Indiana Academic Standards for Music

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Courtney Cabrera
Fine Arts Specialist
Curriculum and Instruction
Indiana Department of Education
151 West Ohio Street
Indianapolis, IN 46204
Phone (317) 232-9044
Fax (317) 232-0589
ccabrera@doe.in.gov

Indiana Academic Standards for Music

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INDIANA'S ACADEMIC STANDARDS FOR MUSIC

Introduction

Standards: What are they and why are they necessary?

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals aspired to for expanding and improving fine arts education in the United States.

The State Board of Education recommended and approved the Indiana Academic Standards for Music in 2007 under the Indiana General Assembly's direction to develop standards that are "world-class, clear, concise, jargon-free, and by grade-level." The Indiana Academic Standards for Music incorporate the *National Standards for Arts Education,* which were developed by the Consortium of National Arts Education Associations.

Literacy Standards for Music

The Literacy Standards for Music emerged with the Indiana State Board of Education's adoption of the Common Core State Standards in the area of Reading and Writing for Literacy in Technical Subjects. The Literacy Standards establish that instruction in reading and writing is a shared responsibility. The Literacy Standards are predicated on teachers in the content areas using their unique disciplinary expertise to help students meet the particular challenges of reading and writing in their respective fields.

The Literacy Standards provide a consistent, clear understanding of what students are expected to learn in all content areas; thus allowing teachers the ability to better serve their students. They set requirements for literacy in all content areas, including music instruction. The Literacy Standards are predicated on teachers in all content areas using their disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the Literacy Standards are *not* meant to replace content standards, but rather supplement them.

Part of the motivation behind the disciplinary approach to literacy promulgated by the Literacy Standards is extensive research establishing the need for students to be proficient in reading complex informational text independently in a variety of content areas in order to be ready for college or a career. This is because most of the required reading in college and workforce training programs is informational in structure and challenging in content.

The Literacy Standards make clear that significant reading of informational texts should also take place outside ELA classrooms in order for students to be ready for college and careers. Future assessments will apply the sum of all the reading students do in a grade, not just their reading in the ELA context. The Literacy Standards demand that a great deal of reading should occur in all disciplines.

The Literacy Standards also cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. College

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and career readiness requires that writing focus significantly on writing to argue, to inform or explain.

The Literacy Standards for Music are organized in the following manner: K, 1, 2, 3, 4, and 5, 6-8, 9-12. Within each grade level or grade band, the Literacy Standards ask students to read and write within the discipline of music. In grades K-5, teachers will use the Informational Text Literacy Standards and Writing Standards found within the Common Core State Standards for English Language Arts in coordination with their Indiana Academic Standards for Music. In grade bands 6-8 and 9-12, teachers will implement the Common Core State Standards for Literacy in Technical Subjects along with their Indiana Academic Standards for Music. The Literacy Standards in these grade bands are organized into 10 reading and 10 writing standards. Music teachers are NOT responsible for teaching all 20 Literacy Standards. A determination of the applicable Literacy Standards was created through a collaborative effort. This effort established guardrails for the implementation of the Literacy Standards. The applicable standards have been noted in the standards document and should guide teachers in what standards they are responsible for teaching.

It is imperative to keep in mind that the Literacy Standards use grade bands to present the standards. Teachers teaching at the beginning of the grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of the grade band should expect students to demonstrate the standards independently.

Academic Standards for Music

The Indiana Academic Standards for Music are organized into nine reoccurring standards. As student progress through their academic careers, the rigor and complexity of music instruction increases. The nine content standards for music provide teachers and students a clear picture of the disciplinary knowledge and skills required. The nine reoccurring standards for music education are:

1. PERFORMING MUSIC: Singing alone and with others.
2. PERFORMING MUSIC: Playing an instrument alone and with others.
3. CREATING MUSIC: Improvising melodies, variations, and accompaniments.
4. CREATING MUSIC: Composing and arranging music within specific guidelines.
5. RESPONDING TO MUSIC: Reading, notating, and interpreting music
6. RESPONDING TO MUSIC: Listening to, analyzing, and describing music.
7. RESPONDING TO MUSIC: Evaluating music and music performance.
8. RESPONDING TO MUSIC: Understanding the relationships between music, the other arts, and disciplines outside the arts
9. RESPONDING TO MUSIC: Understanding music in relation to history and culture

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Philosophy and Rationale for the Fine Arts

In our efforts to provide a quality education for every child in our state, it is important to provide for all aspects of human growth. This includes artistic, expressive, and cultural, as well as intellectual, emotional, physical and social development. The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other disciplines. Literacy in the arts enhances a person's ability to participate in society by developing creative problem solving, inquiry, and communication skill, and by providing an avenue for self-expression and multiple points of view. For these reasons, a curriculum that enables students to become self-directed, lifelong learners in the arts should be available to all Indiana students.

Goals of the Fine Arts

The ultimate goal of a fine arts curriculum is to enable students to be proficient creators, performers, critics, listeners, and observers of the arts. Students who attain academic standards in the fine arts will be able to use the arts to think and learn independently, know themselves and the world around them, and communicate in the art forms studied. To ensure that students attain these standards and capabilities, they must be immersed in numerous opportunities to learn about, perform, create, and evaluate the fine arts.

In order to promote student literacy in the fine arts, the goals for students in grades K-12 are to:

- value the arts

- become confident in one's artistic abilities

- communicate in and through the arts

- develop one's artistic skills

- become creative problem solvers

- exhibit knowledge of the historical and cultural backdrop of the arts

- exhibit the ability to critique the arts

- exhibit the development of aesthetic awareness in the arts

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LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.2 With prompting and support, identify the main topic and retell key details of a text.

K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.

K.RI.5 Identify the front cover, back cover, and title page of a book **(This standard not applicable in Music)**.

K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text **(This standard not applicable in Music)**.

Integration of Knowledge and Ideas

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) **(This standard not applicable in Music)**.

K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text **(This standard not applicable in Music)**.

K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures) **(This standard not applicable in Music)**.

Range of Reading and Level of Text Complexity

K.RI.10 Actively engage in group reading activities with purpose and understanding.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*.

Text Types and Purposes

K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…) **(This standard not applicable in Music)**.

K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened **(This standard not applicable in Music)**.

Production and Distribution of Writing

K.W.4 (Begins in grade 3)

K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed **(This standard not applicable in Music)**.

K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) **(This standard not applicable in Music)**.

K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

K.W.9 (Begins in grade 4)

Range of Writing

K.W.10 (Begins in grade 3)

ACADEMIC STANDARDS FOR MUSIC

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.

K.1.1   Match pitches in a limited vocal range.

K.1.2   Echo short melodic patterns sung by the teacher.

K.1.3   Sing with an appropriate tone quality.

K.1.4   Sing short memorized songs, maintaining a steady beat.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group.

K.2.1   Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments.

K.2.2   Maintain a steady beat while playing an instrument in a group.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.

K.3.1   Improvise simple rhythms using body percussion, found items, or an instrument.

K.3.2   Respond to teacher-played phrases with a similar phrase using body percussion, found items, or an instrument.

K.3.3   Respond to teacher-sung questions with a sung answer.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns.

K.4.1   Create and play a simple rhythmic pattern with teacher guidance using body percussion or classroom instruments.

K.4.2   Create a short melodic pattern to sing or play on a classroom instrument based on a limited pitch range such as a minor third or the pentatonic scale.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.

K.5.1   Read iconic notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables.

K.5.2   Read iconic notation and perform short melodic patterns using hand signs and pitch syllables, drawing examples from class repertoire when appropriate.

K.5.3   Use fine and gross motor movement to demonstrate simple rhythm and pitch patterns.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

K.6.1   Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures.

K.6.2   Distinguish vocal, instrumental, and environmental sounds.

K.6.3   Compare vocal tone qualities such as whispering, singing, and speaking.

K.6.4   Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students talk about listening to music and establish criteria to evaluate classroom music activities.

K.7.1   Discuss reasons for listening to music and different contexts in which music is heard.

K.7.2   Establish simple criteria to evaluate classroom music activities.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students express musical concepts in non-musical ways. They describe the use of music in various school activities.

K.8.1   Describe musical concepts of high or low, fast or slow, and loud or soft through moving or drawing.

K.8.2   Identify other classes and school activities where music is used and the purpose of the music in each situation.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures.

K.9.1   Identify situations in daily life where music is experienced.

K.9.2   Experience music from various historical eras and cultures through singing, listening, or moving.

K.9.3   Discuss the concept of a musician.

GRADE 1

LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1.RI.1 Ask and answer questions about key details in a text.

1.RI.2 Identify the main topic and retell key details of a text.

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text **(This standard not applicable in Music)**.

1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text **(This standard not applicable in Music)**.

Integration of Knowledge and Ideas

1.RI.7 Use the illustrations and details in a text to describe its key ideas **(This standard not applicable in Music)**.

1.RI.8 Identify the reasons an author gives to support points in a text **(This standard not applicable in Music)**.

1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) **(This standard not applicable in Music)**.

Range of Reading and Level of Text Complexity

> **1.RI.10** With prompting and support, read informational texts appropriately complex for
> grade 1.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*.

Text Types and Purposes

> **1.W.1** Write opinion pieces in which they introduce the topic or name the book they are writing
> about, state an opinion, supply a reason for the opinion, and provide some sense of closure
> (**This standard not applicable in Music**).

> **1.W.2** Write informative/explanatory texts in which they name a topic, supply some facts about the
> topic, and provide some sense of closure.

> **1.W.3** Write narratives in which they recount two or more appropriately sequenced events, include
> some details regarding what happened, use temporal words to signal event order, and
> provide some sense of closure (**This standard not applicable in Music**).

Production and Distribution of Writing

> **1.W.4** (Begins in grade 3)

> **1.W.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions
> from peers, and add details to strengthen writing as needed (**This standard not
> applicable in Music**).

> **1.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish
> writing, including in collaboration with peers (**This standard not applicable in Music**).

Research to Build and Present Knowledge

> **1.W.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books
> on a given topic and use them to write a sequence of instructions) (**This standard not
> applicable in Music**).

> **1.W.8** With guidance and support from adults, recall information from experiences or gather
> information from provided sources to answer a question.

> **1.W.9** (Begins in grade 4)

Range of Writing

1.W.10 (Begins in grade 3)

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs in expanding ranges and dynamics with appropriate tone quality, good posture, and steady tempo.

1.1.1   Match simple pitch patterns in expanding ranges.

1.1.2   Maintain good posture and a steady beat while singing.

1.1.3   Sing at contrasting dynamic levels with appropriate tone quality.

1.1.4   Sing short memorized songs from various cultures.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play short patterns using body percussion and pitched and non-pitched classroom instruments. They maintain a steady tempo when playing with a group.

1.2.1   Echo short melodic and rhythmic patterns.

1.2.2   Maintain a steady beat on a percussion instrument while playing in a group.

1.2.3   Hold classroom instruments correctly and play with the proper technique.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses and simple ostinatos by singing and using body percussion and instrumental sounds.

1.3.1   Respond to sung or played musical questions by singing and using body percussion, found items, and instrumental sounds.

1.3.2   Improvise a short rhythm to be echoed by classmates.

1.3.3   Improvise a short ostinato to sing or play with a familiar song.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns and accompaniments to short literary examples.

1.4.1   Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.

1.4.2   Cooperatively plan and perform rhythmic and melodic material to accompany a poem using a variety of sound sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read basic rhythms and pitches using syllables and utilizing relevant examples from repertoire. They identify quarter and eighth notes and quarter rests.

1.5.1   Read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rests using rhythm syllables.

1.5.2   Notate quarter notes, eighth notes, and quarter rests using iconic or standard notation.

1.5.3   Use body percussion and movement to demonstrate rhythmic patterns.

1.5.4   Read simple pitch patterns from a staff using solfège and hand signs and demonstrate pitch placement with body movement.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music and qualities of various sounds. They identify and demonstrate appropriate listening behavior.

1.6.1   Show changes in tempo, dynamics, and mood using movement in response to music.

1.6.2   Identify various vocal, instrumental, and environmental sounds.

1.6.3   Identify phrases of a song as same or different and listen for repetition of phrases.

1.6.4   Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students discuss the role of music in their lives and evaluate classroom music activities.

1.7.1   Discuss the place and personal importance of music at home, at school, and in the community.

1.7.2   Discuss and evaluate classroom music activities based on established criteria.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify and express concepts common to music and other disciplines. They discover the importance of various activities in more than one context.

1.8.1   Discover musical terms and concepts such as pattern and line that are also used in other disciplines and express them through moving, drawing, or other appropriate means.

1.8.2   Describe the importance of activities such as listening, reading, and moving that occur in music class and other curricular areas.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify functions of music and experience music of various historical periods and cultures. They identify known musicians.

1.9.1   Identify various uses of music in the community and examples of music used for special occasions.

1.9.2   Experience music from various historical eras and cultures through singing, listening, or moving.

1.9.3   Identify some known musicians in the community or media.

GRADE 2

LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

2.RI.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (**This standard not applicable in Music**).

2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (**This standard not applicable in Music**).

2.RI.8 Describe how reasons support specific points the author makes in a text (**This standard not applicable in Music**).

2.RI.9 Compare and contrast the most important points presented by two texts on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

> **2.RI.10** By the end of year, read and comprehend informational texts, including technical music texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*.

Text Types and Purposes

> **2.W.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section **(This standard not applicable in Music)**.

> **2.W.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

> **2.W.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure **(This standard not applicable in Music)**.

Production and Distribution of Writing

> **2.W.4** (Begins in grade 3)

> **2.W.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing **(This standard not applicable in Music)**.

> **2.W.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

> **2.W.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations) **(This standard not applicable in Music)**.

> **2.W.8** Recall information from experiences or gather information from provided sources to answer a question.

> **2.W.9** (Begins in grade 4)

Range of Writing

2.W.10 (Begins in grade 3)

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music with accurate pitch, appropriate tone quality, and good diction and posture. They sing ostinatos, and they follow the directions of a conductor.

2.1.1   Sing with accurate pitch, appropriate tone quality, clear diction, and good posture.

2.1.2   Sing a cappella and with accompaniment, independently and in groups.

2.1.3   Sing songs in the languages of other cultures, adding any movement considered intrinsic to authentic performance of the music.

2.1.4   Sing an ostinato with a familiar song, maintaining a steady beat.

2.1.5   Follow the cues of a conductor with regard to tempo and dynamics.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct techniques when playing, and vary dynamic levels. They follow the directions of a conductor.

2.2.1   Echo melodic and rhythmic patterns.

2.2.2   Maintain a steady beat and play with appropriate dynamic levels.

2.2.3   Play classroom instruments with the proper technique, holding them correctly.

2.2.4   Learn correct names for classroom instruments and identify those associated with world cultures.

2.2.5   Play simple ostinatos while others sing.

2.2.6   Follow the cues of a conductor with regard to tempo and dynamics.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students sing, play instruments, and use movement to improvise musical phrases including questions, responses, and ostinatos.

2.3.1   Improvise a short melodic phrase on a pitched classroom or keyboard instrument.

2.3.2   Sing short questions to be answered by classmates.

2.3.3   Respond to teacher or student questions by singing and using body percussion, movement, found items, instruments, or electronic sounds.

2.3.4   Improvise a short ostinato with a familiar song using body percussion, instruments, or movement.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns within specified guidelines and create group compositions. They notate their music.

2.4.1   Perform short rhythmic and melodic phrases within teacher guidelines and write them using standard or original notation.

2.4.2   Create music collaboratively to enhance a poem or short story using a variety of sound sources.

2.4.3   Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform simple rhythmic and melodic patterns using standard or iconic notation and utilizing relevant examples from repertoire. They identify and interpret basic terms and symbols for dynamics and tempo.

2.5.1   Read and perform quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests in four-beat groupings using rhythm syllables.

2.5.2   Notate quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests using iconic or standard notation.

2.5.3   Read pitch patterns from a staff and perform using solfège and hand signs.

2.5.4   Identify direction of notated pitch patterns and interpret through singing, playing, or movement.

2.5.5   Identify basic musical terms and symbols and interpret through singing, playing, or movement.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music using movement and musical terms. They recognize groups of classroom and orchestral instruments. They identify and demonstrate appropriate listening behavior.

2.6.1   Identify contrasts and changes in tempo and dynamics using basic music terminology and movement.

2.6.2   Identify repetition and contrast in sections of music using symbols or movement.

2.6.3   Identify groups of classroom instruments by sight and sound.

2.6.4   Identify families of orchestral instruments by sight and sound.

2.6.5   Identify voices as those of children, adult males, or adult females.

2.6.6   Discuss and demonstrate appropriate listening behavior for various types of performances.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students discuss personal musical preferences. They compare contrasting musical works and establish criteria for performances.

2.7.1   Discuss personal preferences for different musical works.

2.7.2   Listen to and compare two contrasting styles of composition using basic musical terminology.

2.7.3   Establish and apply criteria for good musical performance in and outside the classroom.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover application of musical concepts in other disciplines. They express aural musical examples in non-musical ways and specific emotions through music and other means.

2.8.1   Identify musical concepts such as tone color, repetition, and contrast, and ways they are used in other disciplines.

2.8.2   Describe an aural musical example through movement, art, or writing.

2.8.3   Express a specific emotion through music, art, movement, and writing or speaking.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify music for special occasions and its role. They experience music and dances from various cultures and historical periods and explore roles of community musicians.

2.9.1   Discuss suitable music for various special occasions and the role it plays.

2.9.2   Discover the role of music from earlier periods in history such as the music of Native Americans and its relationship to other elements in the society.

2.9.3   Perform and listen to music and learn folk dances from past and present cultures.

2.9.4   Discuss roles of musicians in the community.

GRADE 3

LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect **(This standard not applicable in Music)**.

Craft and Structure

3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently **(This standard not applicable in Music)**.

3.RI.6 Distinguish their own point of view from that of the author of a text **(This standard not applicable in Music)**.

Integration of Knowledge and Ideas

3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) **(This standard not applicable in Music)**.

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) **(This standard not applicable in Music)**.

3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic **(This standard not applicable in Music)**.

Range of Reading and Level of Text Complexity

> **3.RI.10** By the end of the year, read and comprehend informational texts, including technical music texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

> **3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
> b. Provide reasons that support the opinion.
> c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
> d. Provide a concluding statement or section.

> **3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
> b. Develop the topic with facts, definitions, and details.
> c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
> d. Provide a concluding statement or section (**This standard not applicable in Music**).

> **3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
> b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
> c. Use temporal words and phrases to signal event order.
> d. Provide a sense of closure.

Production and Distribution of Writing

> **3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

> **3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (**This standard not applicable in Music**).

3.W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others (**This standard not applicable in Music**).

Research to Build and Present Knowledge

3.W.7 Conduct short research projects that build knowledge about a topic (**This standard not applicable in Music**).

3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.W.9 (Begins in grade 4)

Range of Writing

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music expressively with attention to pitch, tone quality, diction, and posture. They sing rounds and songs with ostinatos, and they follow the directions of a conductor.

3.1.1 Sing a cappella and accompanied songs with attention to pitch, diction, tone quality, and posture.

3.1.2 Sing expressively with varied dynamics and appropriate phrasing.

3.1.3 Sing songs from a variety of cultures including those of the school and community, adding any movement considered intrinsic to authentic performance of the music.

3.1.4 Sing rounds and songs with ostinatos.

3.1.5 Follow the cues of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies and rhythms on classroom instruments with correct technique, appropriate dynamics, and a steady beat, alone and in groups. They follow the directions of a conductor.

3.2.1 Echo melodic and rhythmic patterns.

3.2.2   Play given pitch patterns on a mallet instrument, keyboard, or recorder.

3.2.3   Play instruments in a group with a steady beat, appropriate dynamics, and correct technique.

3.2.4   Use correct names for classroom instruments including those from world cultures.

3.2.5   Play four-measure melodies on pitched percussion instruments.

3.2.6   Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.

3.2.7   Follow the cues of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses, accompaniments, and short compositions by singing and using a variety of instrumental and classroom sounds. They invent short pieces by following the cues of a conductor.

3.3.1   Sing or play extended responses to teacher or student questions.

3.3.2   Improvise a rhythmic accompaniment to a song.

3.3.3   Perform a composition with opportunities for free improvisation at various intervals.

3.3.4   Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.

3.3.5   Improvise appropriate rhythmic movement to accompany a song or instrumental piece.

3.3.6   Use voices and instruments to improvise appropriate sound effects or accompaniments to a poem or short story.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short melodies and accompaniments using available traditional and electronic resources. They notate their music and arrange melodies using available electronic means. They create simple orchestrations for stories, poems, and dramatizations.

3.4.1   Compose rhythmic and melodic phrases according to teacher guidelines utilizing classroom instruments and available electronic resources. Notate/record using traditional or available electronic means.

3.4.2   Compose a melody to match given lyrics. Create lyrics to match a given melody.

3.4.3   Create a rhythmic accompaniment for a given melody to be played and notated using traditional or available electronic sources.

3.4.4   Arrange a melody utilizing various vocal or instrumental sounds with available electronic sources.

3.4.5   Plan simple orchestrations to accompany readings and dramatizations using available instruments or electronic sound sources.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform rhythmic and melodic patterns, utilizing relevant examples from repertoire. They identify and apply musical symbols and terms.

3.5.1   Read and perform quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of two, three, and four using rhythm syllables.

3.5.2   Notate quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests using iconic or standard notation.

3.5.3   Read and perform expanded pitch patterns and simple songs using solfège and letter names of the treble clef.

3.5.4   Identify and sing or play steps and skips in notated pitch patterns.

3.5.5   Identify and apply an expanded vocabulary of musical terms.

3.5.6   Interpret notated music through visual, aural, and kinesthetic means.

3.5.7   Identify and explain the dynamic markings *forte, mezzo forte, piano, mezzo piano, crescendo* and *diminuendo (decrescendo).*

3.5.8   Identify and explain the musical symbols for *fermata, octave,* and *D.C. al fine.*

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students use movement and symbols to describe music. They learn to use appropriate musical terminology and identify instrument families by sight and sound. They identify and demonstrate appropriate listening behavior.

3.6.1   Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration.

3.6.2   Identify and describe AB, ABA, and rondo forms using movement and symbols.

3.6.3   Use musical terms to describe music through activities such as creation of a word bank.

3.6.4   Identify representative orchestral instruments and their families by sight and sound as well as instruments of other cultures.

3.6.5   Identify different ensembles by their timbre such as adult or children's choir, orchestra, or wind ensemble.

3.6.6   Discuss and demonstrate appropriate listening behavior for various types of performances.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students express personal preferences for music. They compare musical compositions, evaluate performances, and demonstrate appropriate behavior when performing.

3.7.1   Explain personal preferences for various styles of music using appropriate terminology.

3.7.2   Listen to and discuss or write about two contrasting compositions using appropriate terminology.

3.7.3   Establish and apply criteria for evaluating various types of musical performances.

3.7.4   Identify and demonstrate appropriate behavior when performing music.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover correlations of the elements of art and principles of design to music and other disciplines. They interpret aural examples through various means and use music to describe and understand other topics and subjects.

3.8.1   From a list of the elements of art (line, color, shape, value, texture, form, and space) and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify terms that also apply to music, dance, and drama as well as reading, writing, and mathematics.

3.8.2   Interpret an aural musical example using dance, drama, art, or writing.

3.8.3   Select and play a classroom instrument to describe an object or interpret a concept in a picture or literary work.

3.8.4   Discuss ways that music could enhance understanding of a topic in another discipline.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students discover music associated with special occasions in their own and other cultures. They explore music and dances from other eras and cultures and investigate roles of musicians in media today.

3.9.1   Investigate the use of music for special occasions and celebrations, both in the United States and across world cultures.

3.9.2   Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.

3.9.3   Learn folk dances from other eras and cultures.

3.9.4   Discuss the roles of musicians in contemporary media.

GRADE 4

LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text **(This standard not applicable in Music)**.

Craft and Structure

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text **(This standard not applicable in Music)**.

4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided **(This standard not applicable in Music)**.

Integration of Knowledge and Ideas

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears **(This standard not applicable in Music)**.

4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text **(This standard not applicable in Music)**.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably **(This standard not applicable in Music)**.

Range of Reading and Level of Text Complexity

> **4.RI.10** By the end of year, read and comprehend informational texts, including technical music texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*.

Text Types and Purposes

> **4.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
>> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
>> b. Provide reasons that are supported by facts and details.
>> c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
>> d. Provide a concluding statement or section related to the opinion presented.

> **4.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
>> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
>> b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
>> c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
>> d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
>> e. Provide a concluding statement or section related to the information or explanation presented (**This standard not applicable in Music)**.

4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

    a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

    b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

    c. Use a variety of transitional words and phrases to manage the sequence of events.

    d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

    e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (**This standard not applicable in Music)**.

4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting (**This standard not applicable in Music)**.

Research to Build and Present Knowledge

4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic (**This standard not applicable in Music)**.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

    a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts,
    words, or actions].").

    b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.") (**This standard not applicable in Music)**.

Range of Writing

4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and songs with ostinatos, and they follow the directions of a conductor.

4.1.1   Sing while maintaining good breath control, pitch, diction, tone quality, and posture.

4.1.2   Sing expressively with attention to dynamics and phrasing.

4.1.3   Sing a diverse repertoire of songs with varied accompaniment and including other cultures and languages, adding any movement considered intrinsic to authentic performance of the music.

4.1.4   Sing partner songs, rounds, and songs with ostinatos.

4.1.5   Follow the cues of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

4.2.1   Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading.

4.2.2   Play pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound.

4.2.3   Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.

4.2.4   Play instrumental pieces of various styles and cultures.

4.2.5   Follow the cues of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic and melodic accompaniments to known melodies. They create compositions and accompaniments using the voice or instruments and improvise simple variations of familiar songs.

4.3.1   Create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments, body percussion, and electronic sounds.

4.3.2   Improvise a short ostinato to be played or sung with a pentatonic song.

4.3.3   Improvise a melodic variation of a familiar song or musical phrase.

4.3.4   Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.

4.3.5   Improvise movements to accompany or demonstrate a melody.

4.3.6   Use voices and instruments to create appropriate sound effects or accompaniments to a poem or short story.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create, notate, and perform short pieces or songs to accompany texts. They create original compositions and arrangements using available sound sources.

4.4.1   Compose a melody for a verse of a selected poem and notate it using traditional or electronic means.

4.4.2   Working independently or collaboratively and within teacher guidelines, create and notate a melody to convey extramusical ideas such as a ballad or story, using audio recording, graphic notation, or standard notation as appropriate. Create a simple accompaniment for the work.

4.4.3   Plan a short composition with a given form using various pitched, non-pitched, and electronic sound sources. Perform as an ensemble with a student conductor.

4.4.4   Arrange a melody and accompaniment for various vocal or instrumental sounds using available electronic sources.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform rhythms and melodies as found in notated music. They apply an expanded vocabulary of musical symbols and terms.

4.5.1   Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.

4.5.2   Identify and notate patterns from aural examples.

4.5.3   Read and perform songs from notation and sight read new songs using expanded pitch ranges.

4.5.4   Identify the musical symbols for sharps, flats, and naturals. Identify the diatonic scale and the key signatures of C, G, and F major.

4.5.5   Identify and apply an expanded vocabulary of musical terms as found in notated music.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify musical elements, forms, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.

4.6.1   Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements might convey an expressive mood.

4.6.2   Identify and describe AB, ABA, theme and variations, and rondo forms using movement and symbols.

4.6.3   Expand use of musical terms, instrument names, and styles, using word banks and other vocabulary activities.

4.6.4   Establish a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.

4.6.5   Identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures.

4.6.6   Classify singers according to vocal range and performance style.

4.6.7   Demonstrate appropriate listening behavior for various types of performances.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students express personal music preferences. They evaluate short compositions based on teacher guidelines, develop criteria for evaluating performances, and demonstrate appropriate behavior when performing.

4.7.1   Explain personal preferences for specific musical works and styles using appropriate terminology.

4.7.2   Listen to and evaluate a short musical composition or song using teacher guidelines.

4.7.3   Establish and apply criteria for evaluating various types of musical performances including personal efforts.

4.7.4   Identify and demonstrate appropriate behavior when performing music.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify musical elements that relate to other disciplines and interpret aural examples through various means. They use music to describe literature and discover musical examples that support content of other disciplines.

4.8.1   From a list of the elements of music, identify those that apply when viewing and discussing specific works of art.

4.8.2   Interpret aural musical examples using dance, drama, art, or writing.

4.8.3   Use classroom instruments to orchestrate an original piece of writing such as a description of a favorite literary character or a paragraph about a given subject using descriptive words.

4.8.4   Sing songs to support learning in another discipline outside the arts such as creating new verses for "Weevily Wheat" using additional multiplication tables, or reading *The Drinking Gourd* by F.N. Monjo and learning the song, "Follow the Drinkin' Gourd."

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate music related to Indiana history and understand connections to historical and cultural trends. They explore other contemporary and historical cultures through musical examples and learn of music and musicians in their own community.

4.9.1   Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.

4.9.2   Learn "play-party" and singing games of the pioneers in Indiana and relate them to the culture and life style of the period.

4.9.3   Identify and experience music of renowned musicians throughout Indiana history.

4.9.4   Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.

4.9.5   Investigate and write about community musicians and attend live performances when possible.

GRADE 5

LITERACY STANDARDS FOR MUSIC

Reading for Literacy in Music

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (**This standard not applicable in Music**).

Craft and Structure

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (**This standard not applicable in Music**).

5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (**This standard not applicable in Music**).

5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (**This standard not applicable in Music**).

5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

> **5.RI.10** By the end of the year, read and comprehend informational texts, including technical music texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Writing for Literacy in Music

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*.

Text Types and Purposes

> **5.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
> > a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
> > b. Provide logically ordered reasons that are supported by facts and details.
> > c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
> > d. Provide a concluding statement or section related to the opinion presented.

> **5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
> > a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
> > b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
> > c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
> > d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
> > e. Provide a concluding statement or section related to the information or explanation presented **(This standard not applicable in Music)**.

5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

> a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
>
> b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
>
> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
>
> d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
>
> e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach **(This standard not applicable in Music)**.

5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic **(This standard not applicable in Music)**.

5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

> a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
>
> b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].") **(This standard not applicable in Music)**.

Range of Writing

5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and two-part songs, and they follow the directions of a conductor.

5.1.1   Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

5.1.2   Sing expressively with attention to dynamics, phrasing, and articulation.

5.1.3   Sing a varied repertoire of songs with sensitivity to diverse cultures, accurate use of languages, and appropriate movement.

5.1.4   Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.

5.1.5   Follow the cues of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

5.2.1   Play melodic, rhythmic, and chordal patterns by rote and by reading.

5.2.2   Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.

5.2.3   Play instruments independently or in a group to accompany singing.

5.2.4   Play melodies, accompaniments, and ensemble parts of various styles and cultures expressively with correct rhythms, tempos, and dynamics.

5.2.5   Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic, melodic, and harmonic accompaniments. They create melodies for existing accompaniments and variations on familiar melodies. They invent short compositions independently and cooperatively.

5.3.1   Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.

5.3.2   Improvise melodic phrases to be sung or played with an existing ostinato.

5.3.3   Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

5.3.4   Independently and cooperatively improvise successive melodic phrases to create a song.

5.3.5   Improvise rhythmic and melodic phrases on a variety of instruments in response to a conductor.

5.3.6   Create musical answers in various styles to imitate the style of the questions demonstrated by the teacher.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and perform original speech compositions, melodies, and collaborative works within established guidelines.

5.4.1   Plan and perform rhythmic speech compositions with text based on themes such as names, states, or famous people. Include performance indicators such as tempo and dynamics.

5.4.2   Plan and arrange accompaniments to given melodies within teacher guidelines.

5.4.3   Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.

5.4.4   Collaboratively plan and perform a vocal or instrumental melody and accompaniment within established guidelines.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.

5.5.1   Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, and 6/8.

5.5.2   Identify and notate rhythms and melodies from aural examples.

5.5.3   Read and perform songs from notation and sight read new songs from simple musical scores.

5.5.4   Read and perform music in the keys of C, G, and F major.

5.5.5   Read and notate scales and melodic lines in the treble clef, including ledger lines above and below the staff.

5.5.6   Identify and apply terms and symbols found in musical scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and representative works from various periods and cultures.

5.6.1   Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood.

5.6.2   Identify and use appropriate terminology to describe various musical styles such as gospel, jazz, musical theater, folk, classical, and popular.

5.6.3   Recognize stylistic characteristics of music from various cultures.

5.6.4   Recognize the works of representative historic and contemporary composers.

5.6.5   Expand a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students define characteristics of effective musical works and identify them in classroom music. They apply performance criteria when listening to or performing music and demonstrate appropriate performance behavior.

5.7.1   Define characteristics of effective musical works such as melodic interest and use of repetition and contrast. Identify these characteristics in music heard or performed in the classroom.

5.7.2   Apply established criteria for effective performance when listening to recorded music in the classroom or independently.

5.7.3   Apply established performance criteria to classroom activities.

5.7.4   Demonstrate appropriate behavior when performing music.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections in specific music examples and activities. They recognize how music activities connect to life skills needed in many contexts.

5.8.1   Based on musical elements and lyrics of a selected song like "Johnny Has Gone for a Soldier," discover and apply interdisciplinary connections such as locating a related work of art, planning a simple dance to communicate the mood of the song, improvising a brief dramatization, or writing a letter from Johnny including references to a particular conflict in history and his point of view.

5.8.2   Relate note values and their divisions in music to mathematic symbols and algebraic equations such as less than ($<$), equal to ($=$), or greater than ($>$) and problems like $x + ♪ = ♫$.

5.8.3   Identify the integration of disciplines such as social studies, art, and geometry (measurement, diameter, and circumference) for a project such as making "poi balls" when studying Mäori music and dance.

5.8.4   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students experience music of a variety of styles and genres associated with the United States and its history. They recognize roles of American musicians.

5.9.1   Investigate and perform music associated with historical periods, individuals, events, and

movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.

5.9.2   Listen to specific examples of program music that enhance understanding of American lifestyles and times such as Copland's *Hoedown* or *Appalachian Spring*.

5.9.3   Recognize and experience styles and genres of American music such as blues, jazz, and musical theatre and identify their role in history and society.

5.9.4   Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.

5.9.5   Recognize various roles of musicians in American society.

GRADE 6

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

> **6-8.RT.1**   Cite specific textual evidence to support analysis of technical music texts.

> **6-8.RT.2**   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

> **6-8.RT.3** Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

> **6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

> **6-8.RT.5** Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

> **6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

> **6-8.RT.7** Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing songs with independent parts, both a cappella and accompanied, and they follow the directions of a conductor.

6.1.1   Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

6.1.2   Explore the changing voice and expanding vocal range through warm-ups and selected repertoire.

6.1.3   Sing expressively with attention to dynamics, phrasing, and articulation.

6.1.4   Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.

6.1.5   Sing unison and part songs, partner songs, and rounds, a cappella and with varied accompaniment.

6.1.6   Follow the cues of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

6.2.1   Play melodic, rhythmic, and chordal patterns by rote and by reading.

6.2.2   Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.

6.2.3   Play I, IV, and V chord patterns independently or as part of an ensemble.

6.2.4   Play melodies and accompaniments of various styles and cultures independently or in ensembles.

6.2.5   Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics, independently or in ensembles.

6.2.6   Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They invent short compositions independently and cooperatively.

6.3.1   Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.

6.3.2   Improvise a melody of a determined length to be sung or played with an existing ostinato.

6.3.3   Improvise melodic and rhythmic variations of learned songs by singing and using instruments.

6.3.4   Independently and cooperatively improvise successive melodic phrases to create a song.

6.3.5   Improvise rhythmic and melodic phrases on a variety of instruments in response to the cues of a student or teacher conductor.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create, arrange, and perform instrumental and vocal compositions within established guidelines.

6.4.1   Plan and perform a rhythmic speech composition with text based on themes such as teams, cars, or places. Include performance indicators such as tempo, dynamics, and changes in vocal timbre.

6.4.2   Compose melodies to be sung or played with a given ostinato or accompaniment.

6.4.3   Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.

6.4.4   Arrange a given short two-part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

6.4.5   Collaboratively create a short drama based on a folk tale or historical event incorporating student-generated lyrics, melodies, and instrumentation. Perform the completed work.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.

6.5.1   Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, 6/8, 3/8, alla breve, and asymmetrical meters.

6.5.2   Identify and notate rhythms and melodies from aural examples.

6.5.3   Read and perform songs from notation and sight read new songs from simple musical scores.

6.5.4   Read and perform in various major and minor keys.

6.5.5   Apply the designated expressive markings when singing or playing music.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They experience and describe live musical performances.

6.6.1   Describe musical elements including tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements may convey an expressive mood.

6.6.2   Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

6.6.3   Recognize, discuss, and write about works of representative historic and contemporary composers.

6.6.4   Attend and describe live musical experiences.

6.6.5   Include descriptions of musical experiences in a portfolio.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria for listening to and performing music.

6.7.1   Establish criteria for distinguishing effective musical works including classroom and recorded compositions. Use criteria to discuss or write about specific examples.

6.7.2   Apply established criteria for effective performance when listening to live and recorded music.

6.7.3   Apply established criteria when performing music in and outside the classroom.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students explore specific interdisciplinary connections and express them through various means. They recognize how music activities connect to life skills needed in many contexts.

6.8.1   Use various means to explore interdisciplinary connections of a concept such as creativity:
- Mapping possible connections
- Investigating a compositional technique such as John Cage's creative use of "prepared piano" and discovering cross-disciplinary associations
- Responding to a writing prompt such as, "How is the creative process in music similar to that in other disciplines such as science, literature, or art?"

6.8.2   Compare compositional techniques in music and other disciplines, such as sequences in musical examples and simple tessellations in mathematics and art.

6.8.3   Integrate music into an interdisciplinary presentation of a specific topic.

6.8.4   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They research career opportunities in music related to contemporary culture.

6.9.1   Investigate past and contemporary uses of music to influence societal change such as the political context of "Yankee Doodle," or protest songs like "If I Had a Hammer" or "I Am Woman."

6.9.2   Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky's "1812 Overture."

6.9.3   Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

6.9.4   Explore and contrast music of contemporary American and various world cultures through live or recorded authentic performances.

6.9.5   Research various career opportunities related to contemporary American music.

EXPLORING MUSIC
GRADE 6

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
> b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
> c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
> d. Establish and maintain a formal style.
> e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
> b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
> c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
> d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
> e. Establish and maintain a formal style and objective tone.
> f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.

6.1.1   Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

6.1.2   Explore the changing voice and expanding vocal range.

6.1.3   Sing expressively with attention to dynamics, phrasing, and articulation.

6.1.4   Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation of languages, and movement when appropriate.

6.1.5   Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.

6.1.6   Sing using a score and from memory, following the cues of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

6.2.1   Play melodic, rhythmic, and harmonic patterns by rote and by reading.

6.2.2   Play pitched and non-pitched classroom instruments using correct techniques for producing sound.

6.2.3   Play I, IV, and V chord patterns independently or as part of an ensemble.

6.2.4   Play melodies and accompaniments of various styles and cultures independently or in ensembles.

6.2.5   Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.

6.2.6   Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise sung or instrumental responses, melodies, and accompaniments. They create accompaniments to literary pieces and follow a conductor's directions in improvising short musical compositions. They improvise movement in response to music.

6.3.1   Sing or play extended responses to teacher or student questions.

6.3.2   Improvise rhythmic accompaniments to classroom or recorded songs.

6.3.3   Improvise independently with voice or instruments to create a short piece as directed by a teacher or student conductor.

6.3.4   Improvise appropriate rhythmic movement to accompany a song or instrumental piece.

6.3.5   Use voices, instruments, or computer software to create appropriate sound effects as accompaniments to a poem or short story.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose melodic and rhythmic patterns, make simple two-part arrangements, and create sound effects for literary pieces.

6.4.1   Compose short melodic and rhythmic patterns for voice or instruments within established guidelines.

6.4.2   Create sound effects to accompany a reading or drama.

6.4.3   Arrange a given short two-part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and notate music in the treble clef and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.

6.5.1   Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.

6.5.2   Identify and notate rhythms and melodies from aural examples.

6.5.3   Read and perform simple melodies in a variety of key signatures in the treble clef using solfège, note names, or numbers.

6.5.4   Identify and apply musical terms for dynamics, tempo, articulation, and expression.

6.5.5   Identify examples of non-standard notation.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.

6.6.1   Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.

6.6.2   Identify musical forms in aural examples such as AB, ABA, theme and variations, and rondo.

6.6.3   Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

6.6.4   Identify singers by vocal range and distinguish types of vocal ensembles.

6.6.5   Visually and aurally identify traditional string, wind, and percussion instruments, folk instruments, electronic instruments, and those from world cultures.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.

6.7.1   Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.

6.7.2   Listen to and compare examples of a particular style or genre using basic music terminology.

6.7.3   Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover elements common to music and disciplines across the curriculum. They explore ways to enhance understanding of specific topics through interdisciplinary activities.

6.8.1   From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), map correlations with dance, drama, and other curricular areas.

6.8.2   Respond to specific writing prompts such as, "How is listening to music different than looking at art or reading a poem?"

6.8.3   Identify music related to a contemporary event or topic such as Black History Month and explore interdisciplinary connections that involve music performance, dramatization, related art, reading, writing, and other potential activities.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They examine their own musical experiences and identify career opportunities in music related to contemporary culture.

6.9.1   Investigate past and contemporary uses of music to influence societal change such as the political context of "Yankee Doodle," or protest songs like "Blowin' in the Wind" or "I Am Woman."

6.9.2   Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky's "1812 Overture" and place them on a timeline.

6.9.3   Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

6.9.4   Explore various musical styles and genres of Europe and the Americas and learn related dances including square dance, folk dance, traditional dance, and popular dance.

6.9.5   Reflect on the way that music is a part of individual experience through activities such as responding to the writing prompt, "Write your own personal music history, beginning with the first music-making experience that you remember."

6.9.6   Identify various career opportunities related to contemporary American music.

CHORAL MUSIC
GRADE 6

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students demonstrate good vocal technique and explore the changing voice. They sing a variety of appropriate repertoire, and they follow the directions of a conductor.

6.1.1   Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.

6.1.2   Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.

6.1.3   Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.

6.1.4   Sing a variety of vocal repertoire with independent parts at an appropriate level of difficulty alone or in groups, both from a score and from memory.

6.1.5   Sing accompanied and a cappella repertoire in a variety of languages, styles, and genres. Add movement or body percussion when appropriate to enhance authentic performance.

6.1.6   Follow the directions of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies, rhythms, and accompaniments on traditional and non-traditional classroom instruments.

6.2.1   Echo rhythmic, melodic, and harmonic patterns on classroom instruments.

6.2.2   Accompany selected vocal repertoire with tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise warm-ups, melodies, and variations in the context of the choral rehearsal.

6.3.1   Improvise call and response conversations in vocal and rhythmic warm-ups.

6.3.2   Improvise sung melodies to a steady beat over an established accompaniment.

6.3.3   Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create warms-ups and accompaniments that support repertoire.

6.4.1   Compose warms-ups based on repertoire being studied.

6.4.2   Plan an accompaniment such as a descant or rhythmic part to be used in performance of repertoire.

Standard 5
PERFORMING MUSIC: Reading, notating and interpreting music

Students read and sing repertoire written in treble clef, applying expressive markings indicated in the score. They sight-read appropriate musical examples.

6.5.1   Read and sing appropriate repertoire written in treble clef.

6.5.2   Sight-read music written in treble clef, major keys, and duple or triple meter using solfège, note names, or numbers.

6.5.3   Identify and apply musical symbols found in scores.

6.5.4   Interpret and perform examples of non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of age appropriate choral repertoire and analyze the music. They describe choral works being rehearsed.

6.6.1   Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.

6.6.2   Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.

6.6.3   Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate choral performances. They demonstrate appropriate performance behaviors.

6.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.

6.7.2   Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.

6.7.3   Apply established criteria to evaluate performances of own ensemble.

6.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of choral repertoire. They respond to choral examples through writing and relate positive behaviors learned in the choral ensemble to other life experiences.

6.8.1   Explore the relationship of music and text in repertoire being studied.

6.8.2   Apply mathematical concepts to the understanding of rhythms encountered in choral repertoire.

6.8.3   Keep a journal of written responses to choral examples heard in class.

6.8.4   Understand the physiological basis for good singing, posture, and technique, and demonstrate healthy singing habits.

6.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of choral opportunities in the community.

6.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

6.9.2   Sing in languages from various cultures using accurate pronunciation and diction.

6.9.3   Perform choral repertoire in an authentic style that reflects the origin of the music.

6.9.4   Understand vocal styles appropriate to specific settings.

6.9.5   Discuss the roles of various choral ensembles in the community and opportunities for participation.

INSTRUMENTAL MUSIC
GRADE 6

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1 Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not applicable in Music)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not applicable in Music)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not applicable in Music)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing with accurate pitch, correct rhythm, and appropriate tempo. They use note names, syllables, or numbers to denote pitch.

6.1.1   Sing with good posture, appropriate tone quality, and breath support.

6.1.2   Sing with accurate pitch and rhythm, and appropriate tempo and phrasing.

6.1.3   Sing musical selections using note names, solfège, or numbers.

6.1.4   Sing scales and intervals using note names, solfège, or numbers.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

6.2.1   Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.

6.2.2   Play one octave major scales in keys appropriate to each instrument.

6.2.3   Play musical selections with accurate pitch, articulation, rhythm, and appropriate tempo, dynamics, and balance.

6.2.4   Play an appropriate variety of repertoire, independently and in large and small ensembles.

6.2.5   Follow the directions of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

6.3.1   Create improvised rhythmic solos on a single pitch.

6.3.2   Create improvised melodies within a limited note range.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create practice exercises and melodic patterns for their instruments.

6.4.1   Independently create simple practice exercises to improve technique and tone production.

6.4.2   Compose and notate short melodic patterns for individual instruments within established guidelines.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

6.5.1   Read and play repertoire in appropriate clefs for various instruments.

6.5.2   Sight-read music written in appropriate clefs and major keys and in duple and triple meter, using a consistent method.

6.5.3   Identify and apply musical symbols found in scores.

6.5.4   Interpret and perform examples of non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

6.6.1   Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre.

6.6.2   Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.

6.6.3   Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate instrumental performances. They demonstrate appropriate performance behaviors.

6.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

6.7.2   Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.

6.7.3   Apply established criteria to evaluate performances of own ensemble.

6.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

6.8.1   Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.

6.8.2   Keep a journal of written responses to musical examples heard in class.

6.8.3   Understand the physiological basis for good playing posture and technique.

6.8.4   Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.

6.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community.

6.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

6.9.2   Investigate the cultural origin and evolution of specific instruments.

6.9.3   Perform instrumental repertoire in an authentic style that reflects the origin of the music.

6.9.4   Discuss the roles of various instrumental ensembles in the community and opportunities for participation.

EXPLORING MUSIC
GRADE 7

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.

7.1.1   Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

7.1.2   Explore the changing voice and expanding vocal range.

7.1.3   Sing expressively with attention to dynamics, phrasing, and articulation.

7.1.4   Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.

7.1.5   Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.

7.1.6   Sing using a score and from memory, following the directions of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

7.2.1   Play melodic, rhythmic, and harmonic patterns by rote and by reading.

7.2.2   Play pitched and non-pitched classroom instruments using correct techniques for producing sound.

7.2.3   Play I, IV, and V chord patterns independently or as part of an ensemble.

7.2.4   Play melodies and accompaniments of various styles and cultures, independently or in ensembles.

7.2.5   Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.

7.2.6   Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise sung or instrumental responses, melodies, and accompaniments. They create accompaniments to literary pieces and follow a conductor's directions in improvising short musical compositions. They improvise movement in response to music.

7.3.1   Sing or play call and response conversations led by teacher or students.

7.3.2   Improvise rhythmic accompaniments to classroom or recorded songs.

7.3.3   Improvise independently and cooperatively with voice or instruments to create a short piece as directed by a teacher or student conductor.

7.3.4   Create appropriate rhythmic movement to accompany a song or instrumental piece.

7.3.5   Use voices and instruments to create appropriate sound effects as accompaniments to a poem or short story.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose melodic and rhythmic patterns and sound compositions and arrange part songs.

7.4.1   Compose melodic and rhythmic patterns for voice or instruments within established guidelines.

7.4.2   Collaboratively plan and perform a sound composition using a variety of acoustic or electronic sounds within established guidelines.

7.4.3   Arrange a given part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and notate music in the treble and bass clefs and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.

7.5.1   Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4, 6/8, and 3/8 meters.

7.5.2   Identify and notate rhythms and melodies from aural examples.

7.5.3   Read and perform simple melodies in a variety of key signatures in treble and bass clefs, using solfège, note names, or numbers.

7.5.4   Identify and apply musical terms for dynamics, tempo, articulation, and expression.

7.5.5   Identify examples of non-standard notation.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.

7.6.1   Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.

7.6.2   Identify musical forms in aural examples.

7.6.3   Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

7.6.4   Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.

7.7.1   Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.

7.7.2   Listen to and compare examples of a particular style or genre using basic music terminology.

7.7.3   Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover elements common to music and disciplines across the curriculum. They explore ways to enhance understanding of specific topics through interdisciplinary activities including the physical properties of sound and healthy listening habits.

7.8.1   From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), map correlations with dance, drama, and other curricular areas.

7.8.2   Define the physical properties of sound including frequency, amplitude, and wavelength.

7.8.3   Identify and label the basic anatomy of the ear and discuss healthy listening habits.

7.8.4   Respond to specific writing prompts such as, "How is the creative process in music similar to that in art, literature, or science?"

7.8.5   Identify music related to a contemporary event or topic such as Black History Month and explore interdisciplinary connections that involve music performance, dramatization, related art, reading, writing, and other potential activities.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students recognize and experience music that influenced cultural trends of the past as well as that of contemporary cultures. They consider the place of music in our culture and identify career opportunities.

7.9.1   Investigate past and contemporary uses of music to influence societal change such as campaign songs or songs of protest related to issues such as human rights, the environment, or nuclear weapons.

7.9.2   Listen to specific examples of program music related to cultural events in Asia, Africa, Europe, and the Americas such as *The Moldau* by Smetana or *In the Steppes of Central Asia* by Borodin.

7.9.3   Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

7.9.4   Explore various musical styles and genres from Asia, Africa, Europe, and the Americas.

7.9.5   Respond to specific writing prompts such as, "Is music valued in our culture, how, and by whom?"

7.9.6   Identify various career opportunities related to contemporary American music.

CHORAL MUSIC
GRADE 7

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students demonstrate good vocal technique and explore the changing voice. They sing a variety of appropriate repertoire, and they follow the directions of a conductor.

7.1.1   Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.

7.1.2   Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.

7.1.3   Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.

7.1.4   Sing a variety of vocal repertoire with independent parts and an appropriate level of difficulty alone or in groups, both from a score and from memory.

7.1.5   Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a cappella, in a variety of languages, and with movement or body percussion when appropriate, to enhance authentic performance.

7.1.6   Follow the directions of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythmic patterns, simple melodies, and accompaniments on keyboard, electronic, percussion, and traditional and non-traditional classroom instruments.

7.2.1   Play simple notated melodic patterns and intervals on the keyboard, demonstrating understanding of the relationship of the keys to notes on the staff.

7.2.2   Echo rhythmic, melodic, and harmonic patterns on keyboard, percussion, or original instruments.

7.2.3   Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise warm-ups, melodies, and variations in the context of the choral rehearsal.

7.3.1   Improvise call and response conversations in vocal and rhythmic warm-ups.

7.3.2   Sing improvised pentatonic, major, and minor melodies over an established accompaniment.

7.3.3   Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create warms-ups and accompaniments that support repertoire.

7.4.1   Compose warms-ups based on repertoire being studied.

7.4.2   Plan an accompaniment such as a descant or rhythmic part to be used in performance of repertoire.

Standard 5

PERFORMING MUSIC: Reading, notating and interpreting music

Students read and sing repertoire written in treble and bass clefs, applying expressive markings indicated in the score. They sight-read appropriate musical examples.

7.5.1   Read and sing appropriate repertoire written in treble and bass clefs.

7.5.2   Sight-read music written in treble and bass clefs, major keys, and simple or compound meter using solfège, note names, or numbers.

7.5.3   Identify and apply musical symbols found in scores.

7.5.4   Interpret and perform examples of non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of age appropriate choral repertoire and analyze the music. They describe choral works being rehearsed.

7.6.1   Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.

7.6.2   Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed using appropriate terminology.

7.6.3   Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate choral performances. They demonstrate appropriate performance behaviors.

7.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.

7.7.2   Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.

7.7.3   Apply established criteria to evaluate performances of own ensemble.

7.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of choral repertoire. They respond to choral examples through writing and relate positive behaviors learned in the choral ensemble to other life experiences.

7.8.1   Explore the relationship of music and text in repertoire being studied.

7.8.2   Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.

7.8.3   Keep a journal of written responses to choral examples heard in class.

7.8.4   Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.

7.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of choral opportunities in the community.

7.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

7.9.2   Sing in languages from various cultures using accurate pronunciation and diction.

7.9.3   Perform choral repertoire in an authentic style that reflects the origin of the music.

7.9.4   Understand and describe vocal styles appropriate to specific settings.

7.9.5   Discuss the roles of various choral ensembles in the community and opportunities for participation.

INSTRUMENTAL MUSIC
GRADE 7

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not applicable in Music)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not applicable in Music)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not applicable in Music)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing with accurate pitch, correct rhythm, and appropriate tempo. They use note names, syllables, or numbers to denote pitch.

7.1.1   Sing with good posture, appropriate tone quality, and breath support.

7.1.2   Sing with accurate pitch and rhythm, and appropriate tempo and phrasing.

7.1.3   Sing musical selections using note names, solfège, or numbers.

7.1.4   Sing scales and intervals using note names, solfège, or numbers.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

7.2.1   Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.

7.2.2   Play one octave major, minor, and chromatic scales in keys appropriate to each instrument.

7.2.3   Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, and expression.

7.2.4   Play an appropriate variety of repertoire, independently and in large and small ensembles.

7.2.5   Follow the directions of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

7.3.1   Create improvised rhythmic solos on the roots of I, IV, and V chords in given progressions such as twelve bar blues.

7.3.2   Create improvised melodies within a designated note range.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create practice exercises and melodies for their instruments.

7.4.1   Independently create practice exercises to improve technique and tone production.

7.4.2   Compose and notate short melodies for individual instruments within established guidelines.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

7.5.1   Read and play repertoire in appropriate clefs for various instruments.

7.5.2   Sight-read music written in appropriate clefs and major and minor keys and in simple and compound meters, using a consistent method.

7.5.3   Identify and apply musical symbols found in scores.

7.5.4   Interpret and perform examples of non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

7.6.1   Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation and basic musical form, style, and genre.

7.6.2   Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.

7.6.3   Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate instrumental performances. They demonstrate appropriate performance behaviors.

7.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

7.7.2   Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.

7.7.3   Apply established criteria to evaluate performances of own ensemble.

7.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

7.8.1   Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.

7.8.2   Keep a journal of written responses to musical examples heard in class.

7.8.3   Understand the physiological basis for good playing posture and technique.

7.8.4   Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.

7.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community.

7.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

7.9.2   Investigate the cultural origin and evolution of specific instruments.

7.9.3   Perform instrumental repertoire in an authentic style that reflects the origin of the music.

7.9.4   Discuss the roles of various instrumental ensembles in the community and opportunities for participation.

MUSIC TECHNOLOGY
GRADE 7

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music**).

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in

a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
  a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  d. Establish and maintain a formal style.
  e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  e. Establish and maintain a formal style and objective tone.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing using computer-assisted instruction software. They practice choral parts using music production software and ensemble parts using sequenced accompaniments and dedicated practice/accompaniment software.

7.1.1   Sing with accurate pitch and rhythm using computer-assisted instruction software.

7.1.2   Sing individual choral parts for practice/rehearsal using music production and dedicated practice/accompaniment software.

7.1.3   Practice performance skills in an ensemble using sequenced accompaniments.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, rhythmic, and harmonic patterns on electronic instruments. They play instruments using computer-assisted instruction software and practice instrumental parts using sequenced accompaniments.

7.2.1   Play melodic, rhythmic, and harmonic patterns accurately using electronic instruments.

7.2.2   Play an instrument using appropriate computer-assisted instruction and/or assessment software.

7.2.3   Practice instrumental performance skills using sequenced accompaniments and dedicated practice/accompaniment software.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise melodic phrases and answers, simple melodies, and accompaniments using various electronic sound sources. They create melodic variations and pentatonic melodies over recorded accompaniments.

7.3.1   Improvise melodic call and response phrases using electronic instruments.

7.3.2   Improvise simple melodies and accompaniments within specified guidelines using a variety of electronic sound sources.

7.3.3   Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody.

7.3.4   Improvise a pentatonic melody with accompaniment created by a sequencer or an intelligent accompaniment software program.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and arrange music to accompany readings and dramas. They follow instructional guidelines to create electronically generated original compositions and arrangements of existing works.

7.4.1   Plan sound effects to accompany readings and dramatizations using an electronic sound source.

7.4.2   Create an original composition within specific guidelines using software designed for novice musicians.

7.4.3   Find a pre-recorded sequence and arrange the piece with different instrumentation than the original version.

7.4.4   Create an electronically generated composition within specific guidelines that utilizes melodic, harmonic, and rhythmic elements found in existing musical works.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and notate musical symbols using computer-assisted software.

7.5.1   Read symbols found in a musical score using self-evaluation computer-assisted software.

7.5.2   Practice notational skills using music notation software.

7.5.3   Notate simple melodies using music notation software.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify musical elements and forms. They utilize appropriate resources and software to distinguish and discuss music of various styles, genres, and time periods.

7.6.1   Identify rhythmic, melodic, and harmonic elements in examples using music software.

7.6.2   Identify musical forms and distinguish similar and contrasting sections using computer-assisted instruction and multimedia software.

7.6.3   Use Internet resources to compare and contrast music of different styles, genres, and time periods.

7.6.4   Listen to music of different styles, genres, and time periods and write a description using word processing software.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students create rubrics to evaluate recorded musical performances and maintain electronic portfolios to track individual progress. They evaluate their compositions and arrangements.

7.7.1   Create a rubric and use it to evaluate a video recording of a solo or ensemble performance.

7.7.2   Establish an electronic portfolio and archive recordings that document individual progress as a performer.

7.7.3   Evaluate electronically generated student compositions and arrangements based on assignment guidelines.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students understand copyright law related to downloading and using music in multimedia presentations. They create multimedia presentations demonstrating connections among the arts disciplines and correlating to interdisciplinary studies.

7.8.1   Demonstrate knowledge of copyright law as it applies to downloading music from the Internet and using music in multimedia presentations.

7.8.2   Create a multimedia presentation demonstrating the relationship of music and another art form.

7.8.3   Create a multimedia or electronic music presentation to correlate with an interdisciplinary unit of study.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students use technology to investigate the historical and cultural context of musical events and create multimedia presentations using examples of music from various cultures. They explore technology-related careers.

7.9.1   Use multimedia software and the Internet to place musical events in their historical and cultural context.

7.9.2   Create a multimedia presentation containing musical examples from a variety of contemporary and historical world cultures.

7.9.3   Investigate technology-related careers in music.

EXPLORING MUSIC
GRADE 8

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.

8.1.1   Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.

8.1.2   Explore the changing voice and expanding vocal range.

8.1.3   Sing expressively with attention to dynamics, phrasing, and articulation.

8.1.4   Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.

8.1.5   Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.

8.1.6   Sing using a score and from memory, following the directions of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

8.2.1   Play melodic, rhythmic, and harmonic patterns by rote and by reading.

8.2.2   Play pitched and non-pitched classroom instruments using correct techniques for producing sound.

8.2.3   Play I, IV, and V chord patterns independently or as part of an ensemble.

8.2.4   Play melodies and accompaniments of various styles and cultures independently or in ensembles.

8.2.5   Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.

8.2.6   Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise sung or instrumental melodies and accompaniments. They create improvisations based on traditional and blues scales and chord progressions.

8.3.1   Improvise short melodies and variations using the blues scale with and without accompaniment, based on aural examples.

8.3.2   Sing an improvised blues melody with scat syllables.

8.3.3   Improvise harmonic accompaniments with primary and blues chord progressions.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose short melodies and accompaniments, make simple arrangements for a variety of voices and instruments, and create accompaniments for existing visual pieces.

8.4.1   Compose melodies and accompaniments for given texts.

8.4.2   Create vocal or instrumental sound effects to accompany a visual element such as a pantomime.

8.4.3   Arrange a given part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and notate music in the treble and bass clefs and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.

8.5.1   Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, and dotted eighth notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 and alla breve meters.

8.5.2   Identify and notate rhythms and melodies from aural examples.

8.5.3   Play or sing simple melodies in a variety of key signatures in treble and bass clefs using solfège, note names, or numbers.

8.5.4   Identify and apply musical terms for dynamics, tempo, articulation, and expression.

8.5.5   Identify examples of non-standard notation.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.

8.6.1   Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.

8.6.2   Identify musical forms in aural examples.

8.6.3   Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

8.6.4   Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.

8.7.1   Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.

8.7.2   Listen to and compare examples of a particular style or genre using basic music terminology.

8.7.3   Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify and compare elements common to music and disciplines across the curriculum. They respond to music and other arts using various means of expression and explore ways to enhance understanding of themes or topics through interdisciplinary activities.

8.8.1   From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify and map correlations with dance, drama, and other curricular areas and

describe their applications in various disciplines.

8.8.2   Interpret an example of absolute music, such as a movement from a Mozart concerto, through drawing and poetry or descriptive writing.

8.8.3   Respond to a work of art, such as a painting by Jackson Pollock, using classroom instruments and descriptive writing.

8.8.4   Respond to specific writing prompts such as, "Do you believe that music study and experience affect understanding and achievement in other subject areas and if so, why and how?"

8.8.5   Explore a concept such as "belonging" through interdisciplinary connections that include music performance, dramatization, related art, reading, writing, or other activities.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students recognize and experience music that influences and reflects history and culture. They examine the place of music in our culture and identify career opportunities.

8.9.1   Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.

8.9.2   Listen to specific excerpts and examples of program music related to historical events in Asia, Africa, Europe, and the Americas such as Beethoven's "Eroica" Symphony and Copland's *Fanfare for the Common Man,* and place them on a timeline.

8.9.3   Investigate the origins and development of American musical genres such as jazz, musical theatre, rock, or hip hop, including recognized musicians within each genre.

8.9.4   Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.

8.9.5   Respond to specific writing prompts such as, "If the school curriculum today did not include the study and performance of music, what do you think the effect might be?"

8.9.6   Explore the roles of music and musicians in various cultures including our own, and identify potential careers in music and the necessary educational preparation.

CHORAL MUSIC
GRADE 8

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1 Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music**).

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not applicable in Music)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not applicable in Music)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not applicable in Music)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students demonstrate good vocal technique and explore the changing voice. They sing a variety of appropriate repertoire, and they follow the directions of a conductor.

8.1.1   Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.

8.1.2   Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.

8.1.3   Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.

8.1.4   Sing repertoire with a variety of voicing combinations and an appropriate level of difficulty alone or in groups, both from a score and from memory.

8.1.5   Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a cappella, in a variety of languages, and with movement or body percussion when appropriate to enhance authentic performance.

8.1.6   Follow the directions of a conductor.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythmic patterns, simple melodies, and accompaniments on keyboard, electronic, percussion, and traditional and non-traditional classroom instruments.

8.2.1   Play simple notated melodic patterns and intervals on the keyboard, demonstrating understanding of the relationship of the keys to notes on the staff.

8.2.2   Echo rhythmic, melodic, and harmonic patterns on keyboard, percussion, or original instruments.

8.2.3   Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise warm-ups, melodies, harmonizations, and variations in the context of the choral rehearsal.

8.3.1   Improvise call and response conversations in vocal and rhythmic warm-ups.

8.3.2   Sing improvised major and minor melodies in a variety of keys and meters over an established accompaniment.

8.3.3   Create harmonizations to familiar songs.

8.3.4   Sing improvised melodic and rhythmic variations of learned songs.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create warms-ups and accompaniments that support repertoire.

8.4.1   Compose and conduct warms-ups based on repertoire being studied.

8.4.2   Plan an accompaniment such as a harmonic or rhythmic part to be used in performance of repertoire.

Standard 5
PERFORMING MUSIC: Reading, notating and interpreting music

Students read and sing repertoire written in treble and bass clefs, applying expressive markings indicated in the score. They sight-read appropriate musical examples.

8.5.1   Read and sing appropriate repertoire written in treble and bass clefs.

8.5.2   Sight-read music written in treble and bass clefs, major and minor keys, and simple or compound meter using solfège, note names, or numbers.

8.5.3   Identify and apply musical symbols found in scores.

8.5.4   Interpret and perform non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of age appropriate choral repertoire and analyze the music. They describe choral works being rehearsed.

8.6.1   Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.

8.6.2   Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.

8.6.3   Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate choral performances. They demonstrate appropriate performance behaviors.

8.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.

8.7.2   Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.

8.7.3   Apply established criteria to evaluate performances of own ensemble.

8.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of choral repertoire. They respond to choral examples through writing and relate positive behaviors learned in the choral ensemble to other life experiences.

8.8.1   Explore the relationship of music and text in repertoire being studied.

8.8.2   Understand the physiological basis for good singing posture and technique, and demonstrate healthy singing habits.

8.8.3   Keep a journal of written responses to choral examples heard in class.

8.8.4   Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.

8.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of choral opportunities in the community and careers in vocal music.

8.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

8.9.2   Sing in languages from various cultures using accurate pronunciation and diction.

8.9.3   Perform choral repertoire in an authentic style that reflects the origin of the music.

8.9.4   Understand and describe vocal styles appropriate to specific settings.

8.9.5   Discuss the roles of various choral ensembles in the community and opportunities for participation.

8.9.6   Discuss opportunities and preparation for careers in vocal music.

INSTRUMENTAL MUSIC
GRADE 8

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1 Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (**This standard not applicable in Music**).

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently (**This standard not applicable in Music**).

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (**This standard not applicable in Music**).

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing with accurate pitch, correct rhythm, and appropriate tempo. They use note names, syllables, or numbers to denote pitch.

8.1.1   Sing with good posture, appropriate tone quality, and breath support.

8.1.2   Sing with accurate pitch and rhythm, and appropriate tempo and phrasing.

8.1.3   Sing musical selections using note names, solfège, or numbers.

8.1.4   Sing scales and intervals using note names, solfège, or numbers.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play independently and in ensembles demonstrating good posture, tone quality, and technique and accurate pitch, rhythm, articulation, and tempo. They play suitable repertoire with attention to dynamics and expression, following the directions of a conductor.

8.2.1   Play with correct posture, characteristic tone quality, accurate tuning and intonation, good breath support, proper bowing, and correct hand position.

8.2.2   Play one and two octave major, minor, and chromatic scales in keys and ranges appropriate to each instrument.

8.2.3   Play musical selections with accurate pitch, articulation, and rhythm, and appropriate tempo, dynamics, balance, style, expression, and blend.

8.2.4   Play a variety of appropriate historical and contemporary repertoire, independently and in large and small ensembles.

8.2.5   Follow the directions of a conductor.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic patterns and simple melodies using instruments.

8.3.1   Improvise rhythmic solos on given pitches over established chord progressions.

8.3.2   Improvise melodies in a specified note range over established chord progressions.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose practice exercises and create and transpose melodies for their instruments.

8.4.1   Independently create practice exercises to improve technique and tone production.

8.4.2   Compose and notate melodies for individual instruments within established guidelines.

8.4.3   Arrange and play a scale or melody written for another instrument such as transposing a flute part for trumpet.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in various meters and in appropriate clefs and keys, applying expressive markings indicated in the score.

8.5.1   Read and play repertoire in appropriate clefs for various instruments.

8.5.2   Sight-read music written in appropriate clefs and major and minor keys and in simple and compound meters using a consistent method.

8.5.3   Identify and apply musical symbols found in scores.

8.5.4   Interpret and perform non-standard notation in scores.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze the music. They describe the relationship of various parts in compositions being rehearsed.

8.6.1   Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, and basic musical form, style, and genre.

8.6.2   Listen to and describe the relationship of the instrumental parts in a work being rehearsed using appropriate terminology.

8.6.3   Identify musical elements in repertoire being studied that may convey a particular emotion or mood.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish and apply criteria to evaluate instrumental performances. They demonstrate appropriate performance behaviors.

8.7.1   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

8.7.2   Listen to recordings and live performances of instrumental ensembles playing appropriate repertoire. Apply established criteria to evaluate the performances.

8.7.3   Apply established criteria to evaluate performances of own ensemble.

8.7.4   Identify and demonstrate appropriate performance behaviors.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply understanding and skills from other disciplines to performance of instrumental repertoire. They respond to musical examples through writing and relate positive behaviors learned in the instrumental ensemble to other life experiences.

8.8.1   Apply mathematical concepts to the understanding of rhythms encountered in instrumental repertoire.

8.8.2   Keep a journal of written responses to musical examples heard in class.

8.8.3   Understand the physiological basis for good playing posture and technique.

8.8.4   Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instrument families.

8.8.5   Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate the background of music studied and instruments played, and perform repertoire in a manner that reflects cultural and historical traditions. They are aware of instrumental opportunities in the community and careers in instrumental music.

8.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

8.9.2   Investigate the cultural origin and evolution of specific instruments.

8.9.3   Perform instrumental repertoire in an authentic style that reflects the origin of the music.

8.9.4   Discuss the roles of various instrumental ensembles in the community and opportunities for participation.

8.9.5   Discuss opportunities and preparation for careers in instrumental music.

MUSIC TECHNOLOGY
GRADE 8

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

6-8.RT.1   Cite specific textual evidence to support analysis of technical music texts.

6-8.RT.2   Determine the central ideas or conclusions of a text, piece of music or song lyrics; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RT.3 Follow precisely a multistep procedure when performing technical music tasks.

Craft and Structure

6-8.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 6-8 texts and topics*.

6-8.RT.5 Analyze the structure an author or composer uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text (**This standard not applicable in Music)**.

Integration of Knowledge and Ideas

6-8.RT.7 Integrate technical music information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) (**This standard not applicable in Music)**.

6-8.RT.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text (**This standard not applicable in Music**).

6-8.RT.9 Compare and contrast the information gained from performances, simulations, video, or multimedia sources with that gained from reading a text on the same topic (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

6-8.RT.10 By the end of grade 8, read and comprehend technical music texts in the grades 6-8 text complexity band independently and proficiently.

Writing for Literacy in Music

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

6-8.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented (**This standard not applicable in Music**).

6-8.WT.2 Write informative/explanatory texts, including technical/mechanical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (**This standard not applicable in Music**).

6-8.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

6-8.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WT.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed **(This standard not applicable in Music)**.

6-8.WT.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

6-8.WT.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration **(This standard not applicable in Music)**.

6-8.WT.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation **(This standard not applicable in Music)**.

6-8.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing using computer-assisted instruction software. They practice choral and ensemble parts using sequenced accompaniments and practice/accompaniment software.

8.1.1   Sing with accurate pitch and rhythm using computer-assisted instruction and dedicated practice/accompaniment software.

8.1.2   Sing individual choral parts for practice/rehearsal using music production and dedicated practice/accompaniment software.

8.1.3   Practice performance skills in an ensemble using sequenced accompaniments and dedicated practice/accompaniment software.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, rhythmic, and harmonic patterns on electronic instruments. They play instruments using computer-assisted instruction software and practice instrumental parts using sequenced accompaniments.

8.2.1   Play melodic, rhythmic, and harmonic patterns accurately using electronic instruments.

8.2.2   Play an instrument using appropriate computer-assisted instruction and/or assessment software.

8.2.3   Practice instrumental performance skills using sequenced accompaniments and dedicated practice/accompaniment software.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise melodic phrases and answers, simple melodies, and accompaniments using various electronic sound sources. They create melodic variations and melodies based on blues scales over blues chord progressions or recorded accompaniments.

8.3.1   Improvise melodic call and response phrases using electronic instruments.

8.3.2   Improvise simple melodies and accompaniments within specified guidelines using a variety of electronic sound sources.

8.3.3   Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody.

8.3.4   Improvise a melody based on the blues scale over a blues chord progression generated by a sequencer or intelligent accompaniment software program.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and arrange music to accompany readings and dramas. They follow instructional guidelines to create electronically generated original compositions and arrangements of existing works. They synchronize their recorded sequences with videos and soundtracks.

8.4.1   Create sound effects to accompany readings and dramatizations using an electronic sound source.

8.4.2   Compose an original composition within specific guidelines using software designed for novice musicians.

8.4.3   Find a pre-recorded sequence and arrange the piece with different instrumentation than the original version.

8.4.4   Create an electronically generated composition within specific guidelines that utilizes melodic, harmonic, and rhythmic elements found in existing musical works.

8.4.5   Record a sequence and synchronize it with a movie soundtrack, film, or video using notation or music production software.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and notate musical symbols using computer-assisted software. They add expressive elements to compositions using music production software.

8.5.1   Read symbols found in a musical score using self-evaluation computer-assisted software.

8.5.2   Practice notational skills using music notation software.

8.5.3   Listen to a composition created using music notation software and add symbols indicating tempo, dynamics, and expressive detail.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify musical elements and forms. They utilize appropriate resources and software to distinguish and discuss music of various styles, genres, and time periods and apply their knowledge through multimedia presentations.

8.6.1   Identify rhythmic, melodic, and harmonic elements of music using computer-assisted instruction software.

8.6.2   Identify musical forms and distinguish similar and contrasting sections using computer-assisted instruction, music production software, and/or multimedia software.

8.6.3   Use Internet resources to compare and contrast music of different styles, genres, and time periods.

8.6.4   Listen to music of different styles, genres, and time periods and incorporate text, sound, and graphics to create a multimedia presentation.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students create rubrics to evaluate recorded musical performances and maintain electronic portfolios to track individual progress.

8.7.1   Create a rubric and use it to evaluate a video recording of a solo or ensemble performance.

8.7.2   Establish an electronic portfolio and archive recordings that document individual progress as a performer.

8.7.3   Evaluate electronically generated student compositions and arrangements, based on assignment guidelines.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students understand copyright law related to downloading and using music in multimedia presentations. They create multimedia presentations demonstrating connections among the arts disciplines and correlating to interdisciplinary studies.

8.8.1   Demonstrate knowledge of copyright law as it applies to downloading music from the Internet and using music in multimedia presentations.

8.8.2   Create a multimedia presentation such as a podcast demonstrating the relationship of music and other art forms.

8.8.3   Create a multimedia or electronic music presentation to correlate with an interdisciplinary unit of study.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students use technology to investigate the historical and cultural context of musical events and create multimedia presentations using examples of music from various cultures. They explore technology-related careers.

8.9.1   Use computer-assisted instruction software and the Internet to place musical events in their historical and cultural context.

8.9.2   Create a multimedia presentation containing musical examples from a variety of contemporary and historical world cultures.

8.9.3   Identify and discuss technology-related careers within the music industry such as producer, recording engineer, and sound engineer.

CHORAL MUSIC
HIGH SCHOOL

CHORAL CHAMBER ENSEMBLE (L)*4180*
BEGINNING CHORUS (L)*4182*
INTERMEDIATE CHORUS (L)*4186*
ADVANCED CHORUS (L)*4188*
VOCAL JAZZ (L)*4184*
APPLIED MUSIC (L)*4200*

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical music texts, attending to the precise details of explanations or descriptions.

9-12.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical music tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical music information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words (**This standard not applicable in Music**).

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem (**This standard not applicable in Music**).

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical music texts in the grades 9-10 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented (**This standard not applicable in Music**).

9-12.WT.2 Write informative/explanatory texts, including technical processes.

    a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) **(This standard not applicable in Music)**.

9-12.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience **(This standard not applicable in Music)**.

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically **(This standard not applicable in Music)**.

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation **(This standard not applicable in Music)**.

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of

ideas, avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music**).

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing repertoire representing various styles and cultures. They sing accurately and expressively from a score and from memory and use proper vocal technique. They sing independently and in large and small ensembles, and they respond to the cues of a conductor.

H.1.1   Sing using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance.

H.1.2   Sing accompanied and a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and non-traditional notation.

H.1.3   Sing music in four parts having a difficulty level of 4 (on a scale of 1 to 6).

H.1.4   Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire.

H.1.5   Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality.

H.1.6   Learn conducting patterns and techniques and follow cues of teacher and student conductors.

ADVANCED

H.1.7   Sing musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB.

H.1.8   Sing a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression.

H.1.9   Sing appropriate repertoire in a variety of styles in small ensembles, a cappella and accompanied, with one student per vocal part.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students echo and perform rhythmic, melodic, and harmonic patterns on keyboard, percussion or original instruments independently or in ensembles. They maintain a steady tempo and play accurate pitches. They create simple rhythmic or melodic accompaniments to enhance vocal performance.

H.2.1   Play simple notated melodic patterns and intervals on the keyboard, demonstrating understanding of the relationship of the keys to notes on the staff.

H.2.2   Echo melodic, rhythmic, and harmonic patterns on keyboard, percussion, or original instruments.

H.2.3   Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise warm-ups, melodies, harmonizations, and variations in the context of the choral rehearsal.

H.3.1   Improvise call and response conversations in vocal warm-ups.

H.3.2   Improvise a two, three, or four part harmonization for a known melody.

H.3.3   Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.

H.3.4   Improvise an accompanying bass line for a given melody.

H.3.5   Improvise a stylistically appropriate melody over a given chord progression, such as scat syllables over a twelve bar blues progression.

H.3.6   Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create vocal warms-ups and accompaniments to enhance performance.

H.4.1   Compose and conduct warm-ups that develop vocal technique.

H.4.2   Compose warms-ups that address vocal problems in repertoire being studied.

H.4.3   Compose warms-ups using stylistic devices found in repertoire studied.

H.4.4   Compose and rehearse melodic, harmonic, or rhythmic accompaniments to enhance performance of repertoire.

ADVANCED

H.4.5   Write original compositions or arrangements to be performed by the ensemble.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and interpret vocal scores. They sight-read music using a consistent method.

H.5.1   Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.

H.5.2   Interpret non-standard notation used in various contemporary scores.

H.5.3   Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

H.5.4   Read and follow other voice parts in a score.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of choral repertoire and analyze and discuss elements of the composition and interpretation. They analyze choral works being rehearsed and compositional elements that affect performance.

H.6.1   Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre.

H.6.2   Compare two recordings of a choral work and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.

H.6.3   Analyze and discuss compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, and modulation and their effect on performance.

H.6.4   Describe compositional elements in repertoire being studied that may convey a particular emotion or mood.

Advanced

H.6.5   Listen to, analyze, and discuss the relationship of movements or sections of larger musical works being sung such as the mass or oratorio.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria for evaluating choral repertoire and performances and demonstrate performance behaviors appropriate to various concert venues.

H.7.1   Discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers.

H.7.2   Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.

H.7.3   Use established criteria and appropriate musical terminology to write critiques of choral concerts.

H.7.4   Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.

H.7.5   Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students explore the relationship of music and text and utilize writing and other art forms to enhance understanding and performance of choral repertoire. They understand physical properties related to singing.

H.8.1   Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.

H.8.2   Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.

H.8.3   Understand acoustical properties of various performance venues and the implications for vocal production.

H.8.4   Compare choral works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.

H.8.5   Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.

H.8.6   Respond to specific writing prompts such as, "How does the visual aspect of a choral performance affect the listeners' response to the music?"

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate and write about the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various choral works and vocal styles for given situations. They are aware of opportunities for further study and potential careers in vocal music.

H.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

H.9.2   Sing in languages from various cultures using accurate pronunciation and diction, and analyze the relationship of text and music when sung in the original language as opposed to a translation.

H.9.3   Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture.

H.9.4   Understand and describe characteristics of musical works and vocal styles that make them appropriate for specific situations.

H.9.5   Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an "informance."

H.9.6   Discuss opportunities and preparation for further study and careers in vocal music.

INSTRUMENTAL MUSIC
HIGH SCHOOL

BEGINNING CONCERT BAND (L) *4160*
INTERMEDIATE CONCERT BAND (L) *4168*
ADVANCED CONCERT BAND (L) *4170*
INSTRUMENTAL ENSEMBLE (L) *4162*
JAZZ ENSEMBLE (L) *4164*
BEGINNING ORCHESTRA (L) *4166*
INTERMEDIATE ORCHESTRA (L) *4172*
ADVANCED ORCHESTRA (L) *4174*
APPLIED MUSIC (L) *4200*

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical music texts, attending to the precise details of explanations or descriptions.

9-12.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical music tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address **(This standard not applicable in Music)**.

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical music information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words **(This standard not applicable in Music)**.

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem **(This standard not applicable in Music)**.

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts **(This standard not applicable in Music)**.

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical music texts in the grades 9-10 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments to focused on *discipline-specific content*.
> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
> b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
> c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
> d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented (**This standard not applicable in Music**).

9-12.WT.2 Write informative/explanatory texts, including technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (**This standard not applicable in Music**).

9-12.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (**This standard not applicable in Music**).

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (**This standard not applicable in Music**).

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (**This standard not applicable in Music**).

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music)**.

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing with accurate pitch, correct rhythm, and appropriate tempo. They sing excerpts from repertoire using a consistent method to denote pitch.

H.1.1   Sing with good posture, appropriate tone quality, and breath support.

H.1.2   Sing alone or with a group with accurate pitch and rhythm and appropriate tempo and phrasing.

H.1.3   Sing scales and intervals.

H.1.4   Sing two or more parts in harmony.

H.1.5   Sing excerpts from repertoire using a consistent method to develop independence in sight singing.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play repertoire representing a variety of styles and cultures independently and in ensembles. They perform accurately, expressively, and with appropriate tone quality. They demonstrate well-developed ensemble skills and follow the directions of a conductor.

H.2.1   Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.

H.2.2   Play major scales, three forms of minor scales, and chromatic scales.

H.2.3   Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulation.

H.2.4   Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation.

H.2.5   Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6).

H.2.6   Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.

H.2.7   Learn conducting patterns and techniques and follow cues of teacher and student conductors.

<u>Advanced</u>

H.2.8   Play compositions arranged for a variety of ensemble types such as woodwind quintet, string quartet, flute choir, and percussion ensemble.

H.2.9   Play a variety of repertoire with a difficulty level of 5 (on a scale of 1 to 6).

H.2.10 Play a variety of appropriate repertoire in small ensembles with one student per part.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students create instrumental improvisations over given chord progressions. They improvise rhythmic and melodic variations and harmonizations of known tunes.

H.3.1   Create an improvised melody over a twelve bar blues chord progression.

H.3.2   Improvise a simple melody over a major or minor primary chord progression.

H.3.3   Embellish a melody by altering its rhythmic structure or by adding or changing notes such as passing tones and other non-harmonic tones.

H.3.4   Improvise a harmony part to a given familiar melody.

<u>Advanced</u>

H.3.5   Improvise solos utilizing jazz techniques such as half-valves, scoops, and lip bends.

H.3.6   Improvise solos on original melodies over given chord progressions.

H.3.7   Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultures.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and play warm-ups and transpose melodic material.

H.4.1   Compose and play independent warms-ups to improve technique, tone quality, and intonation.

H.4.2   Compose warm-ups that address technical problems in repertoire being studied.

H.4.3   Compose warms-ups using stylistic devices found in repertoire studied.

H.4.4   Transpose a given melody for one instrument to another.

<u>ADVANCED</u>

H.4.5   Write original compositions or arrangements to be performed by the ensemble.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and interpret instrumental scores. They sight-read music using a consistent method.

H.5.1   Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.

H.5.2   Interpret non-standard notation used in various contemporary scores.

H.5.3   Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze and discuss elements of the composition and interpretation. They analyze works being rehearsed and compositional elements that affect performance.

H.6.1   Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.

H.6.2   Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.

H.6.3 Analyze and discuss compositional elements heard in works being studied such as meter, cadences, harmonic progressions, phrasing, and musical devices and their effect on performance.

H.6.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played such as a suite or symphony.

H.6.5 Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria for evaluating instrumental performances and demonstrate performance behaviors appropriate to various concert venues.

H.7.1 Discuss the musical qualities in instrumental repertoire heard or studied that evoke various responses or emotions in listeners and performers.

H.7.2 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

H.7.3 Use established criteria and appropriate musical terminology to write critiques of instrumental concerts.

H.7.4 Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.

H.7.5 Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students explore physical properties related to instrumental performance. They read, write, and utilize other art forms to enhance understanding of music studied and performed.

H.8.1 Understand the physiological basis for good playing posture and technique.

H.8.2 Understand acoustical properties of various performance venues and the implications for tone production.

H.8.3 Explore and identify musical devices that portray programmatic aspects of music being studied such as "Spring" from Vivaldi's *The Seasons.*

H.8.4 Read the text of vocal works that serve as the basis for larger instrumental compositions such as folk songs or hymns.

H.8.5   Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.

H.8.6   Recognize how instrumental performance can be enhanced through related art forms such as dance and visual arts.

H.8.7   Respond to specific writing prompts such as, "What should be the role of competition in an instrumental ensemble?"

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate and write about the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various instrumental works and performance styles for given situations. They are aware of opportunities for further study and potential careers in instrumental music.

H.9.1   Explore the genre, style, composer, and historical background of repertoire being studied.

H.9.2   Investigate the cultural origin and evolution of specific instruments as related to music being studied.

H.9.3   Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.

H.9.4   Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.

H.9.5   Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an "informance."

H.9.6   Discuss opportunities and preparation for further study and careers in instrumental music.

MUSIC THEORY AND COMPOSITION
HIGH SCHOOL

MUSIC THEORY AND COMPOSITION (L) *4208*
MUSIC THEORY, ADVANCED PLACEMENT *4210*

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical music texts, attending to the precise details of explanations or descriptions.

9-12.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical music tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical music information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words (**This standard not applicable in Music**).

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem (**This standard not applicable in Music**).

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical music texts in the grades 9-10 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments to focused on *discipline-specific content*.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from or supports the argument presented (**This standard not applicable in Music**).

9-12.WT.2 Write informative/explanatory texts, including technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (**This standard not applicable in Music**).

9-12.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (**This standard not applicable in Music**).

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (**This standard not applicable in Music**).

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (**This standard not applicable in Music**).

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing independently and in groups to demonstrate understanding of theoretical concepts.

H.1.1   Sing melodic and harmonic intervals.

H.1.2   Sing major and minor scales and modes.

H.1.3   Sing musical examples using a consistent method such as numbers or solfège, to develop independence in sight singing.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythmic, melodic, and harmonic patterns and accompaniments.

H.2.1   Play melodic, rhythmic, and harmonic patterns on keyboard, percussion, or other instruments.

H.2.2   Play simple melodies and accompaniments that use primary chord progressions.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students create melodic improvisations over given chord progressions and simple harmonizations for established melodies. They improvise melodies, variations, and accompaniments in various styles.

H.3.1   Improvise a melody within specified guidelines such as length, range, and stylistic characteristics.

H.3.2   Improvise a melody that is compatible with a given chord progression.

H.3.3   Improvise a countermelody for a given melody.

H.3.4   Embellish a melody by adding or changing notes such as passing tones and other non-harmonic tones or by altering its rhythmic structure.

H.3.5   Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose melodies that demonstrate compositional principles. They arrange music for various voicings and instruments.

H.4.1   Compose simple melodies that demonstrate the principles of unity, variety, repetition, contrast, form, and melodic contour.

H.4.2   Arrange music for different instruments or voices than originally written including transposing instruments.

Advanced

H.4.3   Create an original work that utilizes compositional techniques found in an existing musical example.

H.4.4   Arrange a known work in a different style or for different instrumentation.

H.4.5   Create a composition for a combination of voices or instruments that fits the range and capabilities of each.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students follow musical notation while listening and identify symbols found in a musical score.

H.5.1   Follow traditional and non-standard notation in musical scores while listening to aural examples.

H.5.2   Identify symbols found in a musical score.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify and describe musical elements, forms, and compositional devices from aural examples.

H.6.1   Identify musical forms from aural examples such as AB, ABA, rondo, fugue, or theme and variations.

H.6.2   Use correct terminology when describing musical events, musical devices, or instruments used within an example from a musical work.

H.6.3   Listen to and compare musical examples of different styles, genres, and time periods.

H.6.4   Use correct terminology to identify elements and compositional devices in aural examples such as form, texture, meter, cadences, harmonic progressions, non-harmonic tones, and key changes.

H.6.5   Discuss how certain compositional elements or techniques could convey particular emotions or moods.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria and evaluate their compositions.

H.7.1   Establish criteria and evaluate musical examples composed to illustrate designated musical principles.

H.7.2   Establish criteria to evaluate student compositions, based on understanding of compositional techniques.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students identify terms and concepts common to music and other disciplines. They understand the physical properties of sound as they apply to composing for combinations of instruments.

H.8.1   Identify concepts and terms used in the creative process in music and compare their use in other disciplines.

H.8.2   Understand the physical properties of sound including frequency, amplitude, and wavelength as they relate to specific instruments and combinations of instruments.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify musical characteristics of their own and other historical eras and cultures. They explore the process of music publication.

H.9.1   Recognize compositional devices of music of the Baroque, Classical, Romantic, and Contemporary periods and jazz.

H.9.2   Recognize characteristics of music from various Western and non-Western cultures.

H.9.3   Explore the process for submission and publication of musical compositions.

MUSIC HISTORY AND APPRECIATION
HIGH SCHOOL

MUSIC HISTORY AND APPRECIATION 4206

LITERACY STANDARDS FOR MUSIC

The Literacy Standards for Music are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12th grade. These are to serve as a complement to the specific content demands of the music standards and be taught as skills that allow students to communicate and comprehend the music content.

Reading for Literacy in Music

Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

9-12.RT.1 Cite specific textual evidence to support analysis of technical music texts, attending to the precise details of explanations or descriptions.

9-12.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical music tasks, attending to special cases or exceptions defined in the text.

Craft and Structure
9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 9-12 texts and topics*.

9-12.RT.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

9-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (**This standard not applicable in Music**).

Integration of Knowledge and Ideas

9-12.RT.7 Translate technical music information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mechanically (e.g., in an equation) into words (**This standard not applicable in Music**).

9-12.RT.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a technical problem (**This standard not applicable in Music**).

9-12.RT.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts (**This standard not applicable in Music**).

Range of Reading and Level of Text Complexity

9-12.RT.10 By the end of grade 12, read and comprehend technical music texts in the grades 9-10 text complexity band independently and proficiently.

Writing for Literacy in Theatre

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in clear manner.

Text Types and Purposes

9-12.WT.1 Write arguments to focused on *discipline-specific content*.
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented (**This standard not applicable in Music**).

9-12.WT.2 Write informative/explanatory texts, including technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (**This standard not applicable in Music**).

9-12.WT.3 *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (**This standard not applicable in Music**).

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (**This standard not applicable in Music**).

Research to Build and Present Knowledge

9-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (**This standard not applicable in Music**).

9-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (**This standard not applicable in Music**).

9-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing to enhance understanding of musical elements and vocal production.

H.1.1   Demonstrate an understanding of vocal production, voicing, and choral ensembles.

H.1.2   Sing simple melodies, themes, and motives from works studied.

H.1.3   Sing excerpts to demonstrate understanding of musical elements.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play instruments to enhance understanding of musical elements, literature, and tone production.

H.2.1   Play simple melodies, themes, and motives from works being studied.

H.2.2   Experiment with basic tone production on a variety of instruments.

Standard 3
CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students experiment with improvisation in an historical context.

H.3.1   Using forms such as theme and variations, vary the melodic, rhythmic, or harmonic content of a familiar song.

H.3.2   Create a simple percussion accompaniment to a composition being studied.

Standard 4
CREATING MUSIC: Composing and arranging music within specified guidelines

Students create historically derived melodies.

H.4.1   Create short melodies that could function as themes or motives characteristic of a particular historical period.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students follow musical notation while listening and identify symbols found in a musical score.

H.5.1   Listen to aural examples and follow traditional and non-standard notation in musical scores associated with particular musical eras or cultural traditions.

H.5.2   Identify symbols found in a musical score.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to and identify characteristics and forms of various musical styles, genres, and historical periods.

H.6.1   Listen to, identify, and describe musical characteristics of different styles, genres, and historical periods, including works of Western and non-Western cultures.

H.6.2   Identify musical forms such as such as binary, ternary, rondo, fugue, or theme and variations in aural examples.

H.6.3   Use correct terminology when describing instrumentation, musical events, compositional devices, and forms from aural examples.

H.6.4   Discuss how particular composers/compositions convey expressive moods or extramusical characteristics.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria to evaluate musical works. They explain their musical preferences and review performances using appropriate musical terminology.

H.7.1   Use knowledge of musical styles and characteristics to establish criteria for evaluating the quality of musical works from given historical periods.

H.7.2   Explain personal preferences for music using appropriate musical terminology.

H.7.3   Write a review of a live performance using appropriate musical terminology.

H.7.4   Discuss the responses that particular compositions may evoke in listeners.

Standard 8
RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students identify and compare terms and concepts common to music and other disciplines. They explore the relationship of text and music and respond to music through writing and illustration.

H.8.1   Identify terminology and concepts relating to both music and other disciplines.

H.8.2   Compare the form of specific musical examples to parallel structures in art, architecture, and literature.

H.8.3   Explore the relationship of music and text in musical examples, identifying musical devices that enhance the meaning of the words.

H.8.4   Describe the musical elements heard in an example of absolute music through creative writing or illustration.

H.8.5   Identify instances in which composers have been inspired by creative ideas or works outside of music.

Standard 9
RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students relate music to historical and cultural contexts and identify distinguishing characteristics of different styles and genres. They recognize societal influences on composers' roles and works, as well as the influence of music and musicians on society.

H.9.1   Relate music to the historical period and culture in which it was created including the arts and literature, scientific developments, historical events, and political and economic climate.

H.9.2   Recognize social and political influences throughout history on composers' roles and their musical works.

H.9.3   Distinguish unfamiliar works of different styles, genres, cultures, and historical periods based on aural identification of representative characteristics.

H.9.4   Explore the role of various musical styles and genres in past and contemporary American culture.

H.9.5   Listen to examples of program music related to historical events, placing them on a timeline.

H.9.6   Investigate past and contemporary uses of music to influence societal change.

H.9.7   Recognize the involvement of noted contemporary artists in the global community and their use of music to raise awareness of and influence societal issues.

H.9.8   Respond to specific writing prompts such as, "Based on your experience with music from various cultures and historic periods, do you agree or disagree with the statement that music is a universal language?"

H.9.9   Attend live performances of various styles and genres.

MUSIC TECHNOLOGY
HIGH SCHOOL

ELECTRONIC MUSIC (L) *4202*
PIANO AND ELECTRONIC KEYBOARD (L) *4204*

LITERACY STANDARDS FOR MUSIC

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Students need to develop the skills that allow them to read complex informational music texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in music, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures.

Key Ideas and Details

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9-12.RT.2 Determine the central ideas or conclusions of a text, piece of music or song lyrics; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-12.RT.3 Follow precisely a complex multistep procedure when performing technical music tasks, attending to special cases or exceptions defined in the text.

Craft and Structure
9-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical music context relevant to *grades 9-12 texts and topics*.

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a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic) (**This standard not applicable in Music**).

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9-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (**This standard not applicable in Music**).

9-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (**This standard not applicable in Music**).

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Range of Writing

9-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences **(This standard not applicable in Music)**.

ACADEMIC STANDARDS FOR MUSIC

Standard 1
PERFORMING MUSIC: Singing alone and with others

Students sing using computer-assisted instruction and assessment software. They practice choral and ensemble parts using music production and practice/accompaniment software.

H.1.1   Sing with accurate pitch and rhythm using computer-assisted instruction and dedicated practice/accompaniment software.

H.1.2   Sing individual choral parts for practice/rehearsal using music production software.

H.1.3   Practice performance skills in an ensemble using sequenced accompaniments and dedicated practice/accompaniment software.

Standard 2
PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, rhythmic, and harmonic patterns on electronic instruments. They play instruments using computer-assisted instruction software and practice instrumental parts using sequenced accompaniments.

H.2.1   Play melodic, rhythmic, and harmonic patterns accurately using electronic instruments.

H.2.2   Play an instrument using appropriate computer-assisted instruction and/or assessment software.

H.2.3   Practice instrumental performance skills using sequenced accompaniments and dedicated practice/accompaniment software.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythms, melodies, and harmonies in a variety of musical styles using electronic instruments.

H.3.1   Improvise and record a melody using music production software.

H.3.2   Improvise a melody over an accompaniment that is generated by intelligent software.

H.3.3   Improvise and record harmony for a given melody.

H.3.4   Embellish a sequenced melody by adding or changing notes such as passing tones and other non-harmonic tones or by altering its rhythmic structure.

H.3.5   Identifying the characteristics of a given style, download a sequenced accompaniment, and add an improvised melody.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create melodies, original compositions, and arrangements using notation software.

H.4.1   Use notation software to compose simple melodies that demonstrate the principles of unity, variety, repetition, contrast, form, and melodic contour.

H.4.2   Use notation or music production software and established guidelines to create a composition generated by a musical idea such as a melodic motive or a non-musical inspiration such as a painting.

H.4.3   Download a short composition and arrange the piece in a different manner or style than originally written.

H.4.4   Use notation or music production software to create an original work that utilizes compositional techniques found in an existing musical example.

H.4.5   Use notation software to create a composition for a combination of voices or instruments that fits the range and capabilities of each.

Standard 5
RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students use appropriate software to read notation and identify musical symbols. They develop keyboard specific music reading skills and notate scales and chords in a variety of keys.

H.5.1   Use self-evaluative computer-assisted instruction software to read standard rhythmic and pitch notation and to identify the function of symbols found in a musical score.

H.5.2   Use computer-assisted software to develop music reading skills specific to the keyboard.

H.5.3   Notate major and minor scales, primary chord progressions, simple inversions, and chord symbols in multiple keys using intelligent accompaniment or notation software.

Standard 6
RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify musical elements and forms. They utilize appropriate resources and software to distinguish and discuss music of various styles, genres, and time periods and apply their knowledge through multimedia presentations.

H.6.1   Identify musical forms and distinguish similar and contrasting sections using computer-assisted instruction and multimedia software.

H.6.2   Listen to music of different styles, genres, and time periods and incorporate text, sound, and graphics to create a multimedia presentation.

H.6.3   Identify and describe elements and musical events heard in downloaded files such as form, meter, cadences, harmonic progressions, non-harmonic elements, and changes of key.

Standard 7
RESPONDING TO MUSIC: Evaluating music and music performances

Students evaluate their electronically generated arrangements and compositions. They maintain an electronic portfolio to document progress in performance and composition.

H.7.1   Establish criteria to be used in evaluating arrangements and compositions created using music production or notation software.

H.7.2   Use music production and notation software to record individual performances for self-evaluation.

H.7.3   Establish an electronic portfolio and archive recordings that document individual progress as a performer, arranger, or composer.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students understand copyright law related to downloading and using music in multimedia presentations. They create web pages and multimedia presentations demonstrating interdisciplinary connections.

H.8.1   Develop knowledge of copyright law as it applies to downloading music from the Internet and using music in multimedia presentations, as well as procedures for publishing and copyrighting original compositions.

H.8.2   Create a webpage about a specific musical genre or style with links to websites that have printed music, downloadable files, graphics, and information about related arts.

H.8.3   Create a multimedia presentation or podcast demonstrating the relationship of music and other art forms.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students use technology to investigate the historical and cultural context of musical events and create multimedia presentations using examples of music from various cultures. They explore opportunities and preparation for technology-related careers.

H.9.1   Create a presentation that illustrates the historical progression of electronic music.

H.9.2   Use computer-assisted instruction software and the Internet to place musical events in their historical and cultural context.

H.9.3   Create a multimedia presentation or podcast containing musical examples from a variety of contemporary and historical world cultures.

H.9.4   Identify technology-related careers within the music industry such as producer, recording engineer, sound engineer, or others. Define prerequisite education.