



THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Music

The music education program at the Anglo-American School of Moscow enables all students to artistically express themselves in a variety of ways. Children are encouraged to take ownership of their learning in order to make music education more fulfilling.

In the early grade levels, key music concepts such as steady beat, rhythm, determination of high and low pitches, tempo, dynamics and in-tune singing using primarily the [Orff](#) and [Kodaly](#) methods are taught. The repetition and reinforcement of these key concepts helps ensure that the child develops musically.

Across all grades, students gain skills through vocal, instrumental, composition, improvisation, music appreciation and analysis, to produce the desired results that will encourage all learners to succeed in music. Students may showcase what they have learned through school performances, solo and ensemble work. We strive to help students make a connections, reflect on what was taught, and apply it in their personal lives.

The Anglo-American School of Moscow



Music

Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards

(adopted from Common Core Standards, 2011)

The Standards should be recognized for what they are not, as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

Music AT AAS

Curricular study in the area of the Arts is fundamental and essential for the overall intellectual, emotional, and social growth and development of students. Through the study of visual art, music, dance and theatre, students develop a greater understanding and appreciation of aesthetics, culture, and history. Students develop cultural intelligence and recognize its importance in our global society. Our mission is to guide them through exploring expression, communication, imagination, and creative experiences, towards a better understanding of themselves and the world around them.

THE AAS MUSIC STANDARDS

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

Standard 2: The student will read and write music using standard notation.

Standard 3: The student will listen to, analyze, and describe music.

Standard 4: The student will improvise and compose music.

Standard 5: The student will understand music through the context of history and culture.

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<p>1. Singing</p> <ul style="list-style-type: none">speaking the beat of duple meter.demonstrating the difference between a speaking-singing voice.speaking and singing high and low contrasts.singing songs in a limited range: Sol-Mi and Sol-Mi-La.speaking and singing to illustrate tempo (slow and fast) and dynamic (piano and forte) contrasts. <p>2. Playing</p> <ul style="list-style-type: none">demonstrating a steady beat through movement and playing. on unpitched instruments using a chord bordun.playing to illustrate high/low contrasts.playing unpitched instruments with proper technique.	<p>1. Singing</p> <ul style="list-style-type: none">speaking the beat of duple meter.demonstrating the difference between a speaking and singing voice.singing scale patterns from solfege syllables: Sol-Mi, Sol-Mi-La independently and in a group. • speaking a rhyme with a teacher-accompanied ostinato.speaking and singing to illustrate the phrase.speaking and singing to illustrate the difference between A and B sections and introduction to form.speaking and singing to illustrate tempo (slow and fast) and dynamic (piano and forte) contrasts.develop a repertoire of multi-cultural songs (folk, games, patriotic, cumulative, seasonal, work). <p>2. Playing</p> <ul style="list-style-type: none">demonstrating a steady beat through movement and playing unpitched and pitched instruments on chord bordun.playing quarter and eighth notes and quarter rests (ta, ti-ti, rest).playing to illustrate melodic direction.understanding melodic direction (up, down, stays the same) aurally, visually and through performance.playing accompaniments that utilize the chord bordun (steady beat) or ostinato (repeated patterns).develop proper instrument technique.	<p>1. Singing</p> <ul style="list-style-type: none">demonstrating proper vocal tone production using good posture.singing: Sol-Mi-La, Mi-Re-Do.singing to illustrate melodic direction.speaking a rhyme with one ostinato (repeated pattern).speaking and singing to illustrate the phrase.speaking and singing to illustrate different forms (AB and ABA).speaking and singing to illustrate contrasts in tempo (slow and fast) and dynamics (piano and forte).singing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work). <p>2. Playing</p> <ul style="list-style-type: none">demonstrating a steady beat through movement and playing unpitched and pitched instruments.playing quarter, eighth and half notes and quarter rests.playing Sol-Mi melodic patterns.playing accompaniments that utilize the following borduns: chord and broken.playing unpitched instruments with correct technique.playing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work).

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<p>1. Singing</p> <ul style="list-style-type: none"> • demonstrating proper vocal tone production using good posture. • singing scale patterns independently and in a group from solfege syllables: Sol-Mi-La-Do-Re. • singing to illustrate melodic contour. • singing skips/steps/repeats. • speaking rhymes with simple harmony (2-part rounds and speaking a rhyme with a 2 ostinati). • speaking and singing to illustrate same and different phrases. • speaking and singing to illustrate AB (binary), ABA (ternary) and ABACADA (rondo) form. • speaking and singing to illustrate contrasts in tempo (Andante, Moderato, Allegro) and dynamics (piano, mezzo piano, mezzo forte, forte). • singing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work). <p>2. Playing</p> <ul style="list-style-type: none"> • performing using duple and triple meter, emphasizing strong beats. • playing Sol-Mi-La, Sol-Mi-Do and Mi-Re-Do melodic patterns. • playing rhythmic patterns that include quarter, eighth, half and dotted half notes and quarter and half rests using body percussion and instruments. • playing to illustrate melodic direction. 	<p>1. Singing</p> <ul style="list-style-type: none"> • demonstrating proper vocal tone production through good posture using appropriate timbre and good diction. • singing scale patterns independently and in a group from solfege syllables: Sol-Mi-La-Do-Re and high Do. • singing skips (including octaves), steps and repeats. • speaking a rhyme with multiple ostinati and singing pentatonic vocal ostinati and 2-3 part rounds. • speaking and singing to illustrate AB (binary), ABA (ternary), ABACADA (rondo), introduction, interludes and codas. • speaking and singing to illustrate contrasts in tempo (Adagio, Andante, Moderato, Allegro and Vivace) and dynamics (piano, mezzo piano, mezzo forte, forte, crescendo and decrescendo). • singing with the ability to watch the conductor's directions (focus on expression and articulation) • singing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work). <p>2. Playing</p> <ul style="list-style-type: none"> • performing using duple, triple and quadruple meter, emphasizing strong beats and weak beats. • playing rhythmic patterns that include quarter, eighth, half, dotted half and 	<p>1. Singing</p> <ul style="list-style-type: none"> • demonstrating proper vocal tone production through good posture, diction, breath control and using appropriate timbre. • singing scale patterns in a group from solfege syllables: Sol-Mi-La-Do-Re-high Do-Fa-Ti . • singing skips (including octaves)/steps/repeats. • singing scale patterns. • singing 2 and 3-part rounds, ostinati, partner songs and simple descants. • speaking and singing to illustrate AB (binary), ABA (ternary), ABACADA (rondo), AABA, introduction, interlude and coda. • speaking and singing to illustrate contrasts in tempo (Largo, Adagio, Andante, Moderato, Allegro, Vivace and Presto) and dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo). • singing with the ability to watch the conductor's directions focusing on expression and articulation. • sing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work). <p>2. Playing</p> <ul style="list-style-type: none"> • performing using duple, triple and quadruple meter, emphasizing strong beats and weak beats.

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

<ul style="list-style-type: none">• playing Sol-Mi-La-Do-Re melodic patterns.• playing B-A-G on the soprano recorder.• playing accompaniments with chord, broken, and crossover borduns.• playing to illustrate same and different phrases.• playing to illustrate AB (binary), ABA (ternary), ABACADA (rondo) and introductions and codas.• playing pitched and unpitched instruments with correct technique.• playing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work).	<p>whole notes and quarter, half and whole rests using body percussion and Orff instruments.</p> <ul style="list-style-type: none">• playing Sol-Mi-La-Do-Re-high Do melodic patterns.• play B-A-G-E-D-high C on the soprano recorder.• play a rhythmic score with multiple parts.• play accompaniments that utilize the following borduns: chord, broken and crossover using Orff instruments.• playing unpitched and pitched instruments with correct technique.• performing in groups matching tempo/dynamic levels and following the direction of a conductor.• playing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work).	<ul style="list-style-type: none">• playing rhythmic patterns that include quarter, eighth, half, dotted half, whole, dotted quarter and sixteenth notes and quarter, eighth, half and whole rests using body percussion and instruments.• playing to illustrate skips (including octaves)/steps/repeats.• playing scale patterns.• playing B-A-G-E-D-C-high C-high D on the soprano recorder.• playing a rhythmic score with multiple parts.• playing 2-part rounds.• playing accompaniments that utilize the following borduns: chord, broken, crossover, level and moving.• playing the tonic accompaniment.• performing in groups matching tempo/dynamic levels and following the direction of a conductor focusing on expression and articulation.• playing songs representing a variety of repertoire (folk, games, patriotic, cumulative, seasonal, work). The above mentioned refers to band/orchastre studies.
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Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<p>1. Perform in choir</p> <ul style="list-style-type: none"> • Sing grade 1 literature with accurate tempo, rhythm and pitch. • Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs. • Sing with accurate breath control throughout their singing ranges. • Sing with 3 distinct levels of dynamics of soft, medium, and loud. • Sing rounds in several parts, partner songs, and songs in two part harmony with harmonic independence. • Sing following the direction of the conductor. • Discuss and compare decisions made when applying dynamics to performance. • Demonstrate proper posture, breath control, and jaw position when singing. <p>2. Perform in band</p> <ul style="list-style-type: none"> • Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, tuba, or percussion. • Play grade 1 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch. 	<p>1. Perform in choir</p> <ul style="list-style-type: none"> • Sing grade 1 literature with accurate tempo, rhythm and pitch. • Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs. • Sing with accurate breath control throughout their singing ranges. • Sing with 3 distinct levels of dynamics of soft, medium, and loud. • Sing rounds in several parts, partner songs, and songs in two and three-part harmony with harmonic independence. • Sing following the direction of the conductor. • Discuss and compare decisions made when applying dynamics to performance. • Demonstrate proper posture, breath control, and jaw position when singing. <p>2. Perform in band</p> <ul style="list-style-type: none"> • Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, tuba, or percussion. • Play grade 1.5 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch. 	<p>1. Perform in choir</p> <ul style="list-style-type: none"> • Sing grade 2 literature with accurate tempo, rhythm and pitch. • Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs. • Sing with accurate breath control throughout their singing ranges. • Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud. • Sing rounds in several parts, partner songs, and songs in two and three-part harmony with harmonic independence. • Sing following the direction of the conductor. • Recognize and demonstrate implied dynamics and phrasing (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities. • Demonstrate proper posture, breath control, and jaw position when singing. <p>2. Perform in band</p> <ul style="list-style-type: none"> • Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, French horn, trombone, baritone, tuba, or percussion.

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

<ul style="list-style-type: none">• Play with 3 distinct levels of dynamics of soft, medium, and loud.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles under the direction of a conductor.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts - Duets.• Understand and demonstrate consistent and long-term practice skills.• Develop technical skill level to read and perform a Bb scale in one full octave in 1/2 notes @ 120bpm.	<ul style="list-style-type: none">• Play with 5 distinct levels of dynamics of piano, mezzo piano mezzo Forte, and Forte.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts.• Understand and demonstrate consistent and long-term practice skills.• Develop technical skill level to read and perform a Bb, Eb scale in one full octave in 1/2 notes @ 120 bpm.• Recognize and demonstrate implied dynamics (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.	<ul style="list-style-type: none">• Play grade 2 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch.• Sing with 5 distinct levels of dynamics of piano, mezzo piano mezzo Forte, and Forte.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts.• Understand and demonstrate consistent and long-term practice skills.• Develop technical skill level to read and perform a Bb, Eb scale in one full octave in 1/2 notes @ 120 bpm.• Develop technical skill level to the point of: Read and perform a Ab, Bb, C, Eb, scale in one full octave in quarter notes @ 120bpm using various articulations, rhythms, and dynamics. Read and perform a Bb, chromatic scale in one full octave in 1/2 notes @ 120bpm using various articulations, rhythms, and dynamics.
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Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<p>1. Perform in choir</p> <ul style="list-style-type: none">• Sing grade 2.5-3 literature with accurate tempo, rhythm and pitch.• Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs.• Sing with accurate breath control throughout their singing ranges.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Sing rounds in several parts, partner songs, and songs in two, three, and four-part harmony with harmonic independence• Sing following the direction of the conductor.• Demonstrate correct proper posture, breath control, and jaw position.• Recognize and demonstrate implied dynamics and phrasing (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Discuss and compare decisions made when applying dynamics to performance. <p>2. Perform in band</p> <ul style="list-style-type: none">• Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone,	<p>1. Perform in choir</p> <ul style="list-style-type: none">• Sing grade 2.5-3 literature with accurate tempo, rhythm and pitch.• Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs.• Sing with accurate breath control throughout their singing ranges.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Sing rounds in several parts, partner songs, and songs in two, three, and four-part harmony with harmonic independence• Sing following the direction of the conductor.• Demonstrate correct proper posture, breath control, and jaw position.• Recognize and demonstrate implied dynamics and phrasing (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Discuss and compare decisions made when applying dynamics to performance. <p>2. Perform in band</p> <ul style="list-style-type: none">• Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone,	<p>1. Perform in choir</p> <ul style="list-style-type: none">• Sing grade 2.5-3 literature with accurate tempo, rhythm and pitch.• Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs.• Sing with accurate breath control throughout their singing ranges.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Sing rounds in several parts, partner songs, and songs in two, three, and four-part harmony with harmonic independence• Sing following the direction of the conductor.• Demonstrate correct proper posture, breath control, and jaw position.• Recognize and demonstrate implied dynamics and phrasing (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Discuss and compare decisions made when applying dynamics to performance. <p>2. Perform in band</p> <ul style="list-style-type: none">• Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone,

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

<p>trumpet, French horn, trombone, baritone, tuba, or percussion.</p> <ul style="list-style-type: none">• Play grade 2.5-3.5 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles under the direction of a conductor.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts.• Understand and demonstrate consistent and long-term practice skills.• Recognize and demonstrate implied dynamics (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Develop technical skill level to the point of:• Read and perform a Ab, Bb, C, Eb, G, and F major, C minor and Eb minor scale in one full octave in quarter notes @ 120bpm incorporating arpeggios using various articulations, rhythms, and	<p>trumpet, French horn, trombone, baritone, tuba, or percussion.</p> <ul style="list-style-type: none">• Play grade 2.5-3.5 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles under the direction of a conductor.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts.• Understand and demonstrate consistent and long-term practice skills.• Recognize and demonstrate implied dynamics (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Develop technical skill level to the point of:• Read and perform a Ab, Bb, C, Eb, G, and F major, C minor and Eb minor scale in one full octave in quarter notes @ 120bpm incorporating arpeggios using various articulations, rhythms, and	<p>trumpet, French horn, trombone, baritone, tuba, or percussion.</p> <ul style="list-style-type: none">• Play grade 2.5-3.5 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch.• Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.• Demonstrate correct posture and technique in playing.• Understand and demonstrate care and maintenance of their instrument.• Play alone and with others in small and large ensembles under the direction of a conductor.• Discuss and compare decisions made when applying dynamics to performances.• Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.• Perform independent instrumental parts while others play contrasting parts.• Understand and demonstrate consistent and long-term practice skills.• Recognize and demonstrate implied dynamics (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.• Develop technical skill level to the point of:• Read and perform a Ab, Bb, C, Eb, G, and F major, C minor and Eb minor scale in one full octave in quarter notes @ 120bpm incorporating arpeggios using various articulations, rhythms, and
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Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

<p>dynamics.</p> <ul style="list-style-type: none">• Read and perform a Bb chromatic scale in two full octaves, quarter notes @ 120bpm using various articulations, rhythms, and dynamics.	<p>dynamics.</p> <ul style="list-style-type: none">• Read and perform a Bb chromatic scale in two full octaves, quarter notes @ 120bpm using various articulations, rhythms, and dynamics.	<p>dynamics.</p> <ul style="list-style-type: none">• Read and perform a Bb chromatic scale in two full octaves, quarter notes @ 120bpm using various articulations, rhythms, and dynamics.
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Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

Grade 12

1. Perform in choir
 - Sing grade 2.5-3 literature with accurate tempo, rhythm and pitch.
 - Sing with a light head tone where appropriate where appropriate or with other voice qualities as needed to interpret various songs.
 - Sing with accurate breath control throughout their singing ranges.
 - Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.
 - Sing rounds in several parts, partner songs, and songs in two, three, and four-part harmony with harmonic independence
 - Sing following the direction of the conductor.
 - Demonstrate correct proper posture, breath control, and jaw position.
 - Recognize and demonstrate implied dynamics and phrasing (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.
 - Discuss and compare decisions made when applying dynamics to performance.
2. Perform in band
 - Play a traditional concert band instrument of one of the following: flute, clarinet, alto saxophone, tenor saxophone, baritone saxophone,

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

trumpet, French horn, trombone, baritone, tuba, or percussion.

- Play grade 2.5-3.5 literature with good tone and accurate breath control, tempo, rhythm, articulation, and pitch.
- Sing with 5 distinct levels of dynamics of soft, medium-soft, medium-loud, and loud.
- Demonstrate correct posture and technique in playing.
- Understand and demonstrate care and maintenance of their instrument.
- Play alone and with others in small and large ensembles under the direction of a conductor.
- Discuss and compare decisions made when applying dynamics to performances.
- Distinguish between and perform using different timbres, instrumentation, rhythmic interpretation, and beat accents for various styles of music.
- Perform independent instrumental parts while others play contrasting parts.
- Understand and demonstrate consistent and long-term practice skills.
- Recognize and demonstrate implied dynamics (those that are not marked) that contribute to the interpretation of the whole musical context in performing and listening activities.
- Develop technical skill level to the point of:
- Read and perform a Ab, Bb, C, Eb, G, and F major, C minor and Eb minor scale in one full octave in quarter notes @ 120bpm incorporating arpeggios using various articulations, rhythms, and

Standard 1: The student will perform, alone and with others, a varied repertoire of music.

In order to meet the standards, students will:

dynamics.

- Read and perform a Bb chromatic scale in two full octaves, quarter notes @ 120bpm using various articulations, rhythms, and dynamics.

Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
	<ol style="list-style-type: none">1. Read and notate: quarter notes, eighth notes and quarter rest.2. Read and notate: Sol-Mi and Sol-Mi-La.3. Identify the following musical symbols: staff, single bar line, measure, double bar line, repeat beat.rythm and expression (dynamics, tempo).	<ol style="list-style-type: none">1. Reading and notating: quarter, eighth, half notes and quarter and half rests.2. Reading and notating melodic notation including solfege patterns: Sol-Mi and Sol-Mi-La.3. Reading the following musical symbols: staff, treble clef, single bar line, measure, double bar line, repeat, slur and tie

Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none">1. Reading and notating rhythms: quarter, eighth, half, dotted half notes and rests in 2/4 (duple) and 3/4 (triple) meter.2. Reading and notating solfege patterns (Sol-Mi-La-Do-Re) and letters (A-B-G) on the treble clef staff.3. Reading and notating skips/steps/repeats.4. Identifying musical symbols: staff, treble clef, single bar line, measure, double bar line, repeat, fermata.	<ol style="list-style-type: none">1. Reading and notating rhythmic notation: quarter, eighth, half, dotted half and whole notes and quarter, half and whole rests in 2/4 (duple), $\frac{3}{4}$ (triple), 4/4 (quadruple) meter.2. Reading and notating solfege patterns Sol-Mi-La-Do-Re in the major keys of C, G and F and letters (A-B-C-D-E-F-G) read on the treble clef staff.3. Reading the following musical symbols: staff, treble clef, single bar line, measure, double bar line, repeat, sharp, flat, accent, fermata, D.C. al Fine.	<ol style="list-style-type: none">1. Reading and notating rhythmic notation: quarter, eighth, half, dotted half, whole, and sixteenth notes and quarter, eighth, half and whole rests in 2/4 (duple), $\frac{3}{4}$ (triple), 4/4 (quadruple) meter.2. Reading and notating solfege melodies Sol-Mi-La-Do-Re and letters (A-B-C-D-E-F-G) read on the treble clef staff.3. Reading and notating skips/steps/repeats.4. Reading rhythmic and melodic ostinati patterns and a score with multiple parts.5. Reading the following musical symbols: staff, treble clef, single bar line, measure, double bar line, repeat, sharp, flat, tie, slurs, accent, legato, staccato, fermata, first and second endings, D.C. al Fine. the above mentioned refers to band/orchestra studies.

Standard 2: The student will read and write music using standard notation.*In order to meet the standards, students will:*

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, and 4/4. 2. Identify and subdivide rhythms using a standard counting system down to 8th notes. 3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms to include: <ul style="list-style-type: none"> • Meter: 2/4, 3/4, and 4/4, common time, cut-time (2/2). • Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. • Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics. • Dynamics: piano, mezzo-piano, mezzo-forte, forte, crescendo, decrescendo. • Articulations: staccato, tongue, slur, accent, legato, tenuto. • Tempo: allegro, andante, moderato, largo. • Key signatures: 1 sharp through 3 flats in concert pitch. • Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation. 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, and 4/4. 2. Identify and subdivide rhythms using a standard counting system down to simple 16th notes (no 16th rests). 3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms to include: <ul style="list-style-type: none"> • Meter: 2/4, 3/4, and 4/4, common time, cut-time (2/2). • Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. • Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics. • Dynamics: piano, mezzo-piano, mezzo-forte, forte, crescendo, decrescendo. • Articulations: staccato, tongue, slur, accent, legato, tenuto. • Tempo: allegro, andante, moderato, largo. • Key signatures: 1 sharp through 3 flats in concert pitch. • Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation. 	<ol style="list-style-type: none"> 1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, 4/4, 6/8. 2. Identify and subdivide rhythms using a standard counting system down to 16th notes including dotted-8th -16th. 3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms: <ul style="list-style-type: none"> • Meter: 2/4, 3/4, 4/4, common time, cut-time (2/2). • Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. Beat subdivision combinations will include dotted-eighth – sixteenth, 8th + 2X16th, 2 X 16th + 8th, dotted- ¼ + 8th, 8th + dotted- ¼, , ¼ - 1/8 – ¼ (simple syncopation), simple 8th-note triplets, dotted-1/4 + 2 X 16th). • Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics. • Dynamics: piano, mezzo-piano, mezzo-forte, forte, crescendo, decrescendo. • Articulations: staccato, tongue, slur, accent, legato, tenuto. • Tempo: allegro, andante, moderato, largo, rallentando. • Key signatures: 1 sharp through 3 flats in concert pitch.

Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

		<ul style="list-style-type: none">• Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation, duet, trio, D.S. al coda, A tempo, major, minor.
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Standard 2: The student will read and write music using standard notation.*In order to meet the standards, students will:*

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, 4/4, 6/8.2. Identify and subdivide rhythms using a standard counting system down to 16th notes including dotted-8th -16th including 16th rests.3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms:<ul style="list-style-type: none">• Meter: 2/4, 3/4, 4/4, common time, cut-time (2/2), 6/8• Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. Beat subdivision combinations will include dotted-eighth – sixteenth, 8th + 2X16th, 2 X 16th + 8th, dotted- ¼ + 8th, 8th + dotted- ¼, , ¼ - 1/8 – ¼ (simple syncopation), simple 8th-note triplets, dotted-1/4 + 2 X 16th).• Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics.• Dynamics: pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, decrescendo.• Articulations: staccato, tongue, slur, accent, legato, tenuto.• Tempo: allegro, andante, moderato, largo, rallentando.	<ol style="list-style-type: none">1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, 4/4, 6/8.2. Identify and subdivide rhythms using a standard counting system down to 16th notes including dotted-8th -16th including 16th rests.3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms:<ul style="list-style-type: none">• Meter: 2/4, 3/4, 4/4, common time, cut-time (2/2), 6/8• Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. Beat subdivision combinations will include dotted-eighth – sixteenth, 8th + 2X16th, 2 X 16th + 8th, dotted- ¼ + 8th, 8th + dotted- ¼, , ¼ - 1/8 – ¼ (simple syncopation), simple 8th-note triplets, dotted-1/4 + 2 X 16th).• Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics.• Dynamics: pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, decrescendo.• Articulations: staccato, tongue, slur, accent, legato, tenuto.• Tempo: allegro, andante, moderato, largo, rallentando.	<ol style="list-style-type: none">1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, 4/4, 6/8.2. Identify and subdivide rhythms using a standard counting system down to 16th notes including dotted-8th -16th including 16th rests.3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms:<ul style="list-style-type: none">• Meter: 2/4, 3/4, 4/4, common time, cut-time (2/2), 6/8• Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. Beat subdivision combinations will include dotted-eighth – sixteenth, 8th + 2X16th, 2 X 16th + 8th, dotted- ¼ + 8th, 8th + dotted- ¼, , ¼ - 1/8 – ¼ (simple syncopation), simple 8th-note triplets, dotted-1/4 + 2 X 16th).• Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics.• Dynamics: pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, decrescendo.• Articulations: staccato, tongue, slur, accent, legato, tenuto.• Tempo: allegro, andante, moderato, largo, rallentando.

Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

<ul style="list-style-type: none">• Key signatures: 2 sharps through 3 flats in concert pitch.• Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation, duet, trio, D.S. al coda, A tempo, major, minor, natural minor, harmonic minor.	<ul style="list-style-type: none">• Key signatures: 2 sharps through 3 flats in concert pitch.• Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation, duet, trio, D.S. al coda, A tempo, major, minor, natural minor, harmonic minor	<ul style="list-style-type: none">• Key signatures: 2 sharps through 3 flats in concert pitch.• Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation, duet, trio, D.S. al coda, A tempo, major, minor, natural minor, harmonic minor.
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Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

Grade 12

1. Demonstrate an understanding of meter by conducting short pieces in 2/4, 3/4, 4/4, 6/8.
2. Identify and subdivide rhythms using a standard counting system down to 16th notes including dotted-8th -16th including 16th rests.
3. Demonstrate musical literacy by reading, performing, and notating meter, rhythm, pitch, dynamics, articulations, tempo, key signatures, and standard terms:
 - Meter: 2/4, 3/4, 4/4, common time, cut-time (2/2), 6/8
 - Rhythm: whole, half, dotted half, quarter, dotted quarter, dotted eighth notes, eighth notes, ties, and rests. Beat subdivision combinations will include dotted-eighth – sixteenth, 8th + 2X16th, 2 X 16th + 8th, dotted- ¼ + 8th, 8th + dotted- ¼, , ¼ - 1/8 – ¼ (simple syncopation), simple 8th-note triplets, dotted-1/4 + 2 X 16th).
 - Pitch: name notes on the piano staff and in the clef of their instrument, accidentals, enharmonics.
 - Dynamics: pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, decrescendo.
 - Articulations: staccato, tongue, slur, accent, legato, tenuto.

Standard 2: The student will read and write music using standard notation.

In order to meet the standards, students will:

- Tempo: allegro, andante, moderato, largo, rallentando.
- Key signatures: 2 sharps through 3 flats in concert pitch.
- Terms: bar, beat, time signature, key signature, embouchure, fermata, endings, D.C, multiple-measure rest, phrase, intervals, trio, repeat signs, scale, chord, arpeggio, 1st and 2nd endings, multiple-measure rest, key change, syncopation, duet, trio, D.S. al coda, A tempo, major, minor, natural minor, harmonic minor.

Standard 3: The student will listen to, analyze, and describe music.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
1. Exploring the relationship between the size of the sound source and its pitch.	1. Listening and demonstrating the steady beat. 2. Listening and demonstrating high and low contrasts. 3. Explore the relationship between the size of the sound source and pitch. 4. Listen to recordings to identify orchestral instruments. 5. Recognizing tempo (slow and fast) and dynamics (piano and forte) in a musical composition.	1. Listening and demonstrating the steady beat in duple meter. 2. Listening and identifying Sol-Mi and Sol-la-Mi patterns. 3. Listening and demonstrating the difference between major and minor tonality. 4. Recognizing musical forms and parts: AB (binary) and ABA (ternary). 5. Recognizing tempo (Andante and Allegro) and dynamics (piano and forte) in a musical composition.

Standard 3: The student will listen to, analyze, and describe music.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none">1. Listening and demonstrating the steady beat in 2/4 (duple) and $\frac{3}{4}$ (triple) meter.2. Listening and demonstrating rhythmic patterns using quarter, eighth and half notes and quarter and half rests.3. Listening and demonstrating melodic contour.4. Listening and identifying Sol-Mi-La, Mi-Do and Mi-Re-Do patterns.5. Listening and identifying the difference between major and minor tonality.6. Listening and identifying ostinato patterns.7. Listening to 2-part rounds.8. Listening and identifying same and different phrases.9. Recognizing musical forms and parts: AB (binary), ABA (ternary), ABACADA (rondo) and introductions and codas.10. Recognizing tempo (Andante, Moderato, Allegro) and dynamics (piano, mezzo piano, mezzo forte, forte) in a musical composition.11. Recognizing the instruments in two families of the orchestra: String and Percussion.	<ol style="list-style-type: none">1. Listening and demonstrating the steady beat in 2/4 (duple), $\frac{3}{4}$ (triple) 4/4 (quadruple) meter.2. Listening and demonstrating rhythmic patterns heard using quarter, eighth, half, dotted half and whole notes and quarter and half rests.3. Recognizing musical forms and parts: AB (binary), ABA (ternary), ABACADA (rondo), introductions, interludes and codas.4. Recognizing tempos (Adagio, Andante, Moderato, Allegro and Vivace) and dynamics (piano, mezzo piano, mezzo forte, crescendo and decrescendo) in a musical composition.5. Recognizing the instruments in three families of the orchestra: String, Brass and Percussion.	<ol style="list-style-type: none">1. Listening and demonstrating the steady beat in 2/4 (duple), $\frac{3}{4}$ (triple) and 4/4 (quadruple) meter.2. Listening and demonstrating rhythmic patterns using quarter, eighth, half, dotted half dotted quarter and sixteenth notes and quarter, eighth, half and whole rests.3. Listening and demonstrating melodic contour.4. Listening and identifying chord change differences.5. Listening to ostinati patterns.6. Recognizing musical forms and parts: AB (binary), ABA (ternary), ABACADA (rondo), theme and variation, and introductions, interludes and codas.7. Recognizing tempos (Largo, Adagio, Andante, Moderato, Allegro, Vivace and Presto) and dynamics (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo and decrescendo) in a musical composition.8. Recognizing instruments in the four families of the orchestra: String, Woodwind, Brass and Percussion.

Standard 3: The student will listen to, analyze, and describe music.

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.	<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.6. Identify and compare the differences in the texture of homophonic and polyphonic music.7. Compare/contrast the use of the elements of music in two contrasting works: melody, rhythm, instruments e.g. compare and contrast the use of voices in Carmina Burana versus Now is the month of maying.	<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.6. Compare/contrast the use of the elements of music in two contrasting works: rhythm, instrument, volume.

Standard 3: The student will listen to, analyze, and describe music.

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.6. Compare/contrast the use of the elements of music in two contrasting works: melody, rhythm, instruments e.g. compare and contrast the use of voices in Carmina Burana versus Now is the month of maying.7. Identify and compare the differences in the texture of homophonic and polyphonic music.	<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.6. Compare/contrast the use of the elements of music in two contrasting works: melody, rhythm, instruments e.g. compare and contrast the use of voices in Carmina Burana versus Now is the month of maying.7. Identify and compare the differences in the texture of homophonic and polyphonic music.	<ol style="list-style-type: none">1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.2. Recognize and describe critical elements of music of various styles representing diverse cultures.3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.6. Compare/contrast the use of the elements of music in two contrasting works: melody, rhythm, instruments e.g. compare and contrast the use of voices in Carmina Burana versus Now is the month of maying.7. Identify and compare the differences in the texture of homophonic and polyphonic music.

Standard 3: The student will listen to, analyze, and describe music.

In order to meet the standards, students will:

Grade 12

1. Demonstrate knowledge of the following forms as part of performing: AB (binary), ABA (ternary), ABACADA (rondo), verse/chorus, theme/variations, round/canon.
2. Recognize and describe critical elements of music of various styles representing diverse cultures.
3. Recognize the distinctive sounds of orchestral, non-orchestral, non-western, and electronic instruments.
4. Identify, demonstrate, and describe critical elements of music e.g., dynamics, tempo, pitch, rhythm, texture, and timbre after listening to a musical example.
5. Listen critically and communicate their thoughts and feelings about their own performances and those of others using correct terminology.
6. Compare/contrast the use of the elements of music in two contrasting works: melody, rhythm, instruments e.g. compare and contrast the use of voices in Carmina Burana versus Now is the month of maying.
7. Identify and compare the differences in the texture of homophonic and polyphonic music.

Standard 4: The student will improvise and compose music.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
1. Creating contrasts in tempo (slow and fast) and dynamics (piano and forte).	1. Creating contrasts in tempo (slow and fast) and dynamics (piano and forte).	1. Creating a phrase demonstrating the beat through non-locomotor and locomotor movement . 2. Creating a pattern using quarter, eighth and half notes and quarter rests. 3. Creating ostinato patterns.

Standard 4: The student will improvise and compose music.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none">1. Creating 8-beat rhythmic phrase using quarter, eighth and half notes and quarter and half rests through movement and playing.2. Creating 4- and 8-beat ostinato patterns.3. Creating music in sections: AB (binary), ABA (ternary) and ABACADA (rondo) form and introductions and codas.	<ol style="list-style-type: none">1. Creating an 8-beat rhythmic phrase using quarter, eighth, half, whole and dotted quarter notes and quarter, eighth and half rests through movement and playing.2. Improvises 8-beat “question” and “answer” phrases that relate rhythmically.3. Improvising B-A-G melodies on soprano recorder.4. Creating contrasts in tempo (Adagio, Moderato, and Vivace) and dynamics (piano and forte).	<ol style="list-style-type: none">1. Creating an 8-beat rhythmic phrase using quarter, eighth, half, dotted quarter and sixteenth notes and quarter, eighth and half rests through body percussion and playing.2. Improvising 8-beat “question” and “answer” phrases that relates rhythmically and/or melodically.3. Improvising pentatonic melodies.4. Improvising B-A-G-E-D on the soprano recorder.5. Creating ostinati patterns.6. Creating sections of songs in AB (binary), ABA (ternary), ABACADA (rondo), AABA, introductions, interludes and codas.7. Creating contrasts in tempo (Adagio, Andante, Moderato, Allegro, Vivace) and dynamics (piano, mezzo piano, mezzo forte, forte).

Standard 4: The student will improvise and compose music.

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise responses in a “call and response” activity in the style of a given melodic phrase.3. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.	<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise short melodies over a given rhythmic accompaniment.3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.4. Create short melodies and songs in a question-answer phrase format.5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.	<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise short melodies over a given rhythmic accompaniment.3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.4. Create short melodies and songs in a question-answer phrase format.5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.

Standard 4: The student will improvise and compose music.

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise short melodies over a given rhythmic accompaniment.3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.4. Create short melodies and songs in a question-answer phrase format.5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.	<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise short melodies over a given rhythmic accompaniment.3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.4. Create short melodies and songs in a question-answer phrase format.5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.	<ol style="list-style-type: none">1. Improvise short melodies unaccompanied in a question and answer format.2. Improvise short melodies over a given rhythmic accompaniment.3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.4. Create short melodies and songs in a question-answer phrase format.5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.

Standard 4: The student will improvise and compose music.

In order to meet the standards, students will:

Grade 12

1. Improvise short melodies unaccompanied in a question and answer format.
2. Improvise short melodies over a given rhythmic accompaniment.
3. Improvise responses in a “call and response” activity in the style of a given melodic phrase.
4. Create short melodies and songs in a question-answer phrase format.
5. Write and perform variations on simple melodies using rhythmic embellishments, note embellishments, arpeggiated chords, and chromatic modifications.

Standard 5: The student will understand music through the context of history and culture.

In order to meet the standards, students will:

Kindergarten	Grade 1	Grade 2
<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Listening to the sounds of instruments used in several cultures.	<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Listening to the sounds of instruments used in several cultures.	<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Recognizing the sounds of instruments used in several cultures.

Standard 5: The student will understand music through the context of history and culture.

In order to meet the standards, students will:

Grade 3	Grade 4	Grade 5
<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Recognizing the sounds of instruments used in different cultures.	<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Recognizing the sounds of instruments used in different cultures.	<ol style="list-style-type: none">1. Recognize the similarities and differences among songs representing repertoire from a variety of world cultures.2. Recognizing the sounds of instruments used in different cultures.

Standard 5: The student will understand music through the context of history and culture.

In order to meet the standards, students will:

Grade 6	Grade 7	Grade 8
<ol style="list-style-type: none">1. Describe commonalities between elements of musical style and elements of visual arts within the various time periods.2. Recognize cultural influences which shaped artistic styles of various periods and/or places.	<ol style="list-style-type: none">1. Recognize cultural influences which shaped artistic styles of various periods and/or places.2. Describe commonalities between elements of musical style and elements of visual arts within the various time periods.	<ol style="list-style-type: none">1. Describe commonalities between elements of musical style and elements of visual arts within the various time periods.2. Recognize cultural influences which shaped artistic styles of various periods and/or places.

Standard 5: The student will understand music through the context of history and culture.

In order to meet the standards, students will:

Grade 9	Grade 10	Grade 11
<ol style="list-style-type: none">1. Identify selections representative of the major historical periods of Western music.2. Organize, select, and perform music to express an intended meaning based on visual images, themes, and ideas.3. Identify the roles of musicians in various musical settings, and cultures.4. Evaluate specific pieces of music in terms of appropriateness and effectiveness in a given social/cultural setting e.g. wedding music, dance music, funeral music, etc.	<ol style="list-style-type: none">1. Identify selections representative of the major historical periods of Western music.2. Organize, select, and perform music to express an intended meaning based on visual images, themes, and ideas.3. Identify the roles of musicians in various musical settings, and cultures.4. Evaluate specific pieces of music in terms of appropriateness and effectiveness in a given social/cultural setting e.g. wedding music, dance music, funeral music, etc.	<ol style="list-style-type: none">1. Identify selections representative of the major historical periods of Western music.2. Organize, select, and perform music to express an intended meaning based on visual images, themes, and ideas.3. Identify the roles of musicians in various musical settings, and cultures.4. Evaluate specific pieces of music in terms of appropriateness and effectiveness in a given social/cultural setting e.g. wedding music, dance music, funeral music, etc.

Standard 5: The student will understand music through the context of history and culture.

In order to meet the standards, students will:

Grade 12

1. Identify selections representative of the major historical periods of Western music.
2. Organize, select, and perform music to express an intended meaning based on visual images, themes, and ideas.
3. Identify the roles of musicians in various musical settings, and cultures.
4. Evaluate specific pieces of music in terms of appropriateness and effectiveness in a given social/cultural setting e.g. wedding music, dance music, funeral music, etc.

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