



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory a varied repertoire of songs
- Uses voice to speak, chant and sing
- Performs loud and soft dynamics

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs on a variety of classroom instruments (e.g., drum, rhythm sticks, maracas) and is able to use other sound sources for making music
- Performs loud and soft dynamics

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises vocal and instrumental accompaniments to activities

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses own vocabulary to describe music
- Moves to demonstrate awareness of the elements of music (e.g., tempo, register, dynamics, meter)

Grade: K



Music: General Music

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows music is a part of daily life



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory a varied repertoire of songs representing different genres and styles
- Uses developmentally appropriate vocal range
- Performs dynamics (getting softer, getting louder, soft, medium, loud)

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs a steady beat on a variety of classroom instruments and other sound sources
- Performs dynamics (soft, medium and loud)
- Plays simple rhythmic patterns (quarter notes, eighth notes and quarter rests) on classroom instruments
- Uses appropriate playing position when performing on classroom instruments

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises instrumental accompaniments to stories and poems



Standard:

4. Reads and notates music

Benchmarks:

- Uses a system (e.g., syllables, counting) to read quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read simple melodic patterns in the treble clef in major keys

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses own vocabulary or simple music vocabulary (high/low, loud/soft, fast/slow, short/long) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies ways in which music is part of daily life
- Demonstrates an awareness of music from cultures other than his/her own



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory, a varied repertoire of songs representing genres and styles from diverse cultures
- Uses head tone in an expanded vocal range
- Performs dynamics (crescendo, decrescendo, soft, medium, loud)

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Maintains a steady beat, independently, on a variety of classroom instruments
- Plays simple rhythmic patterns on classroom instruments (half, quarter and eighth notes and quarter rests)
- Uses appropriate posture, playing position and technique when performing on classroom instruments
- Performs dynamics (soft, medium, loud, getting softer, getting louder)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises instrumental accompaniments to songs and recorded selections
- Composes simple rhythmic and melodic patterns



Standard:

4. Reads and notates music

Benchmarks:

- Uses a system (e.g., syllables, counting) to read and notate half, dotted half, quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read and notate simple melodic patterns in the treble clef in major keys
- Recognizes and uses standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter and forms including: AB, ABA and rondo)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies characteristics that make certain music suitable for specific uses
- Demonstrates an awareness of music from cultures and historical periods other than his/her own
- Recognizes ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm
- Maintains a steady tempo
- Sings with appropriate phrasing
- Sings a variety of ostinati
- Matches and responds to the cues (starts and stops, tempi) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Responds to a variety of tempi on classroom instruments
- Performs simple, independent rhythmic instrumental parts
- Performs on a variety of classroom instruments
- Performs expressively - (piano, forte, crescendo, decrescendo)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic patterns
- Composes simple rhythmic and melodic patterns using concepts in music currently under study



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighths and four sixteenth groups
- Notates whole, half and quarter notes and rests, as well as patterns consisting of two eighth and four sixteenth note groups
- Knows letter names B, A, G on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, measure, meter sign)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo) to describe music
- Recognizes simple musical forms AB and ABA, and Rondo
- Recognizes vocal tone color by sound and various tone colors of keyboard, folk and orchestra instruments by sight and sound

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs representing genres (e.g., march, worksong, lullaby and Dixieland)
- Identifies music from different cultures
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm using good posture
- Sings with appropriate phrasing and dynamics
- Sings a variety of rounds
- Matches and responds to the cues (i.e., starts, stops, tempi, ritards, accelerando) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs instrumental melodic ostinati
- Performs on a variety of instruments (e.g., recorders)
- Performs expressively (piano, forte, mezzo piano, mezzo forte, accent, crescendo, decrescendo)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises short answers to given rhythmic and melodic patterns
- Composes simple songs or accompaniments (e.g., recorded selections, stories or poems) using concepts in music currently under study



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth note and triplet values of dotted quarter notes and rests and triplet patterns of three eighth notes
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Knows letter names of lines and spaces on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo, allegro, largo) to describe music
- Recognizes simple musical forms AB, ABA, Rondo, and theme and variation
- Identifies instruments of the string, brass, woodwind and percussion family by sight and sound
- Responds through purposeful movement (e.g. hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening



Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs representing genres and diverse cultures
- Knows how basic elements of music are used musically in various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm using good posture and diction
- Sings with appropriate phrasing and dynamics in an expressive style
- Sings a variety of partner songs
- Matches and responds to the cues (i.e., starts, stops, tempi, ritards, accelerando, dynamics, phrasing) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs instrumental contrasting rhythmic patterns
- Performs on a variety of melodic and rhythmic instruments (dependent on what instruments are available)
- Performs expressively (crescendo, decrescendo, pianissimo, fortissimo, forte, piano, mezzo piano, mezzo forte, accent)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic variations on given pentatonic melodies
- Composes simple songs or accompaniments (e.g., to recorded selections, stories or poems) using a variety of sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Creates new lyrics to familiar songs



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter notes and rests and triplet patterns of three eighth notes
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth note, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato mezzo piano, mezzo forte, D.C. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rests)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Recognizes the musical forms of AB, ABA, theme and variations and rondo
- Recognizes instruments by sight and sound
- Explains using appropriate terminology, personal preference for specific musical works and styles
- Knows and applies appropriate criteria for evaluating musical performances and compositions
- Responds through purposeful movement (e.g. hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening



Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs and music representing genres, diverse cultures and styles (e.g., various composers and nations) and historical periods of the United States
- Describes, in simple terms, how the elements of music are used in musical examples from various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school
- Describes ways in which the principles and subject matter of music are interrelated with those of other disciplines



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm using good posture, diction and with appropriate timbre
- Sings with appropriate phrasing and dynamics in an expressive style

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs instrumental contrasting rhythmic patterns while other students sing or play
- Performs expressively (pianissimo, fortissimo, piano, forte, mezzo forte, mezzo piano, crescendo, decrescendo, accent)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic variations of given pentatonic melodies and melodies in major keys
- Composes or arranges short pieces of music using voices, instruments or other sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)

Standard:

4. Reads and notates music

Benchmarks:

- Reads all note and rest patterns detailed in Grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes
- Notates all note and rest patterns in grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes



Music: General Music

- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth note, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte, D.C. al Fine, D.S. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rests, flat, sharp, natural)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Recognizes a concerto, suite and symphony
- Recognizes instruments (orchestral, folk, electronic) by sight and sound; vocal tone colors by sight (soprano, alto, tenor, bass)
- Knows and applies appropriate criteria for evaluating musical performances and compositions

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs and music representing genres, diverse cultures, styles and periods of music history
- Describes how the elements of music are used in musical examples from various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs on bells, recorders, keyboard or guitar with appropriate posture and correct playing position
- Performs music of modest difficulty using correct pitch, rhythm, steady tempo and an appropriate tone
- Performs music of modest difficulty individually and in small ensembles

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvise simple rhythmic and melodic patterns on the bells, recorder, keyboard or guitar within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, quarter, eighth notes and rests in 2/4, 3/4, 4/4 meter while performing on guitar, keyboard, melody bells or recorder
- Recognizes standard symbols used to notate simple melodies in treble clef
- Reads standard notation symbols for pitch (accidentals) and rhythm while performing on guitar, keyboard, melody bells or recorder
- Notates rhythmic ideas



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Compares and contrasts musical events (e.g., dynamic, meter and tonality changes)
- Understands the relationship between solo and accompaniment
- Evaluates, using appropriate musical criteria, personal and group performances

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies the style, historical period or culture of music being performed on the bells, recorder, keyboard or guitar



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs on recorder, keyboard or guitar with increasing technical facility
- Performs music of moderate difficulty using correct pitch, rhythm, steady tempo and an appropriate tone
- Performs music of moderate difficulty individually and in small ensembles
- Performs with expression, a varied repertoire of music representing diverse genres and styles (e.g., classical, romantic, contemporary, folk)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic patterns on bells, recorder, keyboard or guitar
- Composes short pieces of music using voices, instruments or other sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Improvises, composes or arranges instrumental accompaniments on recorder, keyboard or guitar to songs or recorded selections

Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half, quarter, eighth, sixteenth notes and rests in 2/4, 3/4, 4/4 and 6/8 meter while performing on guitar, keyboard or recorder
- Recognizes standard symbols used to notate simple melodies in both bass and treble clefs



- Reads standard notation symbols for pitch (accidentals), rhythm, dynamics (piano, forte, crescendo, decrescendo), tempo, articulation (accents, legato, staccato) and expression (phrasing) while performing on guitar, keyboard or recorder
- Notates melodic and rhythmic ideas

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Compares and contrasts musical events (e.g., dynamic, meter, and tonality changes) using appropriate terminology
- Understands the relationship between solo and accompaniment/melody and harmony
- Evaluates, using appropriate musical criteria and terminology, personal and group performances

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies by genre or style, aural examples of music from various historical periods and cultures
- Identifies the style, historical period or culture of music being performed on recorder, keyboard or guitar
- Describes how music being studied relates to other disciplines



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Understands the technical vocabulary of music (e.g., traditional terms, form, harmony, melody, rhythm and expressive qualities)
- Knows and understands forms as compositional techniques used in music
- Describes the use of the elements of music in a given work that make it unique, interesting and expressive

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies and explains the stylistic features of a given musical work that serve to define its historical and cultural context
- Identifies and describes musical genres or styles that show the influence of cultural traditions (e.g., nationalism, impressionism, African and Latin influences on jazz and art music)



Standard:

1. Sing a varied repertoire of music

Benchmarks:

- Sight sings using various systems (solfege, numbers, note names) melodic materials comprised primarily of stepwise motion and chordal intervals
- Sings scales (major, all forms of minor, chromatic) based upon a given tonic

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Plays all major and minor scales on the keyboard (with both left and right hands) in octaves, using correct fingerings and at a steady tempo
- Plays keyboard music using two hands simultaneously in bass and treble clefs

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Composes original melodies
- Harmonizes melodies according to rules of traditional harmony
- Arranges original or existing music for voices or instruments using appropriate ranges and correct transpositions
- Uses MIDI technology as a tool for composing, arranging and notating music



Standard:

4. Reads and notates music

Benchmarks:

- Notates music adhering to standard practices of manuscript writing
- Reads and writes music using treble, bass, alto and tenor clefs
- Notates basic melodies and rhythms from dictation
- Expands figured bass notation to four part chorale texture

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Analyzes music according to principles of harmonic function



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs with appropriate posture, playing position and breath or bow control
- Performs on pitch, in rhythm, with appropriate tone and with a steady tempo
- Demonstrates technical control with a limited range

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic variations on familiar melodies
- Composes or arranges short musical exercises within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Reads and notates whole, dotted half, half, dotted quarter, quarter and eighth notes and whole, half, quarter and eighth rests in simple meters (e.g., 2/4, 3/4 and 4/4)
- Identifies and interprets standard notation for pitch in a clef appropriate for the student's instrument
- Understands the concept of beat/pulse and uses a system of subdivision of the beat to read and perform simple rhythmic notation
- Identifies and interprets symbols and terms referring to key signatures, dynamics, tempo and articulations



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Identifies phrases, sections or patterns of music that are the same, similar or different
- Describes the quality of individual performances and offers constructive suggestions for self improvement

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies music being studied by historical period or culture



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs with appropriate posture, playing position and breath or bow control
- Performs on pitch, in rhythm, with appropriate tone and with a steady tempo
- Demonstrates technical control with a limited range

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic variations on familiar melodies
- Composes or arranges short musical exercises within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Reads and notates whole, dotted half, half, dotted quarter, quarter and eighth notes and whole, half, quarter and eighth rests in simple meters (e.g., 2/4, 3/4 and 4/4)
- Identifies and interprets standard notation for pitch in a clef appropriate for the student's instrument
- Understands the concept of beat/pulse and uses a system of subdivision of the beat to read and perform simple rhythmic notation
- Identifies and interprets symbols and terms referring to key signatures, dynamics, tempo and articulations



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Identifies phrases, sections or patterns of music that are the same, similar or different
- Describes the quality of individual performances and offers constructive suggestions for self improvement

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies music being studied by historical period or culture



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs with rhythmic/melodic independence within the context of 2-4 part ensemble
- Performs with characteristic tone and accurate intonation
- Demonstrates basic understanding of ensemble skills, techniques and procedures
- Demonstrates rhythmic and pitch accuracy on an individual part within an ensemble
- Performs varied repertoire individually and within an ensemble
- Demonstrates technical control over extended range in a variety of major keys and relative minor keys
- Demonstrates technical control over extended range in a variety of major keys
- Demonstrates rhythmic independence and mastery of a subdivision system in performing basic rhythmic patterns
- Consistently performs with correct playing posture, instrument position and breath/bow control
- Demonstrates ensemble skills (e.g. balance, blend, intonation and rhythmic accuracy) and a responsiveness to the verbal and non-verbal direction of the conductor
- Performs a pitch in rhythm, with appropriate tone with a steady tempo in music of increased technical difficulty
- Performs a varied repertoire of music representing diverse genres and styles (e.g., historical , folk, contemporary)
- Demonstrates an understanding of rhythmic concepts and uses a basic system of subdivision



Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises, arranges, or composes short musical examples illustrating specific rhythmic, melodic or formal concepts
- Improvises simple rhythmic variations on familiar melodies

Standard:

4. Reads and notates music

Benchmarks:

- Reads basic rhythms including dotted half notes, dotted quarter notes, quarter notes, eighth notes and rests in compound meters (e.g., 3/8, 6/8)
- Reads sixteenth and dotted notes and rests in 6/8, 3/8 and alla breve (2/2) meter
- Reads sixteenth and eighth note patterns and rests in simple meter (e.g., 2/4, 3/4, 4/4, 2/2)
- Sight reads music examples in standard notation individually and in ensembles
- Sight reads simple melodic and/or rhythmic passages
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation in a clef appropriate for the instrument
- Uses standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression in a clef appropriate for the instrument
- Identifies and interprets symbols and traditional terms referring to part reading (e.g. measures, systems, staves, divisi)



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Describes using appropriate terminology, significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Analyzes how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Applies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies music being studied by historical period or culture
- Recognizes basic style characteristics of music of different cultures and historical periods
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods
- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs with rhythmic/melodic independence within the context of 2-4 part ensemble
- Performs with characteristic tone and accurate intonation
- Demonstrates basic understanding of ensemble skills, techniques and procedures
- Demonstrates rhythmic and pitch accuracy on an individual part within an ensemble
- Performs varied repertoire individually and within an ensemble
- Demonstrates technical control over extended range in a variety of major keys and relative minor keys
- Demonstrates technical control over extended range in a variety of major keys
- Demonstrates rhythmic independence and mastery of a subdivision system in performing basic rhythmic patterns
- Consistently performs with correct playing posture, instrument position and breath/bow control
- Demonstrates ensemble skills (e.g. balance, blend, intonation and rhythmic accuracy) and a responsiveness to the verbal and non-verbal direction of the conductor
- Performs a pitch in rhythm, with appropriate tone with a steady tempo in music of increased technical difficulty
- Performs a varied repertoire of music representing diverse genres and styles (e.g., historical , folk, contemporary)
- Demonstrates an understanding of rhythmic concepts and uses a basic system of subdivision



Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises, arranges, or composes short musical examples illustrating specific rhythmic, melodic or formal concepts
- Improvises simple rhythmic variations on familiar melodies

Standard:

4. Reads and notates music

Benchmarks:

- Reads basic rhythms including dotted half notes, dotted quarter notes, quarter notes, eighth notes and rests in compound meters (e.g., 3/8, 6/8)
- Reads sixteenth and dotted notes and rests in 6/8, 3/8 and alla breve (2/2) meter
- Reads sixteenth and eighth note patterns and rests in simple meter (e.g., 2/4, 3/4, 4/4, 2/2)
- Sight reads music examples in standard notation individually and in ensembles
- Sight reads simple melodic and/or rhythmic passages
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation in a clef appropriate for the instrument
- Uses standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression in a clef appropriate for the instrument
- Identifies and interprets symbols and traditional terms referring to part reading (e.g. measures, systems, staves, divisi)



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Describes using appropriate terminology, significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Analyzes how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Applies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies music being studied by historical period or culture
- Recognizes basic style characteristics of music of different cultures and historical periods
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods
- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs with rhythmic/melodic independence within the context of 2-4 part ensemble
- Performs with characteristic tone and accurate intonation
- Demonstrates basic understanding of ensemble skills, techniques and procedures
- Demonstrates rhythmic and pitch accuracy on an individual part within an ensemble
- Performs varied repertoire individually and within an ensemble
- Demonstrates technical control over extended range in a variety of major keys and relative minor keys
- Demonstrates technical control over extended range in a variety of major keys
- Demonstrates rhythmic independence and mastery of a subdivision system in performing basic rhythmic patterns
- Consistently performs with correct playing posture, instrument position and breath/bow control
- Demonstrates ensemble skills (e.g. balance, blend, intonation and rhythmic accuracy) and a responsiveness to the verbal and non-verbal direction of the conductor
- Performs a pitch in rhythm, with appropriate tone with a steady tempo in music of increased technical difficulty
- Performs a varied repertoire of music representing diverse genres and styles (e.g., historical , folk, contemporary)
- Demonstrates an understanding of rhythmic concepts and uses a basic system of subdivision



Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises, arranges, or composes short musical examples illustrating specific rhythmic, melodic or formal concepts
- Improvises simple rhythmic variations on familiar melodies

Standard:

4. Reads and notates music

Benchmarks:

- Reads basic rhythms including dotted half notes, dotted quarter notes, quarter notes, eighth notes and rests in compound meters (e.g., 3/8, 6/8)
- Reads sixteenth and dotted notes and rests in 6/8, 3/8 and alla breve (2/2) meter
- Reads sixteenth and eighth note patterns and rests in simple meter (e.g., 2/4, 3/4, 4/4, 2/2)
- Sight reads music examples in standard notation individually and in ensembles
- Sight reads simple melodic and/or rhythmic passages
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument
- Identifies standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation in a clef appropriate for the instrument
- Uses standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression in a clef appropriate for the instrument
- Identifies and interprets symbols and traditional terms referring to part reading (e.g. measures, systems, staves, divisi)



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Describes using appropriate terminology, significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Analyzes how the elements of music are used in music being studied (e.g., pitch, rhythm, harmony, texture, form)
- Applies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies music being studied by historical period or culture
- Recognizes basic style characteristics of music of different cultures and historical periods
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods
- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs a varied repertoire of instrumental music literature at moderate levels of difficulty (grades 2-4) with technical accuracy and attention to phrasing, interpretation and expression (e.g., symphonies, suites, marches, concerti)
- Performs with a consistently characteristic tone within limited pitch and dynamic ranges
- Demonstrates an understanding of the following ensemble skills (breathing, intonation, balance/blend, articulation/bowing, entrance, release, posture, tone quality/focus, rhythm/pulse) and responds to the verbal and non-verbal directions of the conductor
- Students listen critically and demonstrate the ability to recognize musical problems
- Performs independently within the context of a large ensemble

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concept of improvising, arranging or composing within the context of the music being studied

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Use appropriate musical vocabulary to describe music being studied
- Evaluates a musical work or performance in terms of its expressive qualities

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs a varied repertoire of instrumental music literature at moderate levels of difficulty (grades 2-4) with technical accuracy and attention to phrasing, interpretation and expression (e.g., symphonies, suites, marches, concerti)
- Performs with a consistently characteristic tone within limited pitch and dynamic ranges
- Demonstrates an understanding of the following ensemble skills (breathing, intonation, balance/blend, articulation/bowing, entrance, release, posture, tone quality/focus, rhythm/pulse) and responds to the verbal and non-verbal directions of the conductor
- Students listen critically and demonstrate the ability to recognize musical problems
- Performs independently within the context of a large ensemble

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concept of improvising, arranging or composing within the context of the music being studied

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Use appropriate musical vocabulary to describe music being studied
- Evaluates a musical work or performance in terms of its expressive qualities

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification



Standard:

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- Performs a varied repertoire of instrumental music literature at moderate levels of difficulty (grades 2-4) with technical accuracy and attention to phrasing, interpretation and expression (e.g., symphonies, suites, marches, concerti)
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- Demonstrates an understanding of the following ensemble skills (breathing, intonation, balance/blend, articulation/bowing, entrance, release, posture, tone quality/focus, rhythm/pulse) and responds to the verbal and non-verbal directions of the conductor
- Students listen critically and demonstrate the ability to recognize musical problems
- Performs independently within the context of a large ensemble

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concept of improvising, arranging or composing within the context of the music being studied

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Use appropriate musical vocabulary to describe music being studied
- Evaluates a musical work or performance in terms of its expressive qualities

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification



Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs a varied repertoire of instrumental music literature at moderate levels of difficulty (grades 2-4) with technical accuracy and attention to phrasing, interpretation and expression (e.g., symphonies, suites, marches, concerti)
- Performs with a consistently characteristic tone within limited pitch and dynamic ranges
- Demonstrates an understanding of the following ensemble skills (breathing, intonation, balance/blend, articulation/bowing, entrance, release, posture, tone quality/focus, rhythm/pulse) and responds to the verbal and non-verbal directions of the conductor
- Students listen critically and demonstrate the ability to recognize musical problems
- Performs independently within the context of a large ensemble

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concept of improvising, arranging or composing within the context of the music being studied

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements



Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Use appropriate musical vocabulary to describe music being studied
- Evaluates a musical work or performance in terms of its expressive qualities

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification

Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings with appropriate tone, breath control and accurate intonation
- Sings correct pitches and rhythms in music that includes modest ranges
- Sings correct pitches and rhythms in music with extended ranges and changes of tempo, key and meter
- Sings music written in unison and two parts
- Sings music written in unison, two and three parts
- Sings with appropriate diction
- Sings with appropriate diction in a foreign language
- Sings with interpretive and expressive qualities
- Sings with interpretive and expressive qualities, a varied repertoire of vocal literature representing diverse genres and styles (e.g., historical, folk and contemporary)
- Demonstrates responsiveness to the verbal and nonverbal direction of the conductor
- Demonstrates ensemble skills (e.g., balance, intonation, rhythmic unity and blending vocal timbre) and responsiveness to the verbal and nonverbal direction of the conductor
- Sings with appropriate tone and accurate intonation

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Demonstrates an understanding of, and can identify or locate pitches on a keyboard



- Utilizes keyboard skills as a rehearsal tool

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic variations on familiar melodies
- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts
- Composes or arranges short musical exercises within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Independently reads rhythmic patterns including sixteenth notes and rests in simple meters (e.g., 2/4, 3/4)
- Independently reads sixteenth and dotted notes and rests in 6/8 and 2/2 meter
- Sight reads melodic passages including steps and modest intervals in simple meters
- Sight reads melodic passages including all intervals within the major scale in simple meters
- Reads standard notation symbols for pitch, rhythm, dynamics and expression in a clef appropriate for the instrument or voice
- Reads standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument or voice
- Transfers rhythmic ideas to written manuscript
- Transfers melodic and rhythmic ideas to written manuscript using standard notation



- Identifies and interprets symbols and traditional terms referring to part reading (e.g., measures, systems, staves, pickups, divisi, etc.)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Describes, using appropriate terminology, significant music events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied for performance (e.g., pitch, rhythm, harmony, texture, form, text)
- Analyzes how the elements of music [(e.g., pitch, rhythm, harmony, texture, form)] are used in music being studied
- Identifies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Uses appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Describes relevance of text setting in choral literature being studied

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings with appropriate tone, breath control and accurate intonation
- Sings correct pitches and rhythms in music that includes modest ranges
- Sings correct pitches and rhythms in music with extended ranges and changes of tempo, key and meter
- Sings music written in unison and two parts
- Sings music written in unison, two and three parts
- Sings with appropriate diction
- Sings with appropriate diction in a foreign language
- Sings with interpretive and expressive qualities
- Sings with interpretive and expressive qualities, a varied repertoire of vocal literature representing diverse genres and styles (e.g., historical, folk and contemporary)
- Demonstrates responsiveness to the verbal and nonverbal direction of the conductor
- Demonstrates ensemble skills (e.g., balance, intonation, rhythmic unity and blending vocal timbre) and responsiveness to the verbal and nonverbal direction of the conductor
- Sings with appropriate tone and accurate intonation

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Demonstrates an understanding of, and can identify or locate pitches on a keyboard



- Utilizes keyboard skills as a rehearsal tool

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic variations on familiar melodies
- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts
- Composes or arranges short musical exercises within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Independently reads rhythmic patterns including sixteenth notes and rests in simple meters (e.g., 2/4, 3/4)
- Independently reads sixteenth and dotted notes and rests in 6/8 and 2/2 meter
- Sight reads melodic passages including steps and modest intervals in simple meters
- Sight reads melodic passages including all intervals within the major scale in simple meters
- Reads standard notation symbols for pitch, rhythm, dynamics and expression in a clef appropriate for the instrument or voice
- Reads standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument or voice
- Transfers rhythmic ideas to written manuscript
- Transfers melodic and rhythmic ideas to written manuscript using standard notation



- Identifies and interprets symbols and traditional terms referring to part reading (e.g., measures, systems, staves, pickups, divisi, etc.)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Describes, using appropriate terminology, significant music events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied for performance (e.g., pitch, rhythm, harmony, texture, form, text)
- Analyzes how the elements of music [(e.g., pitch, rhythm, harmony, texture, form)] are used in music being studied
- Identifies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Uses appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Describes relevance of text setting in choral literature being studied

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings with appropriate tone, breath control and accurate intonation
- Sings correct pitches and rhythms in music that includes modest ranges
- Sings correct pitches and rhythms in music with extended ranges and changes of tempo, key and meter
- Sings music written in unison and two parts
- Sings music written in unison, two and three parts
- Sings with appropriate diction
- Sings with appropriate diction in a foreign language
- Sings with interpretive and expressive qualities
- Sings with interpretive and expressive qualities, a varied repertoire of vocal literature representing diverse genres and styles (e.g., historical, folk and contemporary)
- Demonstrates responsiveness to the verbal and nonverbal direction of the conductor
- Demonstrates ensemble skills (e.g., balance, intonation, rhythmic unity and blending vocal timbre) and responsiveness to the verbal and nonverbal direction of the conductor
- Sings with appropriate tone and accurate intonation

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Demonstrates an understanding of, and can identify or locate pitches on a keyboard



- Utilizes keyboard skills as a rehearsal tool

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic variations on familiar melodies
- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts
- Composes or arranges short musical exercises within specified guidelines

Standard:

4. Reads and notates music

Benchmarks:

- Independently reads rhythmic patterns including sixteenth notes and rests in simple meters (e.g., 2/4, 3/4)
- Independently reads sixteenth and dotted notes and rests in 6/8 and 2/2 meter
- Sight reads melodic passages including steps and modest intervals in simple meters
- Sight reads melodic passages including all intervals within the major scale in simple meters
- Reads standard notation symbols for pitch, rhythm, dynamics and expression in a clef appropriate for the instrument or voice
- Reads standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression in a clef appropriate for the instrument or voice
- Transfers rhythmic ideas to written manuscript
- Transfers melodic and rhythmic ideas to written manuscript using standard notation



- Identifies and interprets symbols and traditional terms referring to part reading (e.g., measures, systems, staves, pickups, divisi, etc.)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Identifies significant events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Describes, using appropriate terminology, significant music events in a musical composition (e.g., entrances, meter changes, form, tempo changes, dynamic contrast)
- Identifies how the elements of music are used in music being studied for performance (e.g., pitch, rhythm, harmony, texture, form, text)
- Analyzes how the elements of music [(e.g., pitch, rhythm, harmony, texture, form)] are used in music being studied
- Identifies appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Uses appropriate criteria for evaluating and improving the quality of a performance both individually and within the ensemble
- Describes relevance of text setting in choral literature being studied

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Recognizes distinguishing characteristics of music being studied from representative musical genres and styles (e.g., culture, original setting and function, artistic, historical and cultural significance)
- Recognizes and identifies basic style characteristics of music from various cultures and historical periods



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Understands fundamental elements of vocal technique and sings with proper vocal tone
- Understands the elements of proper vocal tone and sings with a developed and refined vocal tone
- Sings a varied repertoire of choral literature at moderate levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings a varied repertoire of choral music literature at moderate to advanced levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings independently within the context of two to four part structures
- Sings independently within the context of three to eight part structures
- Sings music of moderate levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Sings music moderate to advanced levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Demonstrates an understanding of ensemble skills; (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse,) and response to the verbal and non-verbal direction of the conductor
- Demonstrates through rehearsal and performance well-developed ensemble skills (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse, response to the verbal and non-verbal direction of the conductor)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concepts of improvising, arranging or composing within the context of the music being studied



- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements
- Sight reads music with moderate technical demands
- Reads music that contains advanced technical demands, expanded range, more complex meters and rhythmic patterns and expanded interpretive requirements

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses appropriate music vocabulary to describe music being studied
- Uses an expanded technical vocabulary to describe/analyze musical compositions and performances
- Evaluates a musical work or performance in terms of its expressive qualities
- Evaluates a musical work or performance in terms of its expressive qualities and explains the musical means it uses to evoke feelings and emotions

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification

Grade: 9



Music: Vocal

- Identifies the stylistic features of music being studied which define its historical or cultural context



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Understands fundamental elements of vocal technique and sings with proper vocal tone
- Understands the elements of proper vocal tone and sings with a developed and refined vocal tone
- Sings a varied repertoire of choral literature at moderate levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings a varied repertoire of choral music literature at moderate to advanced levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings independently within the context of two to four part structures
- Sings independently within the context of three to eight part structures
- Sings music of moderate levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Sings music moderate to advanced levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Demonstrates an understanding of ensemble skills; (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse,) and response to the verbal and non-verbal direction of the conductor
- Demonstrates through rehearsal and performance well-developed ensemble skills (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse, response to the verbal and non-verbal direction of the conductor)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concepts of improvising, arranging or composing within the context of the music being studied



- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements
- Sight reads music with moderate technical demands
- Reads music that contains advanced technical demands, expanded range, more complex meters and rhythmic patterns and expanded interpretive requirements

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses appropriate music vocabulary to describe music being studied
- Uses an expanded technical vocabulary to describe/analyze musical compositions and performances
- Evaluates a musical work or performance in terms of its expressive qualities
- Evaluates a musical work or performance in terms of its expressive qualities and explains the musical means it uses to evoke feelings and emotions

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification



- Identifies the stylistic features of music being studied which define its historical or cultural context



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Understands fundamental elements of vocal technique and sings with proper vocal tone
- Understands the elements of proper vocal tone and sings with a developed and refined vocal tone
- Sings a varied repertoire of choral literature at moderate levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings a varied repertoire of choral music literature at moderate to advanced levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings independently within the context of two to four part structures
- Sings independently within the context of three to eight part structures
- Sings music of moderate levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Sings music moderate to advanced levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Demonstrates an understanding of ensemble skills; (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse,) and response to the verbal and non-verbal direction of the conductor
- Demonstrates through rehearsal and performance well-developed ensemble skills (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse, response to the verbal and non-verbal direction of the conductor)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concepts of improvising, arranging or composing within the context of the music being studied



- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements
- Sight reads music with moderate technical demands
- Reads music that contains advanced technical demands, expanded range, more complex meters and rhythmic patterns and expanded interpretive requirements

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses appropriate music vocabulary to describe music being studied
- Uses an expanded technical vocabulary to describe/analyze musical compositions and performances
- Evaluates a musical work or performance in terms of its expressive qualities
- Evaluates a musical work or performance in terms of its expressive qualities and explains the musical means it uses to evoke feelings and emotions

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification

Grade: 11



Music: Vocal

- Identifies the stylistic features of music being studied which define its historical or cultural context



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Understands fundamental elements of vocal technique and sings with proper vocal tone
- Understands the elements of proper vocal tone and sings with a developed and refined vocal tone
- Sings a varied repertoire of choral literature at moderate levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings a varied repertoire of choral music literature at moderate to advanced levels of difficulty with technical accuracy (e.g., accuracy of pitch, diction, intonation and rhythm)
- Sings independently within the context of two to four part structures
- Sings independently within the context of three to eight part structures
- Sings music of moderate levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Sings music moderate to advanced levels of difficulty with artistry and musicality (e.g., phrasing, dynamic contrast, expression and style)
- Demonstrates an understanding of ensemble skills; (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse,) and response to the verbal and non-verbal direction of the conductor
- Demonstrates through rehearsal and performance well-developed ensemble skills (e.g., breathing, intonation, balance/blend, entrance/release, diction, posture, tone quality/focus, rhythm/pulse, response to the verbal and non-verbal direction of the conductor)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Understands the concepts of improvising, arranging or composing within the context of the music being studied



- Improvises, arranges or composes musical examples illustrating specific rhythmic, melodic or formal concepts

Standard:

4. Reads and notates music

Benchmarks:

- Sight reads music with limited technical demands
- Reads music that contains moderate technical demands, limited range, basic rhythmic and meter patterns and limited interpretive requirements
- Sight reads music with moderate technical demands
- Reads music that contains advanced technical demands, expanded range, more complex meters and rhythmic patterns and expanded interpretive requirements

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses appropriate music vocabulary to describe music being studied
- Uses an expanded technical vocabulary to describe/analyze musical compositions and performances
- Evaluates a musical work or performance in terms of its expressive qualities
- Evaluates a musical work or performance in terms of its expressive qualities and explains the musical means it uses to evoke feelings and emotions

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Classifies music by culture or historical period based on characteristic styles or genres and justifies the classification



- Identifies the stylistic features of music being studied which define its historical or cultural context