	Perform				Create		Respond and Listen		
Standard	Sing and play a varied repertoire of music	Read music from traditional and nontraditional notation	Analyze and evaluate own performances	Improvise melodies, variations, and accompaniments	Compose and arrange music using notation	Analyze and evaluate own creations	Understand the historical contributions and cultural dimensions of music	Understand relationships among the arts and disciplines outside the arts	Analyze, evaluate, and respond to varied musical repertoire and performances
EC1	1. Sing and play a varied repertoire of music a. Echo a variety of short rhythmic and melodic patterns b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing classroom instruments c. Sing and play simple songs from various cultures in tune, accurately, and expressively (by imitation) with appropriate posture d. Maintain melodic and rhythmic accuracy when singing ostinati, partner songs, or simple canons in a group e. Accompany simple harmonic songs on classroom instruments with appropriate dynamics f. Demonstrate proper performance skills: - Respond to cues of a conductor (tempo, start and stop) - Use correct performance etiquette		3. Analyze and evaluate own performances a. Describe and reflect on musical performances using age-appropriate criteria (e.g. clarity of words, pitch accuracy, speed, steady beat)		b. Create simple arrangements and accompaniments of known songs using classroom instruments				a. Identify age- appropriate music concepts b. Classify common instruments by method of sound production d. Demonstrate appropriate audience behavior for in-school performances

			1	1	1	1	1		-
	a. Echo a variety of	a. Read simple	a. Describe and	a. Improvise	a. Create and notate	a. Describe and	a. Identify	a. Identify similar	a. Identify age-
	short rhythmic and	rhythmic and	reflect on musical	matching "answers"	simple rhythmic and	reflect on own	connections	themes in stories,	appropriate music
	melodic patterns	melodic patterns	performances using	to given simple	melodic patterns	musical creations	between music of	songs and art forms	concepts
	b. Demonstrate a	(e.g. using eighth,	age-appropriate	rhythmic and	b. Create simple	using age-	various time	b. Relate musical	b. Classify common
	steady beat and	quarter, half notes,	criteria (e.g. clarity	melodic phrases	arrangements and	appropriate	periods, cultures,	concepts to	instruments by
	accuracy on age	rests, and the do-	of words, pitch		accompaniments of	language	and composers	disciplines outside of	method of sound
	appropriate rhythm	pentatonic scale)	accuracy, speed,		known songs using		b. Sing, listen to and	the arts (e.g. form to	production
	patterns when singing,	b. Use a system (e.g.	steady beat)		classroom		describe music	mathematical	c. Describe and
	speaking, and playing	solfege syllables,	b. Describe and		instruments		representative of	pattern)	reflect on others
	classroom instruments	numbers, letters) to	reflect on				different activities		musical
	c. Sing and play simple	read simple pitch	performance				and celebrations in a		performances and
	songs from various	notation in the	etiquette (e.g. stage				variety of world		repertoire using age
	cultures in tune,	treble clef	behavior)				cultures		appropriate
	accurately, and	c. Sight-read simple							language and criteria
_	expressively (by	rhythmic and							d. Demonstrate
Gen	imitation) with	melodic patterns							appropriate
Kindergarten	appropriate posture								audience behavior
1 8	d. Maintain melodic								for in-school
Jde	and rhythmic accuracy								performances
<u>:</u>	when singing ostinati,								
	partner songs, or								
	simple canons in a								
	group								
	e. Accompany simple								
	harmonic songs on								
	classroom instruments								
	with appropriate								
	dynamics								
	f. Demonstrate proper								
	performance skills: -								
	Respond to cues of a								
	conductor (tempo,								
	start and stop) - Use								
	correct performance								
	etiquette								

		T		1		1		1	
	a. Echo a variety of	a. Read simple	a. Describe and	a. Improvise	a. Create and notate	a. Describe and	a. Identify	a. Identify similar	a. Identify age-
	short rhythmic and	rhythmic and	reflect on musical	matching "answers"	simple rhythmic and	reflect on own	connections	themes in stories,	appropriate music
	melodic patterns	melodic patterns	performances using	to given simple	melodic patterns	musical creations	between music of	songs and art forms	concepts
	b. Demonstrate a	(e.g. using eighth,	age-appropriate	rhythmic and	b. Create simple	using age-	various time	b. Relate musical	b. Classify common
	steady beat and	quarter, half notes,	criteria (e.g. clarity	melodic phrases	arrangements and	appropriate	periods, cultures,	concepts to	instruments by
	accuracy on age	rests, and the do-	of words, pitch		accompaniments of	language	and composers	disciplines outside of	method of sound
	appropriate rhythm	pentatonic scale)	accuracy, speed,		known songs using		b. Sing, listen to and	the arts (e.g. form to	production
	patterns when singing,	b. Use a system (e.g.	steady beat)		classroom		describe music	mathematical	c. Describe and
	speaking, and playing	solfege syllables,	b. Describe and		instruments		representative of	pattern)	reflect on others
	classroom instruments	numbers, letters) to	reflect on				different activities		musical
	c. Sing and play simple	read simple pitch	performance				and celebrations in a		performances and
	songs from various	notation in the	etiquette (e.g. stage				variety of world		repertoire using
	cultures in tune,	treble clef	behavior)				cultures		ageappropriate
	accurately, and	c. Sightread simple							language and criteria
	expressively (by	rhythmic and							d. Demonstrate
	imitation) with	melodic patterns							appropriate
e 1	appropriate posture								audience behavior
Grade	d. Maintain melodic								for in-school
G	and rhythmic accuracy								performances
	when singing ostinati,								
	partner songs, or								
	simple canons in a								
	group								
	e. Accompany simple								
	harmonic songs on								
	classroom instruments								
	with appropriate								
	dynamics								
	f. Demonstrate proper								
	performance skills: -								
	Respond to cues of a								
	conductor (tempo,								
	start and stop) - Use								
	correct performance								
	etiquette								

			1 5	T .	1	I			
	a. Echo a variety of short rhythmic and	a. Read simple rhythmic and	a. Describe and reflect on musical	a. Improvise matching "answers"	a. Create and notate simple rhythmic and	a. Describe and reflect on own	a. Identify connections	a. Identify similar themes in stories,	a. Identify age- appropriate music
	melodic patterns	melodic patterns	performances using	to given simple	melodic patterns	musical creations	between music of		concepts
	b. Demonstrate a	•	age-appropriate	rhythmic and	b. Create simple		various time	songs and art forms b. Relate musical	b. Classify common
	steady beat and	(e.g. using eighth, quarter, half notes,	criteria (e.g. clarity	melodic phrases	arrangements and	using age- appropriate	periods, cultures,	concepts to	instruments by
	•	rests, and the do-	of words, pitch	melouic pili ases	accompaniments of		and composers	disciplines outside of	method of sound
	accuracy on age appropriate rhythm	pentatonic scale)	accuracy, speed,		known songs using	language	b. Sing, listen to and	the arts (e.g. form to	production
	patterns when singing,	b. Use a system (e.g.	steady beat)		classroom		describe music	mathematical	c. Describe and
	speaking, and playing	solfege syllables,	b. Describe and		instruments		representative of	pattern)	reflect on others
	classroom instruments	numbers, letters) to	reflect on		instruments		different activities	patterny	musical
	c. Sing and play simple	read simple pitch	performance				and celebrations in a		performances and
	songs from various	notation in the	etiquette (e.g. stage				variety of world		repertoire using
	cultures in tune,	treble clef	behavior)				cultures		ageappropriate
	accurately, and	c. Sightread simple					Cartares		language and criteria
	expressively (by	rhythmic and							[Targeted
	imitation) with	melodic patterns							Standards:8]
	appropriate posture								d. Demonstrate
	d. Maintain melodic								appropriate
	and rhythmic accuracy								audience behavior
	when singing ostinati,								for in-school
	partner songs, or								performances
	simple canons in a								
2	group								
Grade	e. Accompany simple								
ira	harmonic songs on								
Э	classroom instruments								
	with appropriate								
	dynamics								
	f. Demonstrate proper								
	performance skills: -								
	Respond to cues of a								
	conductor (tempo,								
	start and stop) - Use								
	correct performance								
	etiquette								

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	a. Sing or play ostinati,	a. Read rhythmic	a. Describe and	a. Improvise phrases	a. Compose and	a. Describe and	a. Compare and	a. Compare how the	a. Identify and
	partner songs, canons,	and melodic	critique musical	that include both	notate melodies	critique own musical	contrast	elements of two or	analyze, using music
	and simple two-part	patterns (e.g.	performances using	rhythm and melody	using traditional	creations using	characteristics of	more art forms can	terminology, the use
	harmony	sixteenth notes,	appropriate music	b. Improvise a	notation	appropriate music	music from various	be used to reflect	of forms
	b. Demonstrate a	dotted rhythms,	terminology (e.g.	simple variation on a	b. Arrange	terminology and	time periods,	similar events,	b. Visually and
	steady beat and	diatonic scale, and	intonation, balance,	familiar melody (e.g.	accompaniments to	criteria	cultures, and	scenes, emotions, or	aurally identify
	accuracy on age	letter names)	phrasing, dynamics)	melodic	familiar songs (e.g.	b. Compare own	composers (e.g.	ideas (e.g., visual	major instruments
	appropriate rhythm	b. Identify, interpret,	and criteria	embellishment,	bass lines, chords)	creations with the	Baroque style,	components of	of the orchestra and
	patterns when singing,	and use standard	b. Describe and	rhythmic alteration)	c. Create and	creations of other	programmatic	classical landscape	their sections
	speaking, and playing	notation symbols for	reflect on		arrange short songs/	students using	music,	painting and sound	c. Aurally identify
	instruments in both	meter, pitch,	performance		accompaniments to	appropriate	instrumentation,	elements in	adult voices as
	small and large	rhythm, dynamics,	etiquette (e.g. solo		stories, poems,	terminology and	folk songs)	Beethoven's Sixth	soprano, alto, tenor
	ensembles	tempo, articulation,	and ensemble stage		dramatizations	criteria	b. Explain or	Symphony).	and bass
	c. Sing and play simple	and expression	presence)		and/or instrumental		demonstrate how	b. Relate music	d. Describe and
	songs from the host	c. Sightread simple			pieces using pitched		music is used in	elements and	critique others
	country and large	rhythms and			and unpitched		various world	concepts to	musical
	subgroups of the	melodies			instruments		cultures (including	disciplines outside of	performances and
	school population				d. Read and play		host country and	the arts (e.g. science	creations using
	accurately and				standard chord sy		subgroups of the	of sound, notes and	appropriate music
	expressively (by				,		student population)	division)	terminology
	imitation) with						c. Analyze the	c. Reflect on	e. Demonstrate
	appropriate posture						contributions and	personal musical	appropriate
m	d. Sing and play songs						life histories of a	involvement and	audience behavior
	from a variety of						variety of composers	possible lifetime	for a variety of
Grade	historical periods and						and musicians from	paths in music	musical styles
9	world cultures						different cultures		,
	expressively with						and places		
	appropriate dynamics,								
	phrasing, tone, diction,								
	and posture								
	e. Perform simple								
	harmonic								
	accompaniments with								
	appropriate phrasing,								
	dynamics, and chordal								
	sequence/structure								
	f. Demonstrate proper								
	performance skills: -								
	Respond to cues of a								
	conductor (phrasing,								
	dynamics, and style) -								
	Use performance								
	etiquette appropriate								
	to a variety of styles of								
	performance								
-		•	•	•	•	•	•	•	

		a. Sing or play ostinati,	a. Read rhythmic	a. Describe and	a. Improvise phrases	a. Compose and	a. Describe and	a. Compare and	a. Compare how the	a. Identify and
		partner songs, canons,	and melodic	critique musical	that include both	notate melodies	critique own musical	contrast	elements of two or	analyze, using music
		and simple two-part	patterns (e.g.	performances using	rhythm and melody	using traditional	creations using	characteristics of	more art forms can	terminology, the use
		harmony	sixteenth notes,	appropriate music	b. Improvise a	notation	appropriate music	music from various	be used to reflect	of forms
		b. Demonstrate a	dotted rhythms,	terminology (e.g.	simple variation on a	b. Arrange	terminology and	time periods,	similar events,	b. Visually and
		steady beat and	diatonic scale, and	intonation, balance,	familiar melody (e.g.	accompaniments to	criteria	cultures, and	scenes, emotions, or	aurally identify
		accuracy on age	letter names)	phrasing, dynamics)	melodic	familiar songs (e.g.	b. Compare own	composers (e.g.	ideas (e.g., visual	major instruments
		appropriate rhythm	b. Identify, interpret,	and criteria	embellishment,	bass lines, chords)	creations with the	Baroque style,	components of	of the orchestra and
		patterns when singing,	and use standard	b. Describe and	rhythmic alteration)	c. Create and	creations of other	programmatic	classical landscape	their sections
		speaking, and playing	notation symbols for	reflect on		arrange short songs/	students using	music,	painting and sound	c. Aurally identify
		instruments in both	meter, pitch,	performance		accompaniments to	appropriate	instrumentation,	elements in	adult voices as
		small and large	rhythm, dynamics,	etiquette (e.g. solo		stories, poems,	terminology and	folk songs)	Beethoven's Sixth	soprano, alto, tenor
		ensembles	tempo, articulation,	and ensemble stage		dramatizations	criteria	b. Explain or	Symphony).	and bass
		c. Sing and play simple	and expression	presence)		and/or instrumental	Criteria	demonstrate how	b. Relate music	d. Describe and
		songs from the host	c. Sightread simple	presence		pieces using pitched		music is used in	elements and	critique others
		country and large	rhythms and			and unpitched		various world	concepts to	musical
		subgroups of the	melodies			instruments		cultures (including	disciplines outside of	performances and
		school population	inclodies			d. Read and play		host country and	the arts (e.g. science	creations using
		accurately and				standard chord sy		subgroups of the	of sound, notes and	appropriate music
		expressively (by				Standard Chord Sy		student population)	division)	terminology
		imitation) with						c. Analyze the	c. Reflect on	e. Demonstrate
		appropriate posture						contributions and	personal musical	appropriate
	4	d. Sing and play songs						life histories of a	involvement and	audience behavior
	de	from a variety of						variety of composers	possible lifetime	for a variety of
	Grade	historical periods and						and musicians from	paths in music	musical styles
	0	world cultures						different cultures	patris in masic	Thusical styles
		expressively with						and places		
		appropriate dynamics,						una piaces		
		phrasing, tone, diction,								
		and posture								
		e. Perform simple								
		harmonic								
		accompaniments with								
		appropriate phrasing,								
		dynamics, and chordal								
		sequence/structure								
		f. Demonstrate proper								
		performance skills: -								
		Respond to cues of a								
		conductor (phrasing,								
		dynamics, and style) -								
		Use performance								
		etiquette appropriate								
		to a variety of styles of								
		performance								
		performance								
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	a. Sing or play ostinati,	a. Read rhythmic	a. Describe and	a. Improvise phrases	a. Compose and	a. Describe and	a. Compare and	a. Compare how the	a. Identify and
	partner songs, canons,	and melodic	critique musical	that include both	notate melodies	critique own musical	contrast	elements of two or	analyze, using music
	and simple two-part	patterns (e.g.	performances using	rhythm and melody	using traditional	creations using	characteristics of	more art forms can	terminology, the use
	harmony	sixteenth notes,	appropriate music	b. Improvise a	notation	appropriate music	music from various	be used to reflect	of forms
	b. Demonstrate a	dotted rhythms,	terminology (e.g.	simple variation on a	b. Arrange	terminology and	time periods,	similar events,	b. Visually and
	steady beat and	diatonic scale, and	intonation, balance,	familiar melody (e.g.	accompaniments to	criteria	cultures, and	scenes, emotions, or	aurally identify
		· ·			•		· ·	· ·	
	accuracy on age	letter names)	phrasing, dynamics)	melodic	familiar songs (e.g.	b. Compare own	composers (e.g.	ideas (e.g., visual	major instruments
	appropriate rhythm	b. Identify, interpret,	and criteria	embellishment,	bass lines, chords)	creations with the	Baroque style,	components of	of the orchestra and
	patterns when singing,	and use standard	b. Describe and	rhythmic alteration)	c. Create and	creations of other	programmatic	classical landscape	their sections
	speaking, and playing	notation symbols for	reflect on		arrange short songs/	students using	music,	painting and sound	c. Aurally identify
	instruments in both	meter, pitch,	performance		accompaniments to	appropriate	instrumentation,	elements in	adult voices as
	small and large	rhythm, dynamics,	etiquette (e.g. solo		stories, poems,	terminology and	folk songs)	Beethoven's Sixth	soprano, alto, tenor
	ensembles	tempo, articulation,	and ensemble stage		dramatizations	criteria	b. Explain or	Symphony).	and bass
	c. Sing and play simple	and expression	presence)		and/or instrumental		demonstrate how	b. Relate music	d. Describe and
	songs from the host	c. Sightread simple	presence		•		music is used in	elements and	critique others
					pieces using pitched				•
	country and large	rhythms and			and unpitched		various world	concepts to	musical
	subgroups of the	melodies			instruments		cultures (including	disciplines outside of	performances and
	school population				d. Read and play		host country and	the arts (e.g. science	creations using
	accurately and				standard chord sy		subgroups of the	of sound, notes and	appropriate music
	expressively (by						student population)	division)	terminology
	imitation) with						c. Analyze the	c. Reflect on	e. Demonstrate
	appropriate posture						contributions and	personal musical	appropriate
5	d. Sing and play songs						life histories of a	involvement and	audience behavior
Grade	from a variety of						variety of composers	possible lifetime	for a variety of
g	· · · · · · · · · · · · · · · · · · ·							•	•
9	historical periods and						and musicians from	paths in music	musical styles
	world cultures						different cultures		
	expressively with						and places		
	appropriate dynamics,								
	phrasing, tone, diction,								
	and posture								
	e. Perform simple								
	harmonic								
	accompaniments with								
	appropriate phrasing,								
	dynamics, and chordal								
	sequence/structure								
	f. Demonstrate proper								
	performance skills: -								
	Respond to cues of a								
	conductor (phrasing,								
	dynamics, and style) -								
	Use performance								
	etiquette appropriate								
	to a variety of styles of								
	performance								

Grade 6			b. Explain the roles of musicians and composers (e.g., orchestra conductor, folk singer, church organist) in various musical settings and cultures c. Explain how political, historical and cultural norms and expectations influence the creation of music and vice versa	a. Describe similarities and differences among the characteristics of music, theatre, visual arts, and dance within a particular historical period or culture d. Describe how personal musical taste has evolved over time	a. Identify and analyze, using music terminology, the use of complex forms b. Identify/classify world music (non-Western, including host country and subgroups of the student population) by style, using musical terminology c. Visually and aurally identify common instruments from a variety of cultures d. Identify and apply stylistically appropriate criteria, using music vocabulary, for evaluating the effectiveness of a variety of others musical performances and creations e. Use appropriate musical terminology
Grade 6			and vice versa		instruments from a variety of cultures d. Identify and apply stylistically appropriate criteria, using music vocabulary, for evaluating the effectiveness of a variety of others musical performances and creations e. Use appropriate musical terminology and criteria to compare different performances of the same work
					f. Demonstrate appropriate audience behavior for a variety of musical styles and settings

	a. Perform a	a. Recognize and	a. Identify and apply	a. Improvise short	a. Create and notate	a. Explain own	a. Identify and	a. Explain the	a. Identify and
	moderately difficult	interpret symbols	stylistically	melodies,	a four-voice	compositional	explain the stylistic	elements and	analyze, using music
	repertoire of music	and terms referring	appropriate criteria	unaccompanied and	composition using	choices using	characteristics of	techniques	terminology, the use
	representing various	to the elements of	for evaluating the	with given rhythmic	appropriate	appropriate music	various periods of	characteristic of	of complex forms
	genres, styles, and	music (including but	effectiveness of a	accompaniments,	conventions suitable	terminology and	Western classical	music, theatre,	d. Identify and apply
	cultures, including that	not limited to: pitch,	variety of	each in a consistent	to the style chosen	criteria	music	visual arts, and	stylistically
	of the host country	rhythm, articulation,	performances, using	style, meter, and	b. Arrange a given	a. Justify own	b. Explain the roles	dance of various	appropriate criteria,
	and large subgroups of	tempo, meter,	music vocabulary,	tonality	piece of music for	compositional	of musicians and	styles in a non-	using music
	the school population,	dynamics, melody,	b. Critique	b. Improvise	different	choices using	composers (e.g.,	Western culture.	vocabulary, for
	with expression and	harmony)	performance	variations on a	instrumentation	appropriate music	orchestra conductor,	b. Analyze how the	evaluating the
	technical accuracy	b. Sightread	etiquette using	simple melody that	using at least one	terminology and	folk singer, church	characteristics of	effectiveness of a
	b. Independently select	accurately at a	appropriate criteria	involve both rhythm	transposing	criteria	organist) in various	music within a	variety of others
	repertoire, prepare,	developmentally	a. Analyze the	and pitch	instrument	b. Compare the	musical settings and	particular historical	musical
	and perform alone and	appropriate level	effectiveness of	a. Improvise	c. Compose and	effectiveness of own	cultures	period or style were	performances and
	with others in an	a. Read a musical	musical choices,	extended melodies,	notate a piece for	compositions to	a. Research and	influenced by ideas,	creations
	expressive and	score with enough	including	unaccompanied and	non-traditional	those of other	explain the cultural	humanities, or	e. Use appropriate
	accurate manner	fluency to lead a	interpretation, in	with given rhythmic	sounds or electronic	students and	and historical	sciences	musical terminology
	(considering: length of	small ensemble	performances	accompaniments,	media	masters based on	influences of	c. Describe the role	and criteria to
	program, intended	b. Sightread music of		each in a consistent		stylistic conventions	individual and	of music in various	compare different
	audience, rehearsal	a medium level of		style, meter, and		c. Compare the	societal music	careers (e.g., multi-	performances of the
	preparation, stylistic	difficulty accurately		tonality		effectiveness of own	preferences	media	same work
	considerations, and	and expressively		b. Improvise		improvisations to	b. Analyze music	entertainment,	f. Demonstrate
<u> </u>	individual			variations in		those of other	from various	acoustic sciences,	appropriate
Grade	interpretation)			different styles		students and	cultures on the basis	prenatal research	audience behavior
5.0	a. Perform a			based on a melody		masters based on	of its functions,	etc.) and reflect on	for a variety of
	moderately difficult			c. Improvise simple		stylistic conventions	giving examples and	personal lifetime	musical styles and
	repertoire of music			harmonizations (e.g.			describing its uses	involvement with	settings
	representing various			vocalize harmony				music	a. Classify unfamiliar
	genres, styles, and			line, guitar or keyboard chords)					works of art by
	cultures, including that of the host country			Reyboard Chords)					genre, style, culture, and historical
	and large subgroups of								period, supporting
	the school population,								the classification
	with expression and								using musical
	technical accuracy								terminology
	b. Independently select								c. Apply criteria of
	repertoire, prepare,								professional
	and perform alone and								criticism to create
	with others in an								own critique of live
	expressive and								performance
	accurate manner								
	(considering: length of								
	program, intended								
	audience, rehearsal								
	preparation, stylistic								
	considerations, and								
	individual								
	interpretation)								

	a. Perform a	a. Recognize and	a. Identify and apply	a. Improvise short	a. Create and notate	a. Explain own	a. Identify and	a. Explain the	a. Identify and
	moderately difficult	interpret symbols	stylistically	melodies,	a four-voice	compositional	explain the stylistic	elements and	analyze, using music
	repertoire of music	and terms referring	appropriate criteria	unaccompanied and	composition using	choices using	characteristics of	techniques	terminology, the use
	representing various	to the elements of	for evaluating the	with given rhythmic	appropriate	appropriate music	various periods of	characteristic of	of complex forms
	genres, styles, and	music (including but	effectiveness of a	accompaniments,	conventions suitable	terminology and	Western classical	music, theatre,	d. Identify and apply
	cultures, including that	not limited to: pitch,	variety of	each in a consistent	to the style chosen	criteria	music	visual arts, and	stylistically
	of the host country	rhythm, articulation,	performances, using	style, meter, and	b. Arrange a given	a. Justify own	b. Explain the roles	dance of various	appropriate criteria,
	and large subgroups of	tempo, meter,	music vocabulary,	tonality	piece of music for	compositional	of musicians and	styles in a non-	using music
	the school population,	dynamics, melody,	b. Critique	b. Improvise	different	choices using	composers (e.g.,	Western culture.	vocabulary, for
	with expression and	harmony)	performance	variations on a	instrumentation	appropriate music	orchestra conductor,	b. Analyze how the	evaluating the
	technical accuracy	b. Sightread	etiquette using	simple melody that	using at least one	terminology and	folk singer, church	characteristics of	effectiveness of a
	b. Independently select	accurately at a	appropriate criteria	involve both rhythm	transposing	criteria	organist) in various	music within a	variety of others
	repertoire, prepare,	developmentally	a. Identify and apply	and pitch	instrument	b. Compare the	musical settings and	particular historical	musical
	and perform alone and	appropriate level	stylistically	a. Improvise	c. Compose and	effectiveness of own	cultures	period or style were	performances and
	with others in an	a. Read a musical	appropriate criteria	extended melodies,	notate a piece for	compositions to	a. Research and	influenced by ideas,	creations
	expressive and	score with enough	for evaluating the	unaccompanied and	non-traditional	those of other	explain the cultural	humanities, or	e. Use appropriate
	accurate manner	fluency to lead a	effectiveness of a	with given rhythmic	sounds or electronic	students and	and historical	sciences	musical terminology
	(considering: length of	small ensemble	variety of	accompaniments,	media	masters based on	influences of	c. Describe the role	and criteria to
	program, intended	b. Sightread music of	performances, using	each in a consistent		stylistic conventions	individual and	of music in various	compare different
	audience, rehearsal	a medium level of	music vocabulary,	style, meter, and		c. Compare the	societal music	careers (e.g., multi-	performances of the
	preparation, stylistic	difficulty accurately	b. Critique	tonality		effectiveness of own	preferences	media	same work
	considerations, and	and expressively	performance	b. Improvise		improvisations to	b. Analyze music	entertainment,	f. Demonstrate
∞	individual		etiquette using	variations in		those of other	from various	acoustic sciences,	appropriate
Grade	interpretation)		appropriate criteria	different styles		students and	cultures on the basis	prenatal research	audience behavior
100 C	a. Perform a			based on a melody		masters based on	of its functions,	etc.) and reflect on	for a variety of
	moderately difficult			c. Improvise simple		stylistic conventions	giving examples and	personal lifetime	musical styles and
	repertoire of music			harmonizations (e.g.			describing its uses	involvement with	settings
	representing various			vocalize harmony				music	a. Classify unfamiliar
	genres, styles, and			line, guitar or					works of art by
	cultures, including that of the host country			keyboard chords)					genre, style, culture,
	and large subgroups of								and historical
	the school population,								period, supporting the classification
	with expression and								using musical
	technical accuracy								terminology
	b. Independently select								c. Apply criteria of
	repertoire, prepare,								professional
	and perform alone and								criticism to create
	with others in an								own critique of live
	expressive and								performance
	accurate manner								Possonia
	(considering: length of								
	program, intended								
	audience, rehearsal								
	preparation, stylistic								
	considerations, and								
	individual								
	interpretation)								
									

		a. Perform a	a. Read a musical	a. Analyze the	a. Improvise	a. Create and notate	a. Justify own	a. Research and	a. Explain the	a. Classify unfamiliar
		moderately difficult	score with enough	effectiveness of	extended melodies,	a four-voice	compositional	explain the cultural	elements and	works of art by
		repertoire of music	fluency to lead a	musical choices,	unaccompanied and	composition using	choices using	and historical	techniques	genre, style, culture,
		representing various	small ensemble	including	with given rhythmic	appropriate	appropriate music	influences of	characteristic of	and historical
		genres, styles, and	b. Sightread music of	interpretation, in	accompaniments,	conventions suitable	terminology and	individual and	music, theatre,	period, supporting
		cultures, including that	a medium level of	performances	each in a consistent	to the style chosen	criteria	societal music	visual arts, and	the classification
		of the host country	difficulty accurately	periormances	style, meter, and	b. Arrange a given	b. Compare the	preferences	dance of various	using musical
		•				piece of music for	effectiveness of own	•		_
		and large subgroups of	and expressively		tonality	·		b. Analyze music	styles in a non-	terminology
		the school population,			b. Improvise	different	compositions to	from various	Western culture.	c. Apply criteria of
		with expression and			variations in	instrumentation	those of other	cultures on the basis	b. Analyze how the	professional
		technical accuracy			different styles	using at least one	students and	of its functions,	characteristics of	criticism to create
		b. Independently select			based on a melody	transposing	masters based on	giving examples and	music within a	own critique of live
(ກ	repertoire, prepare,			c. Improvise simple	instrument	stylistic conventions	describing its uses	particular historical	performance
-	Grade	and perform alone and			harmonizations (e.g.	c. Compose and	c. Compare the		period or style were	
١,	<u> </u>	with others in an			vocalize harmony	notate a piece for	effectiveness of own		influenced by ideas,	
'		expressive and			line, guitar or	non-traditional	improvisations to		humanities, or	
		accurate manner			keyboard chords)	sounds or electronic	those of other		sciences	
		(considering: length of				media	students and		c. Describe the role	
		program, intended					masters based on		of music in various	
		audience, rehearsal					stylistic conventions		careers (e.g., multi-	
		preparation, stylistic							media	
		considerations, and							entertainment,	
		individual							acoustic sciences,	
		interpretation)							prenatal research	
									etc.) and reflect on	
									personal lifetime	
									involvement with	
									music	
		a. Perform a	a. Read a musical	a. Analyze the	a. Improvise	a. Create and notate	a. Justify own	a. Research and	a. Explain the elements	a. Classify unfamiliar
		moderately difficult	score with enough	effectiveness of	extended melodies,	a four-voice	compositional	explain the cultural	and techniques characteristic of music,	works of art by
		repertoire of music	fluency to lead a	musical choices,	unaccompanied and	composition using	choices using	and historical	theatre, visual arts, and	genre, style, culture,
		representing various	small ensemble	including	with given rhythmic	appropriate	appropriate music	influences of	dance of various styles in	and historical
		genres, styles, and	b. Sightread music of	interpretation, in	accompaniments,	conventions suitable	terminology and	individual and	a non-Western culture.	period, supporting
		cultures, including that		performances	each in a consistent	to the style chosen	criteria	societal music	b. Analyze how the	the classification
		of the host country	difficulty accurately		style, meter, and	b. Arrange a given	b. Compare the	preferences	characteristics of	using musical
		and large subgroups of	and expressively		tonality	piece of music for	effectiveness of own	b. Analyze music	music within a	terminology
		the school population,			b. Improvise	different	compositions to	from various	particular historical	[Targeted
		with expression and			variations in	instrumentation	those of other	cultures on the basis	period or style were	Standards:1]
	10	technical accuracy			different styles	using at least one	students and	of its functions,	influenced by ideas,	c. Apply criteria of
-	e O	b. Independently select			based on a melody	transposing	masters based on	giving examples and	humanities, or	professional
	Grade	repertoire, prepare,			c. Improvise simple	instrument	stylistic conventions	describing its uses	sciences	criticism to create
(5	and perform alone and			harmonization's	c. Compose and	c. Compare the		c. Describe the role	own critique of live
		with others in an			(e.g. vocalize	notate a piece for	effectiveness of own		of music in various	performance
		expressive and			harmony line, guitar	non-traditional	improvisations to		careers (e.g., multi-	
		accurate manner			or keyboard chords)	sounds or electronic	those of other		media	
		(considering: length of				media	students and		entertainment,	
		program, intended					masters based on		acoustic sciences,	
		audience, rehearsal					stylistic conventions		prenatal research	
		preparation, stylistic							etc.) and reflect on	
		considerations, and							personal lifetime	
		individual							involvement with	
		interpretation)							music	