

**SOUTH CAROLINA  
ACADEMIC STANDARDS  
FOR THE  
VISUAL AND PERFORMING  
ARTS**



**Jim Rex  
State Superintendent of Education**

**South Carolina Department of Education  
Columbia, South Carolina**

**2010**

## ACKNOWLEDGMENTS

South Carolina owes a debt of gratitude to the following individuals for their expertise and dedication in developing a quality vision for the visual and performing arts in our state.

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# INTRODUCTION

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is presented as a series of seven documents that individually address the arts areas of dance, choral music, general music, instrumental music, media arts, theatre, and visual arts from kindergarten through high school. Delineating what the state's children should know and be able to do in these content areas, the seven documents are intended to be used not only as the basis for curricula, instruction, and assessment in the arts disciplines in South Carolina schools but also as a concise statement about expectations for learning in the arts for policy makers, education administrators, teachers, and instructional and community leaders.

South Carolina Department of Education professional staff, in collaboration with members of the South Carolina Visual and Performing Arts Standards Development Team, created this series of arts-standards documents. The fundamental process began with the development of the *South Carolina Visual and Performing Arts Framework* in 1993. The next year, *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, developed by the Consortium of National Arts Education Associations, was made available nationwide, and in 2003, the SCDE published its *South Carolina Visual and Performing Arts Curriculum Standards*, which utilized the nine content standards that are put forth in the national standards document. The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* is based on both of these latter documents. While changes in the wording of the discipline-specific national content and achievement standards have been made here, the essential beliefs and intent of these standards remain intact. In addition, our seven documents contain standards that are original and unique to South Carolina.

**While the 2010 *South Carolina Academic Standards for the Visual and Performing Arts* represent a guide for what students should know and be able to do, the local school district should determine the appropriateness of the content used to teach the standards. Decisions as to curriculum, instruction, and assessment should match the grade level at which the standards are taught and support the culture of the local community.**

The 2010 *South Carolina Academic Standards for the Visual and Performing Arts* draws on the expertise of K–16 arts teachers and administrators who were nominated by district superintendents and the professional arts education organizations for dance, music, theatre, and visual arts. We are grateful to all who those contributed to this effort.

## The Visual and Performing Arts in South Carolina

Students who participate in the standards-based education in the visual and performing arts that South Carolina provides are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of

devoted arts educators in our state and throughout the nation. The *2010 South Carolina Academic Standards for the Visual and Performing Arts* will serve as the basis for the continuation of the comprehensive sequential arts education system offered in our state. In addition, these standards provide guaranteed experiences for our students to study, perform, and produce in the arts.

Ten years of ongoing research in South Carolina schools has demonstrated that increased and enhanced arts education programs make a significant impact on the state's students, schools, and teachers as well as its overall economic stability. For example, research conducted by the University of South Carolina's Office of Program Evaluation found quality comprehensive arts programs greatly changed the ecology of the schools. Such schools were found to have higher student attendance, higher parent approval, fewer discipline referrals, fewer student interruptions and more time on task, higher teacher attendance, and higher teacher morale. In addition, in 2002, the South Carolina Arts Commission reported that, according to a study conducted by the Division of Research in University of South Carolina's Moore School of Business, the cultural industry in the state was making a significant impact on the state's economy. That study, which updated in 2007, affirmed the state's cultural industry overall had generated \$2.4 billion dollars or more in output for the South Carolina economy, including \$766,249,688 in salaries and wages from 31,490 jobs—a significant return on the state's investment in the visual and performing arts.

### **The South Carolina Visual and Performing Arts Academic Standards Documents**

The *2010 South Carolina Academic Standards for the Visual and Performing Arts* is not a curriculum. The academic standards set forth in the seven visual and performing arts documents are not sequenced for instruction; do not prescribe classroom activities or materials; and do not dictate instructional strategies, approaches, or practices. Instead, these documents—in presenting a framework for the development of realistic and achievable expectations for student performance in each grade level—are intended to serve as a resource for the state's school districts in designing their own visual and performing arts curricula. A district may expand and organize its course content on the basis of these standards and indicators to fit the needs of its particular student populations.

The academic standards statements and their performance indicators describe the knowledge and skills that should be addressed in each grade level. Mastery of the standards is not expected for kindergarten students, and formal assessment is not appropriate for these standards. When the standards continue into the lower grades, however, mastery and assessment of the grades 1 and 2 standards are expected. The kindergarten visual and performing arts standards were developed with the intention that instruction would be provided in schools (with sufficient arts staff and appropriate funding) by arts specialists or by early childhood teachers who had received extensive professional development in arts education. A systematic collaborative effort between elementary arts specialists and early childhood teachers is highly recommended.



As the standards are implemented and the arts program grows, schools and districts should evaluate the effectiveness of their programs by using criteria to determine the extent to which students have opportunities to learn the arts standards. The Program Assessment Worksheets available on Winthrop University's "Arts in Basic Curriculum Project" Web site at <http://www2.winthrop.edu/abc/learn.htm>, provide a survey instrument for the development of a comprehensive sequential arts program. The survey gauges individual arts disciplines, addressing facilities, supplies and equipment, scheduling, and staffing. In addition, teachers and administrators are encouraged to use the recommendations cited in the *Essential Elements of a Quality District Arts Program* document located at <http://www.ed.sc.gov/arts>. Checklists, which are provided as a supplement to this document, can be used by districts and schools to conduct a needs assessment of their arts programs.

South Carolina students have always grown through the benefits of strong visual and performing arts programs. This document assures for the continuation of our state's strength in arts education.

### **Document Format and Definitions of Key Terms**

Elementary teachers will find academic standards for kindergarten through grade five; middle school teachers, for grades six through eight. Middle school teachers may find it necessary to adjust the implementation of the standards according to their students' experiences in the arts. Students studying an arts discipline for the first time in the eighth grade may need to be introduced to the sixth- or seventh-grade standards, according to their abilities and knowledge of the discipline. Middle school teachers may want to think of the grades in terms of the following levels: sixth grade as middle-level *one*, seventh grade as middle-level *two*, and eighth grade as middle-level *three*.

For high school students, the standards are written as levels *one* through *four*, representing grades nine through twelve respectively. Teachers should teach the standards at the level at which the individual student's abilities and knowledge exist when he or she enters the arts discipline. A pretest of student abilities and knowledge will assist the teacher in determining which overall level of the standards best aligns with what the students in the class should know and be able to do.

All children deserve access to the rich education that the arts provide, regardless of their background, talents, or disabilities. Students with disabilities can derive great benefit from the arts; therefore, arts specialists should be involved in the planning for the education of students with special needs through their individualized education program (IEP). Arts specialists should also take part in the planning and implementation of artistically gifted and talented programs. Students in these programs in the elementary and middle grades are expected to achieve all the standards listed at their grade levels as well as to demonstrate higher levels of skills and knowledge, deal with more complex examples, and respond to works of art in increasingly sophisticated ways.

**Academic standards** are statements of the most important and consensually determined expectations for student learning in a particular discipline. The 2010 South Carolina Academic Standards for the Visual and Performing Arts are provided for nine grade levels (kindergarten through grade eight) and four high school levels.

**Indicators** are specific statements of the content knowledge, skills, and performance levels that students must demonstrate in order to meet the particular standard. The term *including* in the indicator statements names the specific items that are intended to be the focus of the teaching and learning on the particular skill or concept. Teachers must focus their instruction on the entire indicator, but they must also be certain to include in their instruction the components specified in the *including* statements. The items named in the parenthetical *for example* statements, on the other hand, are suggestions rather than requirements.

Throughout the text of the standards and the indicators for the individual grade levels, terms that are defined in the glossary appear in boldface type. Words in the glossary are defined contextually as they are used in the standards.

The indicators are labeled in such a way that identifies the particular arts area. The following designations are used:

**D** = Dance

**MA** = Media Arts

**MG** = General Music (Music, General)

**MC** = Choral Music (Music, Choral)

**MI** = Instrumental Music (Music, Instrumental)

**T** = Theatre

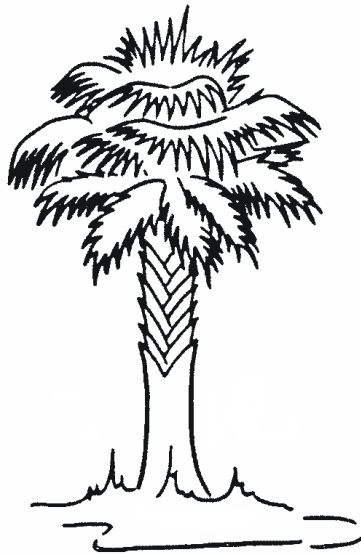
**VA** = Visual Arts

The individual indicators are labeled alphanumerically by arts area, grade level, standard number, and sequential number. The example, the second indicator for standard 1 for Dance in the eighth-grade is written **D8-1.2**:

- The letter *D*, for dance, represents the particular arts area,
- the number 8 represents the grade level,
- the number 1 represents the content standard, and
- the number 2 represents the order in which the indicator appears in the sequence of items in the list.

**SOUTH CAROLINA  
ACADEMIC STANDARDS  
FOR THE  
VISUAL AND PERFORMING ARTS**

**INSTRUMENTAL MUSIC**



**Jim Rex  
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# Instrumental Music

## Introduction

Education systems in the United States have long recognized the need for national standards to provide the basis for a common curriculum and academic programs throughout the country. In accordance with that objective, the 2010 South Carolina academic standards for music (general, choral, and instrumental music) are based upon the nine content standards that are put forth in *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, a document developed by the Consortium of National Arts Education Associations and published in 1994, as were the music standards in the *South Carolina Visual and Performing Arts Curriculum Standards*, published in 2003.

The original nine music standards in the 2003 South Carolina document are now reorganized into six standards, with none of the national standards eliminated. The new reorganization of the music content standards consists in the following:

- The national standards 1 and 2 are combined into the 2010 South Carolina standard 1: "Music Performance." Indicators previously listed under the two national standards are now listed under two subheadings: "Singing" and "Performing on Instruments."
- The national standards 3, "Improvising," and 4, "Composing and Arranging," are combined into the new South Carolina standard 2, "Creating Music."
- The new South Carolina standard 3, "Music Literacy," is comprised of indicators previously listed in the 2003 standard 5, "Reading and Notating."
- The national standards 6 and 7 are combined into the new South Carolina standard 4: "Critical Response to Music," with indicators organized under the subheadings "Analyzing" and "Evaluating."
- The new South Carolina standard 5, "History and Culture," correlates with the national standard 9, "Relating to History and Culture."
- The new South Carolina standard 6, "Making Connections," correlates with the national standard 8, "Making Connections."

Studies in general, choral, and instrumental (band and orchestra) music are components of a comprehensive music program and are part of the overall school curriculum; therefore, a school's music curriculum should include general, choral, and instrumental music courses. The South Carolina academic standards for music place greater emphasis on certain standards, depending on the particular course of study. For example, standard 1, Music Performance, includes indicators for singing and for performing on instruments. It is expected that in a choral class there would be more emphasis placed on singing, while in an instrumental course more emphasis would be placed on performing on instruments. It is, however, necessary for instrumental students to sing and for choral students to perform on instruments. Students in general music should master both the singing and instrumental indicators at the appropriate grade level.

## The Grade Levels

Instrumental Music standards are provided for each grade level from kindergarten through high school. However, students enter a music class with varying degrees of music instruction. Music teachers—who are held accountable for students' attainment of the music standards—must therefore understand how the standards and indicators provide for sequential learning. In many instances, the performance indicator statements themselves suggest prerequisite skills that will help a teacher accommodate gaps in instruction.

Although the South Carolina academic standards for music are numbered 1 through 6, the arrangement of these standards is not meant to suggest a sequence or hierarchy. Rather, the concepts contained within the various standards often overlap or are related to one another. Richly designed curriculum and instruction should integrate many standards within a unit of study, thus enabling students to see the connections among the six standards in the music discipline.

Schools interested in developing quality music programs should consult Winthrop University's "Opportunity-to-Learn: Standards for Arts Education," Arts in Basic Curriculum Project, online at <http://www2.winthrop.edu/abc/learn.htm>. In addition, program development recommendations can also be gleaned from the South Carolina Department of Education document *Essential Elements of a Quality Visual and Performing Arts Program*, available online at <http://www.ed.sc.gov/arts>.

**Grades K–8:** South Carolina specifies academic standards and performance indicators for elementary (kindergarten through grade 5) and middle school (grades 6 through 8). Middle school music classes should be scheduled to allow adequate instructional time for teachers to address all the 6 through 8 Instrumental Music standards and indicators. In the case of limited-contact-hour classes (nine-week exploratory courses or one-semester courses, for example), teachers may not be able to address all of the standards, however. These teachers should therefore identify the indicators that repeat across the three grade levels and implement those particular ones in that class. Then later, as these students progress through the middle school grades, the teacher should seek to give students the optimum level of music instruction by addressing the indicators that do show increasing complexity from one grade level to another.

**Grades 9–12 (High School Levels 1–4):** The Instrumental Music high school academic standards and indicators are designed to reflect the highest possible levels of achievement in instrumental instruction. High schools that aspire to build a comprehensive music program for their students should also consider offerings in the area of music appreciation, music history, and music theory as well as in a variety of performance-based music courses. While high school music programs make it possible for students who have participated in elementary and middle school music programs to continue their growth as musicians, high school students with no prior music experience should be provided opportunities in the area of music appreciation and in appropriate performance-based courses

Those high school students who are interested in the arts should be encouraged to enroll in the Art, Audio-Video Technology, and Communications Career Cluster,

which is divided into six pathways: Audio-Video Communications Technology; Broadcasting, Film, Journalism; Performing Arts; Printing Technology; Telecommunications; and Visual Arts.

### **Secondary Source**

In addition to the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*, the following source was utilized in the creation of the South Carolina academic standards for Instrumental Music:

Wisconsin Department of Public Instruction. 1997. *Wisconsin Model Academic Standards for Music*. Madison, WI: WDPI. Available online at <http://dpi.wi.gov/standards/pdf/music.pdf>.

# **KINDERGARTEN**

## **Overview**

The instrumental music program for kindergarten should provide a variety of musical experiences that lead to musical readiness for all children. Research findings report a connection between music concepts especially beat competency with eventual success in reading skill development. Musical experiences that focus on concepts of beat competency, discovery of the singing voice, and opportunities to experience and practice these through the use of movement, classroom instruments, and reading activities should define a comprehensive program for early childhood music. Development of physical skills is needed in addition to cognitive skills that require refinement of fine motor skills that can be developed through a variety of musical experiences.

Kindergarten children need opportunities to sort information. Comparing high and low, loud and quiet, fast and slow, and same or different can provide support for a music program at this early age. Manipulatives can be helpful as children begin the process of reading and writing music and represent conceptual understanding in concrete ways. Kindergarten students begin to learn the foundations necessary to begin instrumental music instruction. They will use knowledge and skills to make eventual choices as to the instrumental sounds that most appeal to them.

Instrumental music for the kindergarten students begins with the use of a variety of classroom instruments. Students in kindergarten may begin formal study of stringed instruments, percussion, and piano provided they are appropriately sized.



# KINDERGARTEN

## Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

### Indicators

#### SINGING

- MIK-1.1 Sing songs in a **developmentally appropriate** range, begin matching **pitch**, and echo short **melodic** and **rhythmic** patterns.
- MIK-1.2 Speak, chant, and sing expressively to demonstrate awareness of beat.
- MIK-1.3 Sing in groups and respond to the cues of a conductor.

#### PERFORMING ON INSTRUMENTS

- MIK-1.4 Play **pitched** and **unpitched** instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MIK-1.5 Play simple melodies by ear on a range of classroom instruments.
- MIK-1.6 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, and **intonation** and maintaining a steady **tempo**.
- MIK-1.7 Perform on instruments a variety of music alone and in groups.

# KINDERGARTEN

## Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

### Indicators

#### IMPROVISING

MIK-2.1 Play and embellish simple **rhythmic** and **melodic** patterns by ear.

MIK-2.2 **Improvise** simple **harmonic** patterns.

#### COMPOSING AND ARRANGING

MIK-2.3 Compose short **rhythmic** and tonal patterns using symbols to represent notes or beats.

MIK-2.4 **Arrange** simple **rhythmic** and tonal patterns for his or her instrument.

# KINDERGARTEN

## Music Literacy

**Standard 3:** The student will read and **notate** music.

### Indicators

- MIK-3.1 Read and **notate** quarter and eighth notes and corresponding rests in duple **meter**.
- MIK-3.2 Use a system (for example, syllables, numbers, note names) to read and **notate** simple **pitch** in the clef appropriate for his or her instrument.
- MIK-3.3 Recognize musical symbols in traditional and nontraditional **notation**.

# KINDERGARTEN

## Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

### Indicators

#### ANALYZING

- MIK-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally**.
- MIK-4.2 Listen and respond to basic **elements of music** by using terms such as "same" and "different."
- MIK-4.3 Use personal vocabulary to describe music from diverse cultures.

#### EVALUATING

- MIK-4.4 Respond to the music performances of others by using personal vocabulary and appropriate terminology provided by the teacher.
- MIK-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MIK-4.6 Identify his or her music preferences.

# KINDERGARTEN

## History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

### Indicators

K-5.1 Respond to music from different cultures and historical periods.

K-5.2 Respond to music of different **styles** and **genres**.

# KINDERGARTEN

## Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

### Indicators

- MIK-6.1 Recognize common music terms found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MIK-6.2 Recognize common music terms found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MIK-6.3 Identify music careers and the skills that these careers require.
- MIK-6.4 Identify the different work that is involved in various types of musical performances.
- MIK-6.5 Identify where and when we hear music.

## GRADE 1

### Overview

The instrumental music program for the first grade applies skills and experiences that increase in sophistication and lead to the development of musicianship. As students develop reading skills involving words, their ability to read musical notes and **rhythms** also develops. Students will refine their knowledge through experiences with a variety of music. First graders may expand their comparative skills of *same* and *different* to understand and **aurally** recognize simple music forms. Patterning that can be visual and **aural** for a student provides a valuable connection to general classroom activities in the first grade and can serve to improve cognitive understanding of the concept.

Instrumental music continues to be delivered primarily through the use of classroom instruments. Formal study of size appropriate stringed instruments, percussion, and piano may begin.

## Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

### Indicators

#### SINGING

- MI1-1.1 Sing songs in a **developmentally appropriate** range, **match the pitch**, and echo short **melodic** and **rhythmic** patterns while maintaining a steady **tempo**.
- MI1-1.2 Speak, chant, and sing expressively to demonstrate awareness of beat, **tempo**, and **dynamics**.
- MI1-1.3 Sing in groups and respond to the cues of a conductor.

#### PERFORMING

- MI1-1.4 Play **pitched** and **unpitched** instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI1-1.5 Play simple melodies by ear on a range of classroom instruments.
- MI1-1.6 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, and **intonation** and maintaining a steady **tempo**.
- MI1-1.7 Perform a variety of music alone and in groups.
- MI1-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.



# GRADE 1

## Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

### Indicators

#### IMPROVISING

- MI1-2.1 Play and embellish simple **rhythmic** and **melodic** patterns by ear.
- MI1-2.2 **Improvise** simple **harmonic** patterns and **rhythmic** accompaniments.

#### COMPOSING AND ARRANGING

- MI1-2.3 Compose short **rhythmic** and tonal patterns using symbols to represent notes or beats.
- MI1-2.4 **Arrange** simple **rhythmic** and tonal patterns for his or her instrument.

# GRADE 1

## Music Literacy

**Standard 3:** The student will read and **notate** music.

### Indicator

- MI1-3.1 Read and **notate** quarter and eighth notes and corresponding rests in duple **meter**.
- MI1-3.2 Use a system (for example, syllables, numbers, note names) to read and **notate** simple **pitch** in the clef appropriate for his or her instrument.
- MI1-3.3 Recognize and **notate** traditional and nontraditional symbols.

## GRADE 1

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI1-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented aurally.
- MI1-4.2 Listen and respond to basic **elements of music** representing diverse **genres** and cultures.
- MI1-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI1-4.4 Respond to the music performances of others by using personal vocabulary and the criteria provided by the teacher.
- MI1-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MI1-4.6 Identify and explain his or her music preferences.

# GRADE 1

## History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

### Indicators

MI1-5.1 Respond to music from different cultures and historical periods.

MI1-5.2 Respond to music of different **styles** and **genres**.

## GRADE 1

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI1-6.1 Recognize common music terms found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI1-6.2 Recognize common music terms found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI1-6.3 Identify music careers and the skills that these careers require.
- MI1-6.4 Identify the different work that is involved in various types of musical performances.
- MI1-6.5 Identify where and when we hear music.

## GRADE 2

### Overview

The instrumental music program for the second grade utilizes basic music concepts. Experiences may be expanded to include simple **improvisation** and composition. As writing skills develop, students should be given opportunities to create their own music. Concepts of program music as a musical **form** can be explored as second-grade students gain skill with expressing themselves in response to hearing and performing various musical **styles**.

As second graders become more skilled at multistep oral directions, they are capable of more advanced music reading skills. Students should continue to refine their reading skills both of **rhythmic** and **melodic notation**. Students should recognize basic music symbols, including staff lines and spaces, treble clef, measures, bar lines, repeat signs, and time signatures.

## GRADE 2

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

#### SINGING

- MI2-1.1 Sing the correct **rhythms** on **pitch** using neutral syllables or **solfège** while maintaining a steady **tempo** and **meter**.
- MI 2-1.2 Sing expressively with appropriate **dynamics** and phrasing.
- MI 2-1.3 Sing in groups and respond to the cues of a conductor.

#### PERFORMING

- MI 2-1.4 Play **pitched** and **unpitched** instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI 2-1.5 Play simple melodies by ear on a range of classroom instruments.
- MI 2-1.6 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, and **intonation** and maintaining a steady **tempo**.
- MI 2-1.7 Perform on instruments a variety of music alone and in groups.
- MI 2-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.

## GRADE 2

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

MI2-2.1 Play and embellish simple **rhythmic** and **melodic** patterns by ear.

MI 2-2.2 **Improvise** simple **harmonic** patterns and **rhythmic** accompaniments.

##### COMPOSING AND ARRANGING

MI 2-2.3 Compose short **rhythmic** and tonal patterns and accompaniments using symbols to represent notes or beats.

MI 2-2.4 **Arrange** simple **rhythmic** and tonal patterns for his or her instrument.



## GRADE 2

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicator

- MI2-3.1 Read and **notate** whole, half, quarter, and eighth notes and corresponding rests in duple **meter**.
- MI2-3.2 Use a system (for example, syllables, numbers, note names) to read and **notate** simple **pitch** in the clef appropriate for his or her instrument.
- MI2-3.3 Recognize and **notate** traditional and nontraditional musical symbols.

## GRADE 2

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI2-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally**.
- MI2-4.2 Listen and respond to basic **elements of music** representing diverse **genres** and cultures.
- MI2-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI2-4.4 Respond to the music performances of others by using personal vocabulary and the criteria provided by the teacher.
- MI2-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MI2-4.6 Use appropriate terminology to explain his or her music preferences.

## GRADE 2

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI2-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.
- MI2-5.2 Use personal and music vocabulary to respond to music of different **styles** and **genres**.

## GRADE 2

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI2-6.1 Recognize common music terms found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI2-6.2 Recognize common music terms found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI2-6.3 Identify music careers and the skills that these careers require.
- MI2-6.4 Identify the different work that is involved in various types of musical performances.
- MI2-6.5 Identify where and when we hear music.

## GRADE 3

### Overview

The instrumental music program for third grade continues with general classroom instruction, but may also include beginning instruction on stringed instruments in an instrumental classroom. Stringed instruments are available in various sizes that will fit children of various heights and arm length. Children at this age learn best in an actively engaged setting which makes the study of instrumental music both beneficial and appealing to this age group. The routines of practice and skill development necessary for success can be well established as habits for children in the third grade. Children in third grade are beginning to see the point of view of others making it possible for students to begin formulating critical analysis skills and begin acceptance of self criticism to allow growth as a musician. Students have the ability to **aurally** recognize musical forms. Students in third grade should be able to identify the **elements of music** including **melody, rhythm, harmony, dynamics, timbre**, texture, and their related concepts.

For this grade level, it is important to introduce **elements of music** that can be analyzed and evaluated within the given piece of music. The long-term goal is to have students eventually evaluate their performances and the performances of others. Development of a critical ear is essential to more advanced skills.

## GRADE 3

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

- MI3-1.1 Sing the correct **rhythms** on **pitch** using neutral syllables, note names, or **solfège** while maintaining a steady **tempo** and **meter**.
- MI3-1.2 Sing expressively with appropriate **dynamics**, phrasing, and interpretation.
- MI3-1.3 Sing in groups and respond to the cues of a conductor.

##### PERFORMING

- MI3-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI3-1.5 Play simple melodies by ear on a range of classroom instruments.
- MI3-1.6 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.
- MI3-1.7 Perform a variety of music on instruments, alone and in groups, and respond to the cues of a conductor.
- MI3-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.

## GRADE 3

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

- MI3-2.1 Play and embellish simple **rhythmic** and **melodic** patterns by ear.
- MI3-2.2 **Improvise** simple **harmonic** patterns and **rhythmic** accompaniments.

##### COMPOSING AND ARRANGING

- MI3-2.3 Compose short musical ideas using appropriate musical **notation**.
- MI3-2.4 **Arrange** short musical ideas for his or her instrument.

## GRADE 3

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI3-3.1 Read and **notate** whole, half, quarter, and eighth notes and corresponding rests in duple and triple **meter**.
- MI3-3.2 Use a system (for example, syllables, numbers, note names) to read and **notate** simple **pitch** in the clef appropriate for his or her instrument.
- MI3-3.3 **Notate** and respond to symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.



## GRADE 3

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI3-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally**.
- MI3-4.2 Listen and respond to basic **elements of music** representing diverse **genres** and cultures.
- MI3-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI3-4.4 Respond to the music performances of others by using personal vocabulary and criteria provided by the teacher.
- MI3-4.5 Evaluate his or her own music performances by using appropriate terminology and criteria provided by the teacher.
- MI3-4.6 Use appropriate terminology to explain his or her music preferences.

## GRADE 3

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI3-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.
- MI3-5.2 Use personal and music vocabulary to respond to music of different **styles** and **genres**.

## GRADE 3

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI3-6.1 Recognize common music terms found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI3-6.2 Recognize common music terms found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI3-6.3 Identify various musicians and describe their musical careers and skills.
- MI3-6.4 Identify the different work that is involved in various types of musical performances.
- MI3-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.

## GRADE 4

### Overview

The instrumental music program for fourth grade can proceed from the general music classroom to the instrumental classroom. Most students have developed gross motor skills and are beginning to refine their fine motor skills. Students are of adequate size to play string, wind, brass, and percussion instruments at this point. Care should be spent on the actual posture necessary to develop as an instrumental musician. Because muscle development is rapidly developing at this age, children's instrumental experiences can not only be enjoyable but can also contribute to their musical growth. Choice of instruments should be based on the individual student's interest and enjoyment of the instrument's sound and **timbre**. Children in the fourth grade value relationships with their teachers and see them as role models. Music teachers can help to instill the importance of music in their lives through stories and modeling.

The fourth grade should serve as a benchmark moving the instrumental music student from general music classroom activities to the serious study of one self-selected instrument. Students should describe the **elements of music** identified in the earlier grades. Students should recognize various **genres** and **styles** of music. Students can also learn to make connections to social studies by studying cultural and historical contributions.

## GRADE 4

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

- MI4-1.1 Sing independently the correct **rhythms** on **pitch** using neutral syllables, note names, or **solfège** while maintaining a steady **tempo** and **meter**.
- MI4-1.2 Sing expressively with appropriate **dynamics**, phrasing, and interpretation
- MI4-1.3 Sing in groups and respond to the cues of a conductor.

##### PERFORMING

- MI4-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI4-1.5 Play simple melodies by ear on a range of classroom instruments.
- MI4-1.6 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.
- MI4-1.7 Perform alone and in groups and respond to the cues of a conductor.
- MI4-1.8 Perform a variety of music representing diverse cultures, **genres**, and **styles**.
- MI4-1.9 Perform **scales** and music literature at level of difficulty comparable to that prescribed by the first-year method book.

## GRADE 4

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

MI4-2.1 Play and embellish **rhythmic** and **melodic** patterns within a given **meter** and **tonality**.

MI4-2.2 **Improvise** simple **harmonic** patterns within a given **meter** and **tonality**.

##### COMPOSING AND ARRANGING

MI4-2.3 Compose short musical ideas using appropriate musical **notation**.

MI4-2.4 **Arrange** short musical ideas for his or her instrument.

## GRADE 4

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI4-3.1 Read and **notate** whole, half, quarter, eighth, and dotted notes and corresponding rests in duple and triple **meter**.
- MI4-3.2 Use a system (for example, syllables, numbers, note names) to read and **notate** simple **pitch** in the clef appropriate for an instrument.
- MI4-3.3 **Notate** and respond to symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

## GRADE 4

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI4-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally**.
- MI4-4.2 Listen and respond to basic **elements of music** representing diverse **genres** and cultures.
- MI4-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI4-4.4 Evaluate music performances of others by using personal vocabulary and the criteria provided by the teacher.
- MI4-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MI4-4.6 Use appropriate terminology to explain his or her music preferences.



## GRADE 4

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI4-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.
- MI4-5.2 Use personal and music vocabulary to respond to music of different **styles** and **genres**.

## GRADE 4

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI4-6.1 Recognize common music terms found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI4-6.2 Recognize common music terms found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI4-6.3 Identify by name various musicians and describe their musical careers and skills.
- MI4-6.4 Identify the different work that is involved in various types of musical performances.
- MI4-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.

## GRADE 5

### Overview

The Instrumental Music program for the fifth grade continues to develop. Students develop as musicians on their instruments and in understanding of music concepts explored during their study. Students tend to enjoy working in small ensembles and develop an appreciation of performing for others. Continued cognitive development allows students to experience a broader vocabulary as well as techniques on their instruments.

Grade 5 should be considered the foundational level for formal instrumental instruction. It is of critical importance that the scheduling of instrumental music classes allows sufficient time to accomplish the instrumental music standards at this grade level. Instrumental music instruction should never be viewed as an exploratory course that allows a student only nine weeks or a semester to experiment with an instrument. Rather, it should be a part of a total comprehensive instrumental music program.

Students should now be able to perform utilizing basic note reading skills, as well as recognition of dynamic and **tempo** markings. Students should be able to make connections from their own playing of an instrument to others including critical analysis and ability to describe musical experiences using appropriate musical terminology.

## GRADE 5

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

- MI5-1.1 Sing the correct **rhythms** on **pitch** using neutral syllables, note names, or **solfège** while maintaining a steady **tempo** and **meter**.
- MI5-1.2 Sing expressively with appropriate **dynamics**, phrasing, and interpretation.
- MI5-1.3 Sing music written in two and three parts.

##### PERFORMING

- MI5-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI5-1.5 Play familiar music on an instrument by ear.
- MI5-1.6 Play instruments expressively with appropriate **dynamics** and phrasing.
- MI5-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.
- MI5-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MI5-1.9 Perform a variety of music representing diverse cultures, **genres**, and **styles**.
- MI5-1.10 Perform **scales** and music literature at level of difficulty comparable to that prescribed by the first-year method book.

## GRADE 5

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

MI5-2.1 Play and embellish **rhythmic** and **melodic** patterns within a given **meter** and **tonality**.

MI5-2.2 **Improvise** simple **harmonic** patterns within a given **meter** and **tonality**.

##### COMPOSING AND ARRANGING

MI5-2.3 Compose short musical ideas using appropriate musical **notation**.

MI5-2.4 **Arrange** short musical ideas for his or her instrument.

## GRADE 5

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI5-3.1 Read and **notate** whole, half, quarter, eighth, and dotted notes and corresponding rests in duple and triple **meter**.
- MI5-3.2 Identify half and whole steps within given keys and sight-read music at a level of .5 on a **scale from 1 to 6**.
- MI5-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

## GRADE 5

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI5-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally** and visually.
- MI5-4.2 Listen and respond to basic **elements of music** representing diverse **genres** and cultures.
- MI5-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI5-4.4 Evaluate the music performances of others by using personal vocabulary and the criteria provided by the teacher.
- MI5-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MI5-4.6 Use appropriate terminology to explain his or her music preferences.

## GRADE 5

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI5-5.1 Recognize and demonstrate the distinguishing characteristics of music from a variety of cultures and historical periods.
- MI5-5.2 Recognize and demonstrate the distinguishing characteristics of music representing a variety of **styles** and **genres**.



## GRADE 5

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI5-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI5-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI5-6.3 Identify various musicians and describe their musical careers and skills.
- MI5-6.4 Identify the different work that is involved in various types of musical performances.
- MI5-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.

## GRADE 6

### Overview

The instrumental music program for grade 6 develops as students make the transition from elementary to middle school. Students take pride in being a member of a group, whether it is band or orchestra. Since peers are of utmost importance to this age group, the teacher should be aware of ways to structure the classroom to permit social interaction and teamwork. Teachers set the conditions for social interactions and can use the performance group as a strong esteem builder for the students in the group. Focus should be on quality of the performance in order that students develop knowledge of the **characteristic tone** and quality of their individual instrument.

If instruction on a musical instrument begins at the middle school level, sufficient time must be afforded the course to provide students with background instruction and permit ample time for building basic skills. Students at the sixth-grade level should be aware of the multiple career pathways available to musicians.

No lasting culture since the beginning of time has existed without art and music as forms of celebration and communication. Collaborations between other classroom teachers and the music teacher serve to produce a well-rounded student by creating multiple connections and curriculum disciplines. Journals and Writing-to-Learn activities are examples that can support this type of collaboration and support a concept of a well-informed musician.

## GRADE 6

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

- MI6-1.1 Sing the correct **rhythms** on **pitch** using neutral syllables, note names, or **solfège** while maintaining a steady **tempo** and **meter**.
- MI6-1.2 Sing with expression and **stylistic** accuracy.
- MI6-1.3 Sing music written in two and three parts.

##### PERFORMING

- MI6-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI6-1.5 Play familiar music on an instrument by ear.
- MI6-1.6 Play instruments expressively with appropriate **dynamics** and phrasing.
- MI6-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.
- MI6-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MI6-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres**, and **styles**.
- MI6-1.10 Perform **scales** and music literature at a level of difficulty comparable that prescribed by the second-year method book, or at a 2 on a **scale from 1 to 6**.

## GRADE 6

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

- MI6-2.1 Play and embellish **rhythmic** and **melodic** patterns within a given **meter** and **tonality**
- MI6-2.2 **Improvise** simple **harmonic** patterns within a given **meter** and **tonality**.

##### COMPOSING AND ARRANGING

- MI6-2.3 Compose short pieces for his or her instrument.
- MI6-2.4 **Arrange** short pieces for his or her instrument.

## GRADE 6

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI6-3.1 Read and **notate** whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 3/4, and 4/4 time signatures.
- MI6-3.2 Identify half and whole steps within given keys and sight-read music at a level of .5 on a **scale from 1 to 6**.
- MI6-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

## GRADE 6

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI6-4.1 Identify simple music forms (for example, **call and response, verse and refrain, AB, ABA**) that are presented **aurally** and visually.
- MI6-4.2 Analyze the **elements of music** in examples representing diverse **genres** and cultures.
- MI6-4.3 Use appropriate terminology to identify and describe music forms, **notation**, instruments, and performances.

##### EVALUATING

- MI6-4.4 Evaluate the music performances of others by using appropriate vocabulary and the criteria provided by the teacher.
- MI6-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.
- MI6-4.6 Use appropriate terminology to explain his or her preferences in music based on a variety of **genres, styles**, and historical periods.

## GRADE 6

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI6-5.1 Make connections between the distinguishing characteristics of music from different cultures and historical periods.
- MI6-5.2 Make connections between the distinguishing characteristics of music representing different **styles** and **genres**.

## GRADE 6

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI6-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI6-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI6-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.
- MI6-6.4 Discuss the costs and labor involved in artistic performances and productions.
- MI6-6.5 Examine music's impact on everyday life.



## GRADE 7

### Overview

The instrumental music program for seventh grade involves continued growth of technical skills and concepts. Students in seventh grade should be ready to learn more advanced techniques and have the ability to self-evaluate their practice sessions to improve. Students should be encouraged to explore opportunities to **improvise**, use alternate positions, and read advanced **rhythms** and **notation**. In string class, students should refine vibrato skills and bow technique. Private study, if not already encouraged, should be considered to assist the student with enhancing his or her potential abilities. Continued attention to technique that included appropriate posture, practice habits, and self criticism for growth should continue for seventh graders.

Students at this stage should begin to study the relationships between musical styles and music history. As they study other disciplines such as social studies, students gain an expertise with musical connections that engages them and encourages their study of styles

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## GRADE 7

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

- MI7-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
- MI7-1.2 Sing with expression and **stylistic** accuracy.
- MI7-1.3 Sing music written in two and three parts.

##### PERFORMING

- MI7-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MI7-1.5 Play familiar music on an instrument by ear.
- MI7-1.6 Play instruments expressively with appropriate **dynamics** and phrasing.
- MI7-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms, dynamics, articulations**, and **intonation** and maintaining a steady **tempo**.
- MI7-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MI7-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres**, and **styles**.
- MI7-1.10 Perform **scales** and music literature at a level of difficulty comparable to that prescribed by the second-year method book, or at a 2 on a **scale from 1 to 6**.

## GRADE 7

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

MI7-2.1 **Improvise rhythmic** and **melodic** phrases within a given **meter** and **tonality**.

MI7-2.2 **Improvise** simple **harmonic** patterns within a given **meter** and **tonality**.

##### COMPOSING AND ARRANGING

MI7-2.3 Compose short pieces for his or her instrument.

MI7-2.4 **Arrange** short pieces for his or her instrument.

## GRADE 7

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI7-3.1 Read and **notate** whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures.
- MI7-3.2 Identify half and whole steps within given keys and sight-read music at a level of 1 on a **scale from 1 to 6**.
- MI7-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

## GRADE 7

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI7-4.1 Use appropriate terminology to describe the musical **form** (for example, **motive, canon, rondo, theme and variation, call and response**) of a work that is presented **aurally** and visually.
- MI7-4.2 Analyze the **elements of music** in compositions representing diverse **genres** and cultures.
- MI7-4.3 Analyze music by identifying basic principles of **meter, rhythm, form, tonality, intervals,** and **chords**.

##### EVALUATING

- MI7-4.4 Develop and use criteria to evaluate the quality of the music performances of others.
- MI7-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.
- MI7-4.6 Use appropriate terminology to explain his or her preferences in music on the basis of a variety of **genres, styles,** and historical periods.

## GRADE 7

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI7-5.1 Make connections between the distinguishing characteristics of music from different cultures and historical periods.
- MI7-5.2 Make connections between the distinguishing characteristics of music representing different **styles** and **genres**.

## GRADE 7

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI7-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI7-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI7-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.
- MI7-6.4 Discuss the costs and labor involved in artistic performances and productions.
- MI7-6.5 Examine music's impact on everyday life.

## GRADE 8

### Overview

The instrumental music program for eighth grade serves as a continuation of the seventh grade. Eighth-grade students should work to reinforce the new techniques learned in earlier grades. Preparation for high school performance groups should provide students with a clear view of their growth and expectations.

Students should have multiple opportunities to experience instruments through solo work, small ensembles, and large ensembles. Students should have knowledge of all basic **rhythms, notation**, common dynamic and **tempo** markings, and possess skill in articulating a wide variety of technical and **stylistic** skills.

Skill in following a conductor should be emphasized for eighth-grade students prior to entering the high school performance groups. The eighth grade should serve as the second benchmark of the instrumental music sequence. Upon leaving the eighth grade, students should be able to enter the high school music program prepared to participate effectively in performance groups. Students should have acquired the technical skill to perform proficiently on the instrument of their choice.

Opportunities should be provided students in eighth grade to write about his or her musical experiences. The emotional and social development of students at this age can allow students to express feelings and emotions in a safe and secure environment. Continued study of musical **styles** should be considered with emphasis on the specific instrumental techniques necessary to demonstrate those characteristic **styles**.



## GRADE 8

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

##### SINGING

MI8-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.

MI8-1.2 Sing with expression and **stylistic** accuracy.

MI8-1.3 Sing with well-developed **ensemble skills**.

##### PERFORMING

MI8-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.

MI8-1.5 Play familiar music on an instrument by ear.

MI8-1.6 Play instruments expressively with appropriate **dynamics**, phrasing, and interpretation.

MI8-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.

MI8-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.

MI8-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres** and **styles**.

MI8-1.10 Perform **scales** and music literature at a level of difficulty comparable to that prescribed by the third-year method book, or at a 3 on a **scale from 1 to 6**.

## GRADE 8

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

#### Indicators

##### IMPROVISING

- MI8-2.1 **Improvise rhythmic** and **melodic** phrases within a given **meter** and **tonality**.
- MI8-2.2 **Improvise** simple **harmonic** accompaniments within a given **meter** and **tonality**.

##### COMPOSING AND ARRANGING

- MI8-2.3 Compose short pieces for his or her instrument.
- MI8-2.4 **Arrange** short pieces for his or her instrument.

## GRADE 8

### Music Literacy

**Standard 3:** The student will read and **notate** music.

#### Indicators

- MI8-3.1 Read and **notate** whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures.
- MI8-3.2 Identify half and whole steps within given keys and sight-read music at a level of 1 or 2 on a **scale from 1 to 6**.
- MI8-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

## GRADE 8

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

#### Indicators

##### ANALYZING

- MI8-4.1 Use appropriate terminology to describe the musical **form** (for example, **motive, canon, rondo, theme and variation, call and response**) of a work that is presented **aurally** and visually.
- MI8-4.2 Analyze the **elements of music** in compositions representing diverse **genres** and cultures.
- MI8-4.3 Analyze music by identifying basic principles of **meter, rhythm, form, tonality, intervals,** and **chords**.

##### EVALUATING

- MI8-4.4 Develop and use criteria to evaluate the quality of the music performances of others.
- MI8-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.
- MI8-4.6 Use appropriate terminology to explain his or her preferences in music based on a variety of **genres, styles,** and historical periods.

## GRADE 8

### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

- MI8-5.1 Compare characteristics and uses of music from different cultures and historical periods.
- MI8-5.2 Compare characteristics and uses of music representing different **styles** and **genres**.

## GRADE 8

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MI8-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MI8-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MI8-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.
- MI8-6.4 Discuss the costs and labor involved in artistic performances and productions.
- MI8-6.5 Examine music's impact on everyday life.

# HIGH SCHOOL

## Overview

The instrumental music program for high school should encompass a comprehensive instrumental program. In addition to string orchestra and marching band, students should have an opportunity to explore chamber music, jazz band, full orchestra, and concert band. The emphasis at the high school level is to assist students in becoming successful musicians both within a group and to continue to grow their individual potential. Development of appropriate **characteristic tone**, technique, and expression should be emphasized as students continue their instrumental study through experience with a variety of music literature. Students need the opportunity to create and develop their musical preferences and **styles** while being equipped with strong foundational skills to ensure success. Opportunities for advanced students to experience performance for pay through quality small ensembles can offer high school students desired income and allow them to develop skills experienced by professional musicians.

Since the high school instrumental music experience should reflect the highest degree of achievement in music prior to graduation, providing a variety of courses that reflects years of study, as well as interest, should be considered as part of the high school curriculum. Likewise, all students at the high school level should be aware of the appropriateness of music offerings in each high school cluster as a viable choice of elective that contributes to a comprehensive high school education.

Students should define and use various Italian, German, and French musical terms to perform advancing levels of music. Having knowledge of analysis, structure, **form**, and the musical elements within a given composition permits the high school-level student to interpret various musical **styles** and forms, both orally and on his or her particular instrument. Students should become aware of the musical elements that contribute to the stylistic qualities of music.

# HIGH SCHOOL LEVEL 1

## Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

### Indicators

#### SINGING

- MIH1-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
- MIH1-1.2 Sing with expression and **stylistic** accuracy.
- MIH1-1.3 Sing with well-developed **ensemble skills**.

#### PERFORMING ON INSTRUMENTS

- MIH1-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MIH1-1.5 Play music from a variety of sources by ear.
- MIH1-1.6 Play instruments expressively with appropriate **dynamics**, phrasing, and interpretation.
- MIH1-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms**, **dynamics**, **articulations**, and **intonation** and maintaining a steady **tempo**.
- MIH1-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MIH1-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres** and **styles**.
- MIH1-1.10 Perform **scales** and literature with the level of difficulty comparable to the third-year method book or at a level of 3 or 4 on a **scale from 1 to 6**.



**HIGH SCHOOL  
LEVEL 1**

**Creating Music**

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

**Indicators**

**IMPROVISING**

MIH1-2.1 **Improvise rhythmic** and **melodic** phrases within a given **meter** and **tonality**.

MIH1-2.1 **Improvise** simple **harmonic** patterns within a given **meter** and **tonality**.

**COMPOSING AND ARRANGING**

MIH1-2.3 Compose music by applying the basic principles of composition.

MIH1-2.4 **Arrange** simple pieces for a variety of instruments.

**HIGH SCHOOL  
LEVEL 1**

**Music Literacy**

**Standard 3:** The student will read and **notate** music.

**Indicators**

- MIH1-3.1 Read and **notate** whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures
- MIH1-3.2 Identify half and whole steps within given keys and sight-read music with at a level of 1 or 2 on a **scale from 1 to 6**.
- MIH1-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

**HIGH SCHOOL  
LEVEL 1**

**Critical Response to Music**

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

**Indicators**

**ANALYZING**

MIH1-4.1 Use appropriate terminology to describe the musical **form** (for example, **motive, canon, rondo, theme and variation, call and response**) of a work that is presented **aurally** and visually.

MIH1-4.2 Analyze and describe the ways in which **elements of music** and expressive devices are used in compositions representing diverse **genres** and cultures.

MIH1-4.3 Analyze music by identifying basic principles of **meter, rhythm, form, tonality, intervals,** and **chords**.

**EVALUATING**

MIH1-4.4 Develop and use criteria to evaluate the quality of the music performances of others.

MIH1-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.

MIH1-4.6 Compare his or her music preferences on the basis of a variety of **genres, styles,** and historical periods.

**HIGH SCHOOL  
LEVEL 1**

**History and Culture**

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

**Indicators**

MIH1-5.1 Compare characteristics and uses of music from different cultures and historical periods.

MIH1-5.2 Compare characteristics and uses of music representing different **styles** and **genres**.

# HIGH SCHOOL

## LEVEL 1

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MIH1-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MIH1-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MIH1-6.3 Compare the skills and careers of creators, performers, and others involved in the production and presentation of the various art forms.
- MIH1-6.4 Discuss the costs and labor involved in artistic performances and productions and the economic benefits of the arts in his or her community.
- MIH1-6.5 Examine current research on music's impact on students and their productivity in school and later in life.

# HIGH SCHOOL

## LEVEL 2

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

#### SINGING

- MIH2-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
- MIH2-1.2 Sing with expression and **stylistic** accuracy.
- MIH2-1.3 Sing with well-developed **ensemble skills**.

#### PERFORMING ON INSTRUMENTS

- MIH2-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MIH2-1.5 Play familiar music from a variety of sources by ear.
- MIH2-1.6 Play instruments expressively with appropriate **dynamics**, phrasing, and interpretation.
- MIH2-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms, dynamics, articulations**, and **intonation** and maintaining a steady **tempo**.
- MIH2-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MIH2-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres**, and **styles**.
- MIH2-1.10 Perform **scales** and literature with the level of difficulty comparable to the third-year method book or at a level of 4 on a **scale from 1 to 6**.

# HIGH SCHOOL LEVEL 2

## Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

### Indicators

#### IMPROVISING

MIH2-2.1 Improve **rhythmic** and **melodic** phrases within a given **meter** and **tonality**.

MIH2-2.2 Improve simple **harmonic** accompaniments within a given **meter** and **tonality**.

#### COMPOSING AND ARRANGING

MIH2-2.3 Compose music by applying the basic principles of composition.

MIH2-2.4 **Arrange** simple pieces for a variety of instruments.

# HIGH SCHOOL LEVEL 2

## Music Literacy

**Standard 3:** The student will read and **notate** music.

### Indicators

- MIH2-3.1 Read and **notate** standard **notation** in 5/8, 7/8, and 5/4 time signatures.
- MIH2-3.2 Identify half and whole steps within given keys and sight-read music at a level of 2 on a **scale from 1 to 6**.
- MIH2-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.



**HIGH SCHOOL  
LEVEL 2**

**Critical Response to Music**

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

**Indicators**

**ANALYZING**

- MIH2-4.1 Compare the similarities and differences between a variety of musical forms (for example, **motive, canon, rondo, theme and variation, call and response**).
- MIH2-4.2 Analyze and describe the ways in which **elements of music** and expressive devices are used in compositions representing diverse **genres** and cultures.
- MIH2-4.3 Analyze music by identifying basic principles of **meter, rhythm, form, tonality, intervals,** and **chords**.

**EVALUATING**

- MIH2-4.4 Evaluate musical performances by others in terms of their **stylistic** effect.
- MIH3-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of **stylistic** effect.
- MIH2-4.6 Compare his or her music preferences on the basis of a variety of **genres, styles,** and historical periods.

**HIGH SCHOOL  
LEVEL 2**

**History and Culture**

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

**Indicators**

MIH2-5.1 Compare characteristics and uses of music from different cultures and historical periods.

MIH2-5.2 Compare characteristics and uses of music representing different **styles** and **genres**.

# HIGH SCHOOL

## LEVEL 2

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

#### Indicators

- MIH2-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, **rhythm**, volume, **form**).
- MIH2-6.2 Compare common music terms to those found in non-arts disciplines (for example, **genre**, program, **dynamics**, **pitch**).
- MIH2-6.3 Compare the skills and careers of creators, performers, and others involved in the production and presentation of the various art forms.
- MIH2-6.4 Discuss the costs and labor involved in artistic performances and productions and the economic benefits of the arts in his or her community.
- MIH2-6.5 Examine current research on music's impact on students and their productivity in school and later in life.

# HIGH SCHOOL LEVEL 3

## Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

### Indicators

#### SINGING

- MIH3-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
- MIH3-1.2 Sing with expression and **stylistic** accuracy.
- MIH3-1.3 Sing in small ensembles with one student on a part.

#### PERFORMING ON INSTRUMENTS

- MIH3-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MIH3-1.5 Play familiar music from a variety of sources by ear.
- MIH3-1.6 Play instruments with expression and **stylistic** accuracy.
- MIH3-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms, dynamics, articulations,** and **intonation** and maintaining a steady **tempo**.
- MIH3-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics,** blending **timbres,** and using well-developed **ensemble skills** in response to the cues of a conductor.
- MIH3-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres,** and **styles**.
- MIH3-1.10 Perform **scales** and literature at a level of 4 or 5 on a **scale from 1 to 6**.

# HIGH SCHOOL LEVEL 3

## Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

### Indicators

#### IMPROVISING

MIH3-2.1 **Improvise rhythmic** and **melodic phrases** over a simple **chord** progression within a given **meter, tonality, and style**.

MIH3-2.1 **Improvise** simple **harmonic** accompaniments within a given **meter** and **tonality**.

#### COMPOSING AND ARRANGING

MIH3-2.3 Compose music examples demonstrating characteristics of distinct musical **styles**.

MIH3-2.4 **Arrange** simple pieces for a variety of instruments.

**HIGH SCHOOL  
LEVEL 3  
Music Literacy**

**Standard 3:** The student will read and **notate** music.

**Indicators**

- MIH3-3.1 Read and **notate** standard **notation** in 5/8, 7/8, and 5/4 time signatures.
- MIH3-3.2 Identify half and whole steps within given keys and sight-read music at a level of 2 or 3 on a **scale from 1 to 6**.
- MIH3-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

**HIGH SCHOOL  
LEVEL 3**

**Critical Response to Music**

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

**Indicators**

**ANALYZING**

- MIH3-4.1 Compare the similarities and differences between a variety of musical forms (for example, **motive, canon, rondo, theme and variation, call and response**).
- MIH3-4.2 Analyze and describe the ways in which **elements of music** and expressive devices are used in compositions representing diverse **genres** and cultures.
- MIH3-4.3 Analyze and compare the **elements of music** in a given work that make it unique, interesting, and expressive.

**EVALUATING**

- MIH3-4.4 Evaluate musical performances by others in terms of their **stylistic** effect.
- MIH3-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of **stylistic** effect.
- MIH3-4.6 Evaluate his or her music preferences on the basis of a variety of **genres, styles**, and historical periods.

## HIGH SCHOOL

### LEVEL 3

#### History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

#### Indicators

MIH3-5.1 Use characteristic elements and **stylistic** features to classify music by culture and historical period.

MIH3-5.2 Use characteristic elements and **stylistic** features to classify music by **style** and **genre**.



**HIGH SCHOOL  
LEVEL 3**

**Making Connections**

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

**Indicators**

- MIH3-6.1 Compare the characteristic elements, artistic processes, and organizational principles of music with those of other arts disciplines.
- MIH3-6.2 Compare ways that the principles, creative processes, and subject matter of non-arts disciplines interrelate with those of music.
- MIH3-6.3 Discuss ways that skills learned in music and other arts classes can be used in various careers both in and outside of the arts.
- MIH3-6.4 Discuss the costs and labor involved in artistic performances and productions and the economic benefits of the arts in his or her community.
- MIH3-6.5 Examine current research on music's impact on students and their productivity in school and later in life.

# HIGH SCHOOL

## LEVEL 4

### Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

#### Indicators

#### SINGING

- MIH4-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
- MIH4-1.2 Sing with expression and **stylistic** accuracy.
- MIH4-1.3 Sing in small ensembles with one student on a part.

#### PERFORMING ON INSTRUMENTS

- MIH4-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
- MIH4-1.5 Play music from a variety of sources by ear.
- MIH4-1.6 Play instruments with expression and **stylistic** accuracy.
- MIH4-1.7 Demonstrate the **characteristic tone quality** of the particular instrument while playing with accurate notes, **rhythms, dynamics, articulations**, and **intonation** and maintaining a steady **tempo**.
- MIH4-1.8 Perform, alone and in groups, music written in two or more parts, balancing **dynamics**, blending **timbres**, and using well-developed **ensemble skills** in response to the cues of a conductor.
- MIH4-1.9 Perform with **stylistic** accuracy a variety of music representing diverse cultures, **genres**, and **styles**.
- MIH4-1.10 Perform **scales** and literature at a level of 5 on a **scale from 1 to 6**.

# HIGH SCHOOL LEVEL 4

## Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

### Indicators

#### IMPROVISING

MIH4-2.1 **Improvise rhythmic** and **melodic phrases** over a simple **chord** progression within a given **meter, tonality,** and **style.**

MIH4-2.2 **Improvise** simple **harmonic** accompaniments within a given **meter, tonality,** and **style.**

#### COMPOSING AND ARRANGING

MIH4-2.3 Compose music examples demonstrating characteristics of distinct musical **styles.**

MIH4-2.4 **Arrange** simple pieces for a variety of instruments.

**HIGH SCHOOL  
LEVEL 4**

**Music Literacy**

**Standard 3:** The student will read and **notate** music.

**Indicators**

- MIH4-3.1 Read and **notate** standard **notation** in 5/8, 7/8, and 5/4 time signatures.
- MIH4-3.2 Identify half and whole steps within given keys and sight-read music at a level of 3 on a **scale from 1 to 6**.
- MIH4-3.3 Identify, **notate**, and interpret symbols and terms of musical expression referring to **dynamics, tempo, and articulation**.

**HIGH SCHOOL  
LEVEL 4**

**Critical Response to Music**

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

**Indicators**

**ANALYZING**

- MIH4-4.1 Compare similarities and differences between a variety of musical forms (for example, **motive, canon, rondo, theme and variation, call and response**).
- MIH4-4.2 Analyze and describe the ways in which **elements of music** and expressive devices are used in compositions of the same **genre** and **style**.
- MIH4-4.3 Analyze and compare the **elements of music** in a given work that make it unique, interesting, and expressive.

**EVALUATING**

- MIH4-4.4 Evaluate musical performances by others in terms of their **stylistic** effect.
- MIH4-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of **stylistic** effect.
- MIH4-4.6 Evaluate his or her music preferences on the basis of a variety of **genres, styles**, and historical periods.

**HIGH SCHOOL  
LEVEL 4**

**History and Culture**

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

**Indicators**

- MIH4-5.1 Use characteristic elements and **stylistic** features to classify music by culture and historical period.
- MIH4-5.2 Use characteristic elements and **stylistic** features to classify music by **style** and **genre**.

**HIGH SCHOOL  
LEVEL 4**

**Making Connections**

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

**Indicators**

- MIH4-6.1 Compare the characteristic elements, artistic processes, and organizational principles of music with those of other arts disciplines.
- MIH4-6.2 Compare ways that the principles, creative processes, and subject matter of non-arts disciplines interrelate with those of music.
- MIH4-6.3 Discuss ways that skills learned in music and other arts classes can be used in various careers both in and outside of the arts.
- MIH4-6.4 Discuss the costs and labor involved in artistic performances and productions and the economic benefits of the arts in his or her community.
- MIH4-6.5 Examine current research on music's impact on students and their productivity in school and later in life.

## Instrumental Music Standards: Grades K – 12 Music Performance

**Standard 1:** The student will sing and perform on instruments a variety of music, alone and with others.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Singing</b>					
MIK-1.1 Sing songs in a <b>developmentally appropriate</b> range, begin matching <b>pitch</b> , and echo short <b>melodic</b> and <b>rhythmic</b> patterns.	MI1-1.1 Sing songs in a <b>developmentally appropriate</b> range, <b>match the pitch</b> , and echo short <b>melodic</b> and <b>rhythmic</b> patterns while maintaining a steady <b>tempo</b> .	MI2-1.1 Sing the correct <b>rhythms</b> on <b>pitch</b> using neutral syllables or <b>solfège</b> while maintaining a steady <b>tempo</b> and <b>meter</b> .	MI3-1.1 Sing the correct <b>rhythms</b> on <b>pitch</b> using neutral syllables, note names, or <b>solfège</b> while maintaining a steady <b>tempo</b> and <b>meter</b> .	MI4-1.1 Sing independently the correct <b>rhythms</b> on <b>pitch</b> using neutral syllables, note names, or <b>solfège</b> while maintaining a steady <b>tempo</b> and <b>meter</b> .	MI5-1.1 Sing the correct <b>rhythms</b> on <b>pitch</b> using neutral syllables, note names, or <b>solfège</b> while maintaining a steady <b>tempo</b> and <b>meter</b> .
MIK-1.2 Speak, chant, and sing expressively to demonstrate awareness of beat.	MI1-1.2 Speak, chant, and sing expressively to demonstrate awareness of beat, <b>tempo</b> , and <b>dynamics</b> .	MI 2-1.2 Sing expressively with appropriate <b>dynamics</b> and phrasing.	MI3-1.2 Sing expressively with appropriate <b>dynamics</b> , phrasing, and interpretation.	MI4-1.2 Sing expressively with appropriate <b>dynamics</b> , phrasing, and interpretation	MI5-1.2 Sing expressively with appropriate <b>dynamics</b> , phrasing, and interpretation.



MIK-1.3 Sing in groups and respond to the cues of a conductor.	MI1-1.3 Sing in groups and respond to the cues of a conductor.	MI 2-1.3 Sing in groups and respond to the cues of a conductor.	MI3-1.3 Sing in groups and respond to the cues of a conductor.	MI4-1.3 Sing in groups and respond to the cues of a conductor.	MI5-1.3 Sing music written in two and three parts.
<b>Performing on Instruments</b>					
MIK-1.4 Play <b>pitched</b> and <b>unpitched</b> instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI1-1.4 Play <b>pitched</b> and <b>unpitched</b> instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI 2-1.4 Play <b>pitched</b> and <b>unpitched</b> instruments while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI3-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI4-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI5-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
MIK-1.5 Play simple melodies by ear on a range of classroom instruments.	MI1-1.5 Play simple melodies by ear on a range of classroom instruments.	MI 2-1.5 Play simple melodies by ear on a range of classroom instruments.	MI3-1.5 Play simple melodies by ear on a range of classroom instruments.	MI4-1.5 Play simple melodies by ear on a range of classroom instruments.	MI5-1.5 Play familiar music on an instrument by ear.

<p>MIK-1.6 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI1-1.6 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI 2-1.6 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI3-1.6 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI4-1.6 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI5-1.6 Play instruments expressively with appropriate <b>dynamics</b> and phrasing.</p>
<p>MIK-1.7 Perform on instruments a variety of music alone and in groups.</p>	<p>MI1-1.7 Perform a variety of music alone and in groups.</p>	<p>MI 2-1.7 Perform on instruments a variety of music alone and in groups.</p>	<p>MI3-1.7 Perform a variety of music on instruments, alone and in groups, and respond to the cues of a conductor.</p>	<p>MI4-1.7 Perform alone and in groups and respond to the cues of a conductor.</p>	<p>MI5-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>

	<p>MI1-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.</p>	<p>MI 2-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.</p>	<p>MI3-1.8 Play on an instrument beginning-level music by ear when given short melodic phrases or familiar tunes.</p>	<p>MI4-1.8 Perform a variety of music representing diverse cultures, <b>genres</b>, and <b>styles</b>.</p>	<p>MI5-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in response to the cues of a conductor.</p>
				<p>MI4-1.9 Perform <b>scales</b> and music literature at level of difficulty comparable to that prescribed by the first-year method book.</p>	<p>MI5-1.9 Perform a variety of music representing diverse cultures, <b>genres</b>, and <b>styles</b>.</p>
					<p>MI5-1.10 Perform <b>scales</b> and music literature at</p>

					level of difficulty comparable to that prescribed by the first-year method book.
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6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Singing</b>		
MI6-1.1 Sing the correct <b>rhythms</b> on <b>pitch</b> using neutral syllables, note names, or <b>solfège</b> while maintaining a steady <b>tempo</b> and <b>meter</b> .	MI7-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.	MI8-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
MI6-1.2 Sing with expression and <b>stylistic</b> accuracy.	MI7-1.2 Sing with expression and <b>stylistic</b> accuracy.	MI8-1.2 Sing with expression and <b>stylistic</b> accuracy.
MI6-1.3 Sing music written in two and three parts.	MI7-1.3 Sing music written in two and three parts.	MI8-1.3 Sing with well-developed <b>ensemble skills</b> .
<b>Performing</b>		
MI6-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI7-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MI8-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.
MI6-1.5 Play familiar music on an instrument by ear.	MI7-1.5 Play familiar music on an instrument by ear.	MI8-1.5 Play familiar music on an instrument by ear.

<p>MI6-1.6 Play instruments expressively with appropriate <b>dynamics</b> and phrasing.</p>	<p>MI7-1.6 Play instruments expressively with appropriate <b>dynamics</b> and phrasing.</p>	<p>MI8-1.6 Play instruments expressively with appropriate <b>dynamics</b>, phrasing, and interpretation.</p>
<p>MI6-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI7-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MI8-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms</b>, <b>dynamics</b>, <b>articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>
<p>MI6-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in response to the cues of a conductor.</p>	<p>MI7-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in response to the cues of a conductor.</p>	<p>MI8-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in response to the cues of a conductor.</p>
<p>MI6-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b>, and <b>styles</b>.</p>	<p>MI7-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b>, and <b>styles</b>.</p>	<p>MI8-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b> and <b>styles</b>.</p>
<p>MI6-1.10 Perform <b>scales</b> and music literature at a level of difficulty comparable that prescribed by the second-year method book, or at a 2 on a <b>scale from 1 to 6</b>.</p>	<p>MI7-1.10 Perform <b>scales</b> and music literature at a level of difficulty comparable to that prescribed by the second-year method book, or at a 2 on a <b>scale from 1 to 6</b>.</p>	<p>MI8-1.10 Perform <b>scales</b> and music literature at a level of difficulty comparable to that prescribed by the third-year method book, or at a 3 on a <b>scale from 1 to 6</b>.</p>

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
<b>Singing</b>			
MIH1-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.	MIH2-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.	MIH3-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.	MIH4-1.1 Sing with technical accuracy and good breath control, alone or in small and large ensembles.
MIH1-1.2 Sing with expression and <b>stylistic</b> accuracy.	MIH2-1.2 Sing with expression and <b>stylistic</b> accuracy.	MIH3-1.2 Sing with expression and <b>stylistic</b> accuracy.	MIH4-1.2 Sing with expression and <b>stylistic</b> accuracy.
MIH1-1.3 Sing with well-developed <b>ensemble skills</b> .	MIH2-1.3 Sing with well-developed <b>ensemble skills</b> .	MIH3-1.3 Sing in small ensembles with one student on a part.	MIH4-1.3 Sing in small ensembles with one student on a part.
<b>Performing on Instruments</b>			
MIH1-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MIH2-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MIH3-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.	MIH4-1.4 Perform on an instrument while maintaining good posture and playing position and demonstrating good breath support or good bow or stick control.

<p>MIH1-1.6 Play instruments expressively with appropriate <b>dynamics</b>, phrasing, and interpretation.</p>	<p>MIH2-1.5 Play familiar music from a variety of sources by ear.</p>	<p>MIH3-1.5 Play familiar music from a variety of sources by ear.</p>	<p>MIH4-1.5 Play music from a variety of sources by ear.</p>
<p>MIH1-1.6 Play instruments expressively with appropriate <b>dynamics</b>, phrasing, and interpretation.</p>	<p>MIH2-1.6 Play instruments expressively with appropriate <b>dynamics</b>, phrasing, and interpretation.</p>	<p>MIH3-1.6 Play instruments with expression and <b>stylistic</b> accuracy.</p>	<p>MIH4-1.6 Play instruments with expression and <b>stylistic</b> accuracy.</p>
<p>MIH1-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms, dynamics, articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MIH2-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms, dynamics, articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MIH3-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms, dynamics, articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>	<p>MIH4-1.7 Demonstrate the <b>characteristic tone quality</b> of the particular instrument while playing with accurate notes, <b>rhythms, dynamics, articulations</b>, and <b>intonation</b> and maintaining a steady <b>tempo</b>.</p>
<p>MIH1-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in</p>	<p>MIH2-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in</p>	<p>MIH3-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in</p>	<p>MIH4-1.8 Perform, alone and in groups, music written in two or more parts, balancing <b>dynamics</b>, blending <b>timbres</b>, and using well-developed <b>ensemble skills</b> in</p>



response to the cues of a conductor.	response to the cues of a conductor.	response to the cues of a conductor.	response to the cues of a conductor.
MIH1-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b> and <b>styles</b> .	MIH2-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b> , and <b>styles</b> .	MIH3-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b> , and <b>styles</b> .	MIH4-1.9 Perform with <b>stylistic</b> accuracy a variety of music representing diverse cultures, <b>genres</b> , and <b>styles</b> .
MIH1-1.10 Perform <b>scales</b> and literature with the level of difficulty comparable to the third-year method book or at a level of 3 or 4 on a <b>scale from 1 to 6</b> .	MIH2-1.10 Perform <b>scales</b> and literature with the level of difficulty comparable to the third-year method book or at a level of 4 on a <b>scale from 1 to 6</b> .	MIH3-1.10 Perform <b>scales</b> and literature at a level of 4 or 5 on a <b>scale from 1 to 6</b> .	MIH4-1.10 Perform <b>scales</b> and literature at a level of 5 on a <b>scale from 1 to 6</b> .

## Instrumental Music Standards: Grades K – 12

### Creating Music

**Standard 2:** The student will **improvise**, compose, and **arrange** music within specified guidelines.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Improvising</b>					
MIK-2.1 Play and embellish simple <b>rhythmic</b> and <b>melodic</b> patterns by ear.	MI1-2.1 Play and embellish simple <b>rhythmic</b> and <b>melodic</b> patterns by ear.	MI2-2.1 Play and embellish simple <b>rhythmic</b> and <b>melodic</b> patterns by ear.	MI3-2.1 Play and embellish simple <b>rhythmic</b> and <b>melodic</b> patterns by ear.	MI4-2.1 Play and embellish <b>rhythmic</b> and <b>melodic</b> patterns within a given <b>meter</b> and <b>tonality</b> .	MI5-2.1 Play and embellish <b>rhythmic</b> and <b>melodic</b> patterns within a given <b>meter</b> and <b>tonality</b> .
MIK-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns.	MI1-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns and <b>rhythmic</b> accompaniments.	MI 2-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns and <b>rhythmic</b> accompaniments.	MI3-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns and <b>rhythmic</b> accompaniments.	MI4-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns within a given <b>meter</b> and <b>tonality</b> .	MI5-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns within a given <b>meter</b> and <b>tonality</b> .
<b>Composing and Arranging</b>					
MIK-2.3 Compose short <b>rhythmic</b> and tonal patterns	MI1-2.3 Compose short <b>rhythmic</b> and tonal patterns	MI 2-2.3 Compose short <b>rhythmic</b> and tonal patterns and	MI3-2.3 Compose short musical ideas using appropriate	MI4-2.3 Compose short musical ideas using	MI5-2.3 Compose short musical ideas using

using symbols to represent notes or beats.	using symbols to represent notes or beats.	accompaniments using symbols to represent notes or beats.	musical <b>notation</b> .	appropriate musical <b>notation</b> .	appropriate musical <b>notation</b> .
MIK-2.4 <b>Arrange</b> simple <b>rhythmic</b> and tonal patterns for his or her instrument.	MI1-2.4 <b>Arrange</b> simple <b>rhythmic</b> and tonal patterns for his or her instrument.	MI 2-2.4 <b>Arrange</b> simple <b>rhythmic</b> and tonal patterns for his or her instrument.	MI3-2.4 <b>Arrange</b> short musical ideas for his or her instrument.	MI4-2.4 <b>Arrange</b> short musical ideas for his or her instrument.	MI5-2.4 <b>Arrange</b> short musical ideas for his or her instrument.

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Improvising</b>		
MI6-2.1 Play and embellish <b>rhythmic</b> and <b>melodic</b> patterns within a given <b>meter</b> and <b>tonality</b>	MI7-2.1 <b>Improvise rhythmic</b> and <b>melodic</b> phrases within a given <b>meter</b> and <b>tonality</b> .	MI8-2.1 <b>Improvise rhythmic</b> and <b>melodic</b> phrases within a given <b>meter</b> and <b>tonality</b> .
MI6-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns within a given <b>meter</b> and <b>tonality</b> .	MI7-2.2 <b>Improvise</b> simple <b>harmonic</b> patterns within a given <b>meter</b> and <b>tonality</b> .	MI8-2.2 <b>Improvise</b> simple <b>harmonic</b> accompaniments within a given <b>meter</b> and <b>tonality</b> .
<b>Composing and Arranging</b>		
MI6-2.3 Compose short pieces for his or her instrument.	MI7-2.3 Compose short pieces for his or her instrument.	MI8-2.3 Compose short pieces for his or her instrument.
MI6-2.4 <b>Arrange</b> short pieces for his or her instrument.	MI7-2.4 <b>Arrange</b> short pieces for his or her instrument.	MI8-2.4 <b>Arrange</b> short pieces for his or her instrument.

H1	H2	H3	H4
<b>Improvising</b>			
MIH1-2.1 <b>Improvise rhythmic and melodic</b> phrases within a given <b>meter</b> and <b>tonality</b> .	MIH2-2.1 Improvise <b>rhythmic and melodic</b> phrases within a given <b>meter</b> and <b>tonality</b> .	MIH3-2.1 <b>Improvise rhythmic and melodic phrases</b> over a simple <b>chord</b> progression within a given <b>meter, tonality, and style</b> .	MIH4-2.1 <b>Improvise rhythmic and melodic phrases</b> over a simple <b>chord</b> progression within a given <b>meter, tonality, and style</b> .
MIH1-2.1 <b>Improvise</b> simple <b>harmonic</b> patterns within a given <b>meter</b> and <b>tonality</b> .	MIH2-2.2 Improvise simple <b>harmonic</b> accompaniments within a given <b>meter</b> and <b>tonality</b> .	MIH3-2.1 <b>Improvise</b> simple <b>harmonic</b> accompaniments within a given <b>meter</b> and <b>tonality</b> .	MIH4-2.2 <b>Improvise</b> simple <b>harmonic</b> accompaniments within a given <b>meter, tonality, and style</b> .
<b>Composing and Arranging</b>			
MIH1-2.3 Compose music by applying the basic principles of composition.	MIH2-2.3 Compose music by applying the basic principles of composition.	MIH3-2.3 Compose music examples demonstrating characteristics of distinct musical <b>styles</b> .	MIH4-2.3 Compose music examples demonstrating characteristics of distinct musical <b>styles</b> .
MIH1-2.4 <b>Arrange</b> simple pieces for a variety of instruments.	MIH2-2.4 <b>Arrange</b> simple pieces for a variety of instruments.	MIH3-2.4 <b>Arrange</b> simple pieces for a variety of instruments.	MIH4-2.4 <b>Arrange</b> simple pieces for a variety of instruments.

## Instrumental Music Standards: Grades K – 12

### Music Literacy

**Standard 3:** The student will read and **notate** music.

<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>ND</sup></b>	<b>3<sup>RD</sup></b>	<b>4<sup>TH</sup></b>	<b>5<sup>th</sup></b>
MIK-3.1 Read and <b>notate</b> quarter and eighth notes and corresponding rests in duple <b>meter</b> .	MI1-3.1 Read and <b>notate</b> quarter and eighth notes and corresponding rests in duple <b>meter</b> .	MI2-3.1 Read and <b>notate</b> whole, half, quarter, and eighth notes and corresponding rests in duple <b>meter</b> .	MI3-3.1 Read and <b>notate</b> whole, half, quarter, and eighth notes and corresponding rests in duple and triple <b>meter</b> .	MI4-3.1 Read and <b>notate</b> whole, half, quarter, eighth, and dotted notes and corresponding rests in duple and triple <b>meter</b> .	MI5-3.1 Read and <b>notate</b> whole, half, quarter, eighth, and dotted notes and corresponding rests in duple and triple <b>meter</b> .
MIK-3.2 Use a system (for example, syllables, numbers, note names) to read and <b>notate</b> simple <b>pitch</b> in the clef appropriate for his or her instrument.	MI1-3.2 Use a system (for example, syllables, numbers, note names) to read and <b>notate</b> simple <b>pitch</b> in the clef appropriate for his or her instrument.	MI2-3.2 Use a system (for example, syllables, numbers, note names) to read and <b>notate</b> simple <b>pitch</b> in the clef appropriate for his or her instrument.	MI3-3.2 Use a system (for example, syllables, numbers, note names) to read and <b>notate</b> simple <b>pitch</b> in the clef appropriate for his or her instrument.	MI4-3.2 Use a system (for example, syllables, numbers, note names) to read and <b>notate</b> simple <b>pitch</b> in the clef appropriate for an instrument.	MI5-3.2 Identify half and whole steps within given keys and sight-read music at a level of .5 on a <b>scale from 1 to 6</b> .

<p>MIK-3.3 Recognize musical symbols in traditional and nontraditional <b>notation</b>.</p>	<p>MI1-3.3 Recognize and <b>notate</b> traditional and nontraditional symbols.</p>	<p>MI2-3.3 Recognize and <b>notate</b> traditional and nontraditional musical symbols.</p>	<p>MI3-3.3 <b>Notate</b> and respond to symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b>.</p>	<p>MI4-3.3 <b>Notate</b> and respond to symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b>.</p>	<p>MI5-3.3 Identify, <b>notate</b>, and interpret symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b>.</p>
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6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<p>MI6-3.1 Read and <b>notate</b> whole, half, quarter, eighth, and dotted notes and corresponding rests in 2/4, 3/4, and 4/4 time signatures.</p>	<p>MI7-3.1 Read and <b>notate</b> whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures.</p>	<p>MI8-3.1 Read and <b>notate</b> whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures.</p>
<p>MI6-3.2 Identify half and whole steps within given keys and sight-read music at a level of .5 on a <b>scale from 1 to 6</b>.</p>	<p>MI7-3.2 Identify half and whole steps within given keys and sight-read music at a level of 1 on a <b>scale from 1 to 6</b>.</p>	<p>MI8-3.2 Identify half and whole steps within given keys and sight-read music at a level of 1 or 2 on a <b>scale from 1 to 6</b>.</p>
<p>MI6-3.3 Identify, <b>notate</b>, and interpret symbols and terms of musical expression referring to <b>dynamics</b>, <b>tempo</b>, and <b>articulation</b>.</p>	<p>MI7-3.3 Identify, <b>notate</b>, and interpret symbols and terms of musical expression referring to <b>dynamics</b>, <b>tempo</b>, and <b>articulation</b>.</p>	<p>MI8-3.3 Identify, <b>notate</b>, and interpret symbols and terms of musical expression referring to <b>dynamics</b>, <b>tempo</b>, and <b>articulation</b>.</p>



<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
MIH1-3.1 Read and <b>notate</b> whole, half, quarter, eighth, sixteenth, and dotted notes and corresponding rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve time signatures	MIH2-3.1 Read and <b>notate</b> standard <b>notation</b> in 5/8, 7/8, and 5/4 time signatures.	MIH3-3.1 Read and <b>notate</b> standard <b>notation</b> in 5/8, 7/8, and 5/4 time signatures.	MIH4-3.1 Read and <b>notate</b> standard <b>notation</b> in 5/8, 7/8, and 5/4 time signatures.
MIH1-3.2 Identify half and whole steps within given keys and sight-read music with at a level of 1 or 2 on a <b>scale from 1 to 6</b> .	MIH2-3.2 Identify half and whole steps within given keys and sight-read music at a level of 2 on a <b>scale from 1 to 6</b> .	MIH3-3.2 Identify half and whole steps within given keys and sight-read music at a level of 2 or 3 on a <b>scale from 1 to 6</b> .	MIH4-3.2 Identify half and whole steps within given keys and sight-read music at a level of 3 on a <b>scale from 1 to 6</b> .
MIH1-3.3 Identify, <b>notate</b> , and interpret symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b> .	MIH2-3.3 Identify, <b>notate</b> , and interpret symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b> .	MIH3-3.3 Identify, <b>notate</b> , and interpret symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b> .	MIH4-3.3 Identify, <b>notate</b> , and interpret symbols and terms of musical expression referring to <b>dynamics, tempo, and articulation</b> .

## Instrumental Music Standards: Grades K – 12

### Critical Response to Music

**Standard 4:** The student will listen to, describe, analyze, and evaluate music and music performances.

Kindergarten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Analyzing</b>					
MIK-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> .	MI1-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented aurally.	MI2-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> .	MI3-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> .	MI4-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> .	MI5-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> and visually.
MIK-4.2 Listen and respond to basic <b>elements of music</b> by using terms such as “same” and “different.”	MI1-4.2 Listen and respond to basic <b>elements of music</b> representing diverse <b>genres</b> and cultures.	MI2-4.2 Listen and respond to basic <b>elements of music</b> representing diverse <b>genres</b> and cultures.	MI3-4.2 Listen and respond to basic <b>elements of music</b> representing diverse <b>genres</b> and cultures.	MI4-4.2 Listen and respond to basic <b>elements of music</b> representing diverse <b>genres</b> and cultures.	MI5-4.2 Listen and respond to basic <b>elements of music</b> representing diverse <b>genres</b> and cultures.
MIK-4.3 Use personal vocabulary to	MI1-4.3 Use appropriate terminology to	MI2-4.3 Use appropriate terminology to	MI3-4.3 Use appropriate terminology to	MI4-4.3 Use appropriate terminology to	MI5-4.3 Use appropriate terminology to

describe music from diverse cultures.	identify and describe music forms, <b>notation</b> , instruments, and performances.	identify and describe music forms, <b>notation</b> , instruments, and performances.	identify and describe music forms, <b>notation</b> , instruments, and performances.	identify and describe music forms, <b>notation</b> , instruments, and performances.	identify and describe music forms, <b>notation</b> , instruments, and performances.
<b>Evaluating</b>					
MIK-4.4 Respond to the music performances of others by using personal vocabulary and appropriate terminology provided by the teacher.	MI1-4.4 Respond to the music performances of others by using personal vocabulary and the criteria provided by the teacher.	MI2-4.4 Respond to the music performances of others by using personal vocabulary and the criteria provided by the teacher.	MI3-4.4 Respond to the music performances of others by using personal vocabulary and criteria provided by the teacher.	MI4-4.4 Evaluate music performances of others by using personal vocabulary and the criteria provided by the teacher.	MI5-4.4 Evaluate the music performances of others by using personal vocabulary and the criteria provided by the teacher.
MIK-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.	MI1-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.	MI2-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.	MI3-4.5 Evaluate his or her own music performances by using appropriate terminology and criteria provided by the teacher.	MI4-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.	MI5-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.

MIK-4.6 Identify his or her music preferences.	MI1-4.6 Identify and explain his or her music preferences.	MI2-4.6 Use appropriate terminology to explain his or her music preferences.	MI3-4.6 Use appropriate terminology to explain his or her music preferences.	MI4-4.6 Use appropriate terminology to explain his or her music preferences.	MI5-4.6 Use appropriate terminology to explain his or her music preferences.
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6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
<b>Analyzing</b>		
MI6-4.1 Identify simple music forms (for example, <b>call and response, verse and refrain, AB, ABA</b> ) that are presented <b>aurally</b> and visually.	MI7-4.1 Use appropriate terminology to describe the musical <b>form</b> (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ) of a work that is presented <b>aurally</b> and visually.	MI8-4.1 Use appropriate terminology to describe the musical <b>form</b> (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ) of a work that is presented <b>aurally</b> and visually.
MI6-4.2 Analyze the <b>elements of music</b> in examples representing diverse <b>genres</b> and cultures.	MI7-4.2 Analyze the <b>elements of music</b> in compositions representing diverse <b>genres</b> and cultures.	MI8-4.2 Analyze the <b>elements of music</b> in compositions representing diverse <b>genres</b> and cultures.
MI6-4.3 Use appropriate terminology to identify and describe music forms, <b>notation</b> , instruments, and performances.	MI7-4.3 Analyze music by identifying basic principles of <b>meter, rhythm, form, tonality, intervals, and chords</b> .	MI8-4.3 Analyze music by identifying basic principles of <b>meter, rhythm, form, tonality, intervals, and chords</b> .
<b>Evaluating</b>		
MI6-4.4 Evaluate the music performances of others by using appropriate vocabulary and the criteria provided by the teacher.	MI7-4.4 Develop and use criteria to evaluate the quality of the music performances of others.	MI8-4.4 Develop and use criteria to evaluate the quality of the music performances of others.

<p>MI6-4.5 Evaluate his or her own music performances by using appropriate terminology and the criteria provided by the teacher.</p>	<p>MI7-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.</p>	<p>MI8-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.</p>
<p>MI6-4.6 Use appropriate terminology to explain his or her preferences in music based on a variety of <b>genres, styles,</b> and historical periods.</p>	<p>MI7-4.6 Use appropriate terminology to explain his or her preferences in music on the basis of a variety of <b>genres, styles,</b> and historical periods.</p>	<p>MI8-4.6 Use appropriate terminology to explain his or her preferences in music based on a variety of <b>genres, styles,</b> and historical periods.</p>

H1	H2	H3	H4
<b>Analyzing</b>			
MIH1-4.1 Use appropriate terminology to describe the musical <b>form</b> (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ) of a work that is presented <b>aurally</b> and visually.	MIH2-4.1 Compare the similarities and differences between a variety of musical forms (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ).	MIH3-4.1 Compare the similarities and differences between a variety of musical forms (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ).	MIH4-4.1 Compare similarities and differences between a variety of musical forms (for example, <b>motive, canon, rondo, theme and variation, call and response</b> ).
MIH1-4.2 Analyze and describe the ways in which <b>elements of music</b> and expressive devices are used in compositions representing diverse <b>genres</b> and cultures.	MIH2-4.2 Analyze and describe the ways in which <b>elements of music</b> and expressive devices are used in compositions representing diverse <b>genres</b> and cultures.	MIH3-4.2 Analyze and describe the ways in which <b>elements of music</b> and expressive devices are used in compositions representing diverse <b>genres</b> and cultures.	MIH4-4.2 Analyze and describe the ways in which <b>elements of music</b> and expressive devices are used in compositions of the same <b>genre</b> and <b>style</b> .
MIH1-4.3 Analyze music by identifying basic principles of <b>meter, rhythm, form, tonality, intervals, and chords</b> .	MIH2-4.3 Analyze music by identifying basic principles of <b>meter, rhythm, form, tonality, intervals, and chords</b> .	MIH3-4.3 Analyze and compare the <b>elements of music</b> in a given work that make it unique, interesting, and expressive.	MIH4-4.3 Analyze and compare the <b>elements of music</b> in a given work that make it unique, interesting, and expressive.

<b>Evaluating</b>			
<p>MIH1-4.4 Develop and use criteria to evaluate the quality of the music performances of others.</p>	<p>MIH2-4.4 Evaluate musical performances by others in terms of their <b>stylistic</b> effect.</p>	<p>MIH3-4.4 Evaluate musical performances by others in terms of their <b>stylistic</b> effect.</p>	<p>MIH4-4.4 Evaluate musical performances by others in terms of their <b>stylistic</b> effect.</p>
<p>MIH1-4.5 Develop and use criteria to evaluate the quality of his or her own music performances.</p>	<p>MIH3-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of <b>stylistic</b> effect.</p>	<p>MIH3-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of <b>stylistic</b> effect.</p>	<p>MIH4-4.5 Evaluate his or her own musical performances and interpretive decisions in terms of <b>stylistic</b> effect.</p>
<p>MIH1-4.6 Compare his or her music preferences on the basis of a variety of <b>genres, styles,</b> and historical periods.</p>	<p>MIH2-4.6 Compare his or her music preferences on the basis of a variety of <b>genres, styles,</b> and historical periods.</p>	<p>MIH3-4.6 Evaluate his or her music preferences on the basis of a variety of <b>genres, styles,</b> and historical periods.</p>	<p>MIH4-4.6 Evaluate his or her music preferences on the basis of a variety of <b>genres, styles,</b> and historical periods.</p>



## Instrumental Music Standards: Grades K – 12 History and Culture

**Standard 5:** The student will examine and perform music from a variety of cultures and **stylistic** periods.

<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
MIK-5.1 Respond to music from different cultures and historical periods.	MI1-5.1 Respond to music from different cultures and historical periods.	MI2-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.	MI3-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.	MI4-5.1 Use personal and music vocabulary to respond to music from different cultures and historical periods.	MI5-5.1 Recognize and demonstrate the distinguishing characteristics of music from a variety of cultures and historical periods.
MIK-5.2 Respond to music of different <b>styles</b> and <b>genres</b> .	MI1-5.2 Respond to music of different <b>styles</b> and <b>genres</b> .	MI2-5.2 Use personal and music vocabulary to respond to music of different <b>styles</b> and <b>genres</b> .	MI3-5.2 Use personal and music vocabulary to respond to music of different <b>styles</b> and <b>genres</b> .	MI4-5.2 Use personal and music vocabulary to respond to music of different <b>styles</b> and <b>genres</b> .	MI5-5.2 Recognize and demonstrate the distinguishing characteristics of music representing a variety of <b>styles</b> and <b>genres</b> .

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
MI6-5.1 Make connections between the distinguishing characteristics of music from different cultures and historical periods.	MI7-5.1 Make connections between the distinguishing characteristics of music from different cultures and historical periods.	MI8-5.1 Compare characteristics and uses of music from different cultures and historical periods.
MI6-5.2 Make connections between the distinguishing characteristics of music representing different <b>styles</b> and <b>genres</b> .	MI7-5.2 Make connections between the distinguishing characteristics of music representing different <b>styles</b> and <b>genres</b> .	MI8-5.2 Compare characteristics and uses of music representing different <b>styles</b> and <b>genres</b> .

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
MIH1-5.1 Compare characteristics and uses of music from different cultures and historical periods.	MIH2-5.1 Compare characteristics and uses of music from different cultures and historical periods.	MIH3-5.1 Use characteristic elements and <b>stylistic</b> features to classify music by culture and historical period.	MIH4-5.1 Use characteristic elements and <b>stylistic</b> features to classify music by culture and historical period.
MIH1-5.2 Compare characteristics and uses of music representing different <b>styles</b> and <b>genres</b> .	MIH2-5.2 Compare characteristics and uses of music representing different <b>styles</b> and <b>genres</b> .	MIH3-5.2 Use characteristic elements and <b>stylistic</b> features to classify music by <b>style</b> and <b>genre</b> .	MIH4-5.2 Use characteristic elements and <b>stylistic</b> features to classify music by <b>style</b> and <b>genre</b> .

## Instrumental Music Standards: Grades K – 12

### Making Connections

**Standard 6:** The student will make connections between music and other arts disciplines, other content areas, and the world.

<b>Kindergarten</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
MIK-6.1 Recognize common music terms found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI1-6.1 Recognize common music terms found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI2-6.1 Recognize common music terms found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI3-6.1 Recognize common music terms found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI4-6.1 Recognize common music terms found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI5-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).
MIK-6.2 Recognize common music terms found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI1-6.2 Recognize common music terms found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI2-6.2 Recognize common music terms found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI3-6.2 Recognize common music terms found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI4-6.2 Recognize common music terms found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI5-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).

<p>MIK-6.3 Identify music careers and the skills that these careers require.</p>	<p>MI1-6.3 Identify music careers and the skills that these careers require.</p>	<p>MI2-6.3 Identify music careers and the skills that these careers require.</p>	<p>MI3-6.3 Identify various musicians and describe their musical careers and skills.</p>	<p>MI4-6.3 Identify by name various musicians and describe their musical careers and skills.</p>	<p>MI5-6.3 Identify various musicians and describe their musical careers and skills.</p>
<p>MIK-6.4 Identify the different work that is involved in various types of musical performances.</p>	<p>MI1-6.4 Identify the different work that is involved in various types of musical performances.</p>	<p>MI2-6.4 Identify the different work that is involved in various types of musical performances.</p>	<p>MI3-6.4 Identify the different work that is involved in various types of musical performances.</p>	<p>MI4-6.4 Identify the different work that is involved in various types of musical performances.</p>	<p>MI5-6.4 Identify the different work that is involved in various types of musical performances.</p>
<p>MIK-6.5 Identify where and when we hear music.</p>	<p>MI1-6.5 Identify where and when we hear music.</p>	<p>MI2-6.5 Identify where and when we hear music.</p>	<p>MI3-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.</p>	<p>MI4-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.</p>	<p>MI5-6.5 Identify where and when we hear music and describe ways that music enhances everyday experiences.</p>

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
MI6-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI7-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).	MI8-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b> , volume, <b>form</b> ).
MI6-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI7-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).	MI8-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b> , program, <b>dynamics</b> , <b>pitch</b> ).
MI6-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.	MI7-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.	MI8-6.3 Identify musicians from various historical periods, music settings, and cultures and describe their careers and skills.
MI6-6.4 Discuss the costs and labor involved in artistic performances and productions.	MI7-6.4 Discuss the costs and labor involved in artistic performances and productions.	MI8-6.4 Discuss the costs and labor involved in artistic performances and productions.
MI6-6.5 Examine music's impact on everyday life.	MI7-6.5 Examine music's impact on everyday life.	MI8-6.5 Examine music's impact on everyday life.

<b>H1</b>	<b>H2</b>	<b>H3</b>	<b>H4</b>
<p>MIH1-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b>, volume, <b>form</b>).</p>	<p>MIH2-6.1 Compare common music terms to those found in other arts disciplines (for example, tone, <b>rhythm</b>, volume, <b>form</b>).</p>	<p>MIH3-6.1 Compare the characteristic elements, artistic processes, and organizational principles of music with those of other arts disciplines.</p>	<p>MIH4-6.1 Compare the characteristic elements, artistic processes, and organizational principles of music with those of other arts disciplines.</p>
<p>MIH1-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b>, program, <b>dynamics</b>, <b>pitch</b>).</p>	<p>MIH2-6.2 Compare common music terms to those found in non-arts disciplines (for example, <b>genre</b>, program, <b>dynamics</b>, <b>pitch</b>).</p>	<p>MIH3-6.2 Compare ways that the principles, creative processes, and subject matter of non-arts disciplines interrelate with those of music.</p>	<p>MIH4-6.2 Compare ways that the principles, creative processes, and subject matter of non-arts disciplines interrelate with those of music.</p>
<p>MIH1-6.3 Compare the skills and careers of creators, performers, and others involved in the production and presentation of the various art forms.</p>	<p>MIH2-6.3 Compare the skills and careers of creators, performers, and others involved in the production and presentation of the various art forms.</p>	<p>MIH3-6.3 Discuss ways that skills learned in music and other arts classes can be used in various careers both in and outside of the arts.</p>	<p>MIH4-6.3 Discuss ways that skills learned in music and other arts classes can be used in various careers both in and outside of the arts.</p>
<p>MIH1-6.4 Discuss the costs and labor involved in artistic performances and</p>	<p>MIH2-6.4 Discuss the costs and labor involved in artistic performances and</p>	<p>MIH3-6.4 Discuss the costs and labor involved in artistic performances and</p>	<p>MIH4-6.4 Discuss the costs and labor involved in artistic performances and</p>

productions and the economic benefits of the arts in his or her community.	productions and the economic benefits of the arts in his or her community.	productions and the economic benefits of the arts in his or her community.	productions and the economic benefits of the arts in his or her community.
MIH1-6.5 Examine current research on music's impact on students and their productivity in school and later in life.	MIH2-6.5 Examine current research on music's impact on students and their productivity in school and later in life.	MIH3-6.5 Examine current research on music's impact on students and their productivity in school and later in life.	MIH4-6.5 Examine current research on music's impact on students and their productivity in school and later in life.



## GLOSSARY

Terms in the glossary are defined as they relate to instrumental music education content. It is important to note that a single term may have more than one definition or explanation.

The following sources were utilized in the creation of the Instrumental Music glossary:

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Instrumental Music Glossary	
<b>AB</b>	Binary <b>form</b> . A basic musical <b>form</b> consisting of two sections, A and B; usually they are repeated, creating the form AABB.
<b>ABA</b>	Ternary <b>form</b> . A basic musical <b>form</b> consisting of three sections (A, B, and A), the third section being virtually identical to the first. If it is exactly identical, the third section often is not written out, the performer simply being directed to repeat the first section (usually marked <i>da capo</i> or <i>D.C.</i> ), such as in the da capo aria and minuet or scherzo with trio.
<b>arrange</b>	Create a composition based on existing music (e.g., score for voices not used in the original piece, add a percussion part to the original).

## Instrumental Music Glossary

<b>articulation</b>	The manner or <b>style</b> in which the notes in a piece of music are played.
<b>aural/aurally</b>	By ear; without reference to or memorization of written words or notation.
<b>balancing</b>	The harmonious adjusting of volume and <b>timbre</b> between instruments or voices.
<b>blending</b>	The merging of voices to form a unified resonant sound in which no individual <b>timbre</b> dominates.
<b>call and response</b>	The alteration of musical <b>phrases</b> between groups of musicians. Three terms have been used to distinguish between different forms of call and response: <i>adjacent</i> (the response follows immediately after the call section); <i>overlapping</i> (the response begins before the call section has concluded); and <i>interlocking</i> (there is a continuous response with a counter solo passage over it, so that the call and response are "locked" together).
<b>canon</b>	A composition for two or more instruments, one entering after another in exact imitation of the previous one and beginning before the previous one has finished.
<b>characteristic tone quality</b>	The particular sound that is characteristic of a specific instrument at all dynamic and <b>pitch</b> levels and with all <b>articulations</b> .
<b>chord</b>	Three or more pitches sounded simultaneously or functioning as if sounded simultaneously.
<b>developmentally appropriate</b>	Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual.
<b>dynamics/dynamic</b>	Changes in volume; varying degrees of loudness and softness. Adjective form, <i>dynamic</i> .
<b>ensemble skills</b>	The abilities that allow a group of musicians to perform together with a refined degree of unanimity of phrasing, <b>dynamics</b> , and <b>style</b> .

## Instrumental Music Glossary

<b>form</b>	The structure or organization of a musical phrase or composition. <b>AB</b> , or binary, form (in which two contrasting sections are present) is the most basic. <b>ABA</b> , or ternary, form is derived from binary form and results from the repetition of the first section. Larger musical forms include rondo, theme and variation, sonata, and symphony.
<b>genre</b>	A type or style of music; an established <b>form</b> of musical composition such as ballad, concerto, folk music, lullaby, march, spiritual.
<b>harmony/harmonic</b>	(1) The pattern of <b>intervals</b> and <b>chords</b> in a composition. (2) The ways in which <b>chords</b> and <b>intervals</b> are related to one another and the ways in which one <b>interval</b> or <b>chord</b> can be connected to another. Adjective form, <i>harmonic</i> .
<b>improvisation/improvise</b>	The creation of music in the course of performance. Verb form, <i>improvise</i> .
<b>intervals</b>	(1) Pairs of notes sounded at the same time. (2) The distances between two pitches.
<b>match the pitch</b>	To sing (or play) the same pitch given by another instrument or person.
<b>intonation</b>	The proper production of a musical tone so that it is played or sung in tune.
<b>melody/melodic</b>	Tunes; agreeable successions of pitches that move upward or downward or that stay the same in <b>rhythmic</b> successions. Adjective form, <i>melodic</i> .
<b>meter</b>	The way beats of music are grouped, often in sets of two or three.
<b>motive</b>	A short tune or musical figure that characterizes and unifies a composition. It can be of any length but is usually only a few notes long. A <b>motive</b> can be a melodic, <b>harmonic</b> , or rhythmic pattern that is easily recognizable throughout the composition.

## Instrumental Music Glossary

<b>notation/notate</b>	A system used for writing down music showing aspects of music tones such as the tones to be sounded ( <b>pitch</b> ), the time each tone should be held in relation to the others (duration), and the degree of loudness ( <b>dynamics</b> ) at which the tone should be played. Verb form, <i>notate</i> .
<b>pitch</b>	(1) The property of a musical tone that is determined by the frequency of the sound waves creating it. (2) The highness or lowness of a tone.
<b>pitched</b>	Adjective describing instruments that produce various tones; includes the families of brass, woodwinds, strings, and keyboards.
<b>rhythm/rhythmic</b>	(1) A pattern of long and short sounds and silences in music. (2) The pattern of the duration of a sound. Adjective form, <i>rhythmic</i> .
<b>rondo</b>	The musical <b>form</b> in which the first section (A) recurs after each of several contrasting sections (ABACA).
<b>scales</b>	Selections of tones within one octave, arranged in rising order of <b>pitch</b> , including the twelve-tone chromatic scale, the eight-tone diatonic scale, the five-tone pentatonic scale, and the whole-tone scale.
<b>scale from 1 to 6</b>	In music, repertoire is rated on a scale of difficulty from 1 (short, beginner repertoire, unison, simple <b>pitches</b> and <b>rhythms</b> ) to 6 (lengthy, difficult professional repertoire, with more than four parts, complex <b>pitch, rhythms, harmonies</b> , and so on.) (See state repertoire lists at <a href="http://www.sorchestra.net">http://www.sorchestra.net</a> .)
<b>solfège</b>	A music exercise involving both ear training and sight singing. The student learns to recognize clefs, intervals, rhythm, signatures, and all elements of musical <b>notation</b> and to translate them into actual sounds. Often solemnization syllables (do, re, mi, fa, sol, la, ti) are used.

## Instrumental Music Glossary

<b>style/stylistic</b>	The composer's manner of treating the various elements that make up a composition—the overall <b>form</b> , melody, rhythm, <b>harmony</b> , instrumentation, and so forth—as well as for the performer's manner of presenting the composition. Adjective form, <i>stylistic</i> .
<b>tempo</b>	(1) A steady succession of units of <b>rhythm</b> ; the beat. (2) The speed at which a piece of music is performed or is written to be performed.
<b>theme and variation</b>	A musical <b>form</b> consisting of a main idea followed by changed versions of that idea.
<b>timbre</b>	(1) The blend of harmonics (overtones) that distinguishes a note played on a flute, for example, from the same note played on the violin. (2) The distinctive tone quality of a particular musical instrument.
<b>tonality</b>	The use of a central note, called the <i>tonic</i> , around which the other tonal material of a composition (notes, <b>intervals</b> , <b>chords</b> ) is built and to which the music returns for a sense of rest and finality. The term <i>tonality</i> refers particularly to <b>harmony</b> and to <b>chords</b> and their relationships.
<b>unpitched</b>	Adjective describing instruments that do not produce various tones; includes such percussion instruments as claves, maracas, and wood blocks.
<b>verse and refrain</b>	The verse section of the song is the section in which different sets of words are sung to the same repeated melody and contrasts with a refrain, where the words and melody are both repeated.