



**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



**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

**Grade: 10**



**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

**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



- 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