instrumental areas and in the area of general music, evaluating music and music performances falls into Content Standard 2, Exploring (MUS.2).

Is there a mistake in the choral music standards? I remember a discussion about how one of the groups rewrote the standards. Is this the case?

I am working on a module for Choral Music Level 11, Relating, (MUS.4). I can keep it simple and just address the objectives relating to texts in literature, culture and history, however, I thought that this discrepancy needed mentioning.

Let me know what you think!

Arlene Bennett

## Mary Baldwin

---

**From:** Julia Lee [jrlee@access.k12.wv.us]  
**Sent:** Thursday, April 17, 2003 1:04 PM  
**To:** Mary Baldwin  
**Subject:** Comment on Music Standards  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

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

**From:** Phillip Wyatt [mailto:philip.wyatt@verizon.net]  
**Sent:** Friday, March 14, 2003 5:02 PM  
**To:** Julia Lee; Julia Murin Lee  
**Cc:** dennywv@yahoo.com; Denny Sayre; Denny Sayre; Randy Brannon; Randy Brannon  
**Subject:** CSO's for Winds and Percussion

Julia,

In talking with Randy and Denny we are in concurrence of the following changes:

WI.2.5 play notated melodies based on concert major scales of Bb and Eb.  
WII.2.4a play major scales in the concert keys of Bb, Eb and Ab.  
WIV.2.4a play from memory and notate major scales through 4 flats in concert pitch.  
WIV.2.5 play in the concert keys of C, F, Bb, Eb and Ab major.  
WV.2.4a play from memory and notate major scales from C through 4 flats.

I also, believe Denny's rewording of the descriptors is needed. They are attached.

Hope this is doable. Sorry we are late, but there you have it!  
-phil

\*\*\*\*\*  
AS YOU WALK DOWN LIFE'S HIGHWAY  
SEEKING JUSTICE AND FAIRNESS  
TAKE AN EXTRA PAIR OF SHOES!  
\*\*\*\*\*  
Phil & Renee' Wyatt  
[philip.wyatt@verizon.net](mailto:philip.wyatt@verizon.net)  
[rwyatt@access.k12.wv.us](mailto:rwyatt@access.k12.wv.us)  
[pw Wyatt@access.k12.wv.us](mailto:pw Wyatt@access.k12.wv.us)  
SUPPORT YOUR SCHOOL ARTS PROGRAMS!!!  
BE ACTIVE IN YOUR CHILD'S SCHOOL!!  
STOP BLOCK SCHEDULING!!  
\*\*\*\*\*

## Mary Baldwin

---

**From:** Julia Lee [jrlee@access.k12.wv.us]  
**Sent:** Thursday, April 17, 2003 1:04 PM  
**To:** Mary Baldwin  
**Subject:** Comment on Music Standards  
**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

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

**From:** Denny Sayre [mailto:dennys@citynet.net]  
**Sent:** Thursday, March 06, 2003 11:02 PM  
**To:** Julia Lee  
**Subject:** Fw: Question about Choral Music Standard

Julia,

I agree with Phil. I think some of the Level 2, 4 and 5 Instrumental Winds issues were cleared up in my proposal, but I am not adverse to more alterations. I think the level 5 Exploring ones need scaled back. I thought about doing it when I made my revisions, but I decided to leave the original group's vision intact. If they're having second thoughts too, we should address it.

I agree with the need to make the Choral Relating Content Standard language consistent.

I like what I've seen of the General Music. I don't think most non-specialist teachers could deliver the curriculum. I would be interested in seeing specific suggestions if there were any. Our concern should be determining what students need to be able to do - not making the curriculum difficult enough to require specialists (Which we definitely need to have, and I understand his concern. But, classroom teachers are already certified to teach general music - like it or not. I doubt that the music curriculum is of much concern in places where classroom teachers "deliver music instruction" instead of specialists.)

Denny

>I would like time to revisit some of the issues these folks bring up! I really think all of these comments are valid and have merit and we should consider acting on some of them! What kind of timeline do we have and can we make changes? Maybe some wholesale changes??? I believe Randy has a point about the instrumental CSO's. I see his perspective and am glad he commented! I will talk with him as to specifics and how he would approach it. I also believe that his concept is better than the one we had! The choral comment is valid, also. I can't speak for the General Music. I didn't think it was watered down at all! I felt the Gen Music K-4 was realistic and maybe a little overzealous in places, but what do I know. I'm a band guy!  
Am I off base here?!!

-phil

Julia Lee wrote:

-----  
In Instrumental Music, winds and percussion and strings, and in General Music, Content Standard 4, Relating (MUS. 4) reads:

Students will:

- understand relationships between music, the arts, and disciplines outside the arts; and
- understand music in relation to history and culture.

In Choral Music, Content Standard 4, Relating (MUS.4) reads:

Students will:

- evaluate music and music performances; and
- explain relationships between music, the other arts, and disciplines outside the arts.

In all instrumental areas and in the area of general music, evaluating music and music performances falls into Content Standard 2, Exploring (MUS.2).

**The Choral Music standards should not read any differently than the rest of all the MUSIC standards. The committee agreed on the wording of the standards themselves. Once the wording of the standards was determined, then this was not to change.**

--  
\*\*\*\*\*  
AS YOU WALK DOWN LIFE'S HIGHWAY  
SEEKING JUSTICE AND FAIRNESS  
TAKE AN EXTRA PAIR OF SHOES!  
\*\*\*\*\*  
Phil & Renee' Wyatt  
[philip.wyatt@verizon.net](mailto:philip.wyatt@verizon.net)  
[wyatt@ioplinc.net](mailto:wyatt@ioplinc.net)  
[rwyatt@access.k12.wv.us](mailto:rwyatt@access.k12.wv.us)  
[pwatt@access.k12.wv.us](mailto:pwatt@access.k12.wv.us)  
SUPPORT YOUR SCHOOL ARTS PROGRAMS!!!  
BE ACTIVE IN YOUR CHILD'S SCHOOL!!  
STOP BLOCK SCHEDULING!!  
\*\*\*\*\*