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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **High School – Performance Pathway** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale 2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale 3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale 4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits | 1. Perform a Medium/Medium Advanced or Advanced level solo in SmartMusic 2. Perform a sight reading exercise from volume 5 or higher with a minimum score of 90% 3. Perform a Concert Band, String Orchestra or similar at the Medium difficulty level (or higher) with a score of 95% or higher 4. Perform all major and minor scales in an eighth note pattern and a full range chromatic scales in eighth note triplets |
| **2. Creation of Music** | 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression 2. Compose complex music in several distinct styles 3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music | 1. Improvise a solo over a standard 12 bar blues swing pattern (Aebersold vol 2 and record with SmartMusic 2. Using NotePad, create a composition that employs more than 2 distinct styles 3. Create an arrangement using NotePad for both parts and a score |
| **3. Theory of Music** | 1. Interpretation of musical elements and ideas 2. Classification by genre, style, historical period or culture 3. Evaluation of music using critical, informed analysis | 1. Listen to a recording that was sent via SmartMusic to identify musical elements and ideas 2. Classify the recording used in SmartMusic 3. Analyze a recording sent in SmartMusic |
| **4. Aesthetic Valuation of Music** | 1. Practice of appropriate behavior during cultural activities 2. Evaluation of the quality and effectiveness of musical performances 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Knowledge of available musical opportunities for continued musical growth and professional development | 1. Describe how an audience should respond in a typical band concert (response assignment) 2. Please listen to this recording and describe the quality and effectiveness of this performance (response assignment) 3. Describe several components of a quality rehearsal and performance (response assignment) 4. List 3 different resources for continued development of your musical skills (response assignment) |
| **High School – Generalist Pathway** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Present music expressively using appropriate technology 2. Demonstrate informed participation in music-making activities | 1. Using Finale and associated sound libraries, present a 2 -3 minute original composition 2. Collaborate with other students to create a composition |
| **2. Creation of Music** | 1. Extended improvisation over varied harmonic progressions 2. Create original music, or arrange the music of others, using appropriate technology | 1. Improvise a solo over a standard 12 bar blues rock pattern (Rockin Blues and record with SmartMusic 2. Using NotePad, create a composition that employs more than 2 distinct styles |
| **3. Theory of Music** | 1. Discernment of musical elements 2. Classification by genre, style, historical period, or culture | 1. Describe the form of the selction heard in SmartMusic 2. Classify the recording by genre, style, period or culture |
| **4. Aesthetic Valuation of Music** | 1. Practice of appropriate behavior during cultural activities 2. Knowledge of available musical opportunities for continued musical growth and professional development 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Informed judgments through participation, performance, and the creative process | 1. Describe how an audience should respond in a typical band concert (response assignment) 2. Please listen to this recording and describe the quality and effectiveness of this performance (response assignment) 3. Describe several components of a quality rehearsal and performance (response assignment) 4. List 3 different resources for continued development of your musical skills (response assignment) |

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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **Eighth Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading 3. Demonstrate contrasting modalities through performance | 1. Perform a Concert Band, String Orchestra or similar at the Medium Easy difficulty level (or higher) with a score of 95% or higher 2. Perform a Medium Easy level (or higher) solo in SmartMusic 3. Play or sing four major and three minor scales at least one octave in keys relative to their instrument/voice at a 95% accuracy level |
| **2. Creation of Music** | 1. Create music using melodic and harmonic sequences 2. Arrange a simple existing composition 3. Improvise over simple harmonic progressions | 1. Using Notepad, create a composition that contains melodic and harmonic sequences. 2. Using NotePad, arrange a simple melody for 2 or more instruments/voices 3. Improvise a solo over a standard 12 bar blues rock pattern (Rockin Blues and record with SmartMusic |
| **3. Theory of Music** | 1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures 2. Notation of level 2 compositions 3. Identification of musical elements in a level 2 composition or performance | 1. Using a rhythm from SmartMusic’s simple time vol 3 library, clap the notated rhythm at an accuracy level of at least 95% 2. Using NotePad, notate a level 2 song 3. Describe what you hear in this excerpt (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Evaluation of musical performances and compositions using advanced criteria 2. Articulation of music’s role and cultural tradition in American history and society | 1. Listen to this recording and describe the quality of the performance (response assignment) 2. Describe three ways that music is an important part of our society today. What is the history of this aspect? (response assignment) |
| **Seventh Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member 3. Demonstrate understanding of modalities | 1. Perform a Concert Band, String Orchestra or similar at the Easy difficulty level (or higher) with a score of 95% or higher 2. Perform a sight reading exercise from volume 3 or higher with a minimum score of 90% 3. Listen to this recording and describe the mode as major or minor. (response assignment) |
| **2. Creation of Music** | 1. Sequence four to eight measures of music melodically and rhythmically 2. Improvise short melodic phrases over accompaniment | 1. Using Notepad, create a composition that contains a four to eight measure melody. 2. Improvise a short solo over a simple blues progression such as “Bb Blues” Aebersold vol 54 or Improvisation Study A for Milo’s Side Show in Standard of Excellence Jazz Ensemble |
| **3. Theory of Music** | 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music 2. Notatation of level 1 compositions using the appropriate clef for instrument and/or voice 3. Analysis of musical elements in a level 1 composition or performance | 1. Identify the time signatures used for this melody (response assignment) 2. Using Notepad, create a composition for instrument and/or voice 3. Describe the dynamics, articulations and tempo of this song (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary 2. Articulation and analysis of individual experiences in music | 1. Compare these two recordings and describe their differences. (response assignment) 2. Describe how music can be used in many different aspects of our culture (response assignment) |

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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **Sixth Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale 2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading 3. Demonstrate major and minor scales | 1. Perform a solo melody or duet from a popular level 1 method book 2. Perform a sight reading exercise from volume 1 or higher with a minimum score of 90% 3. Perform major and minor scales from SmartMusic’s exercises or a popular method book |
| **2. Creation of Music** | 1. Create melodic and rhythmic patterns 2. Improvise call-and-response patterns | 1. Using Notepad, create a composition that contains a two to four measure melody. 2. Using the Play by Ear exercises in SmartMusic, perform 12 measure from a level 1 exercise |
| **3. Theory of Music** | 1. Identification of rhythmic and melodic patterns in musical examples 2. Notation of level .5 using the appropriate clef for instrument and/or voice 3. Analysis of a beginning level composition or performance using musical elements | 1. Identify the rhythmic and melodic patterns used for this melody (response assignment) 2. Using Notepad, create a composition for instrument and/or voice 3. Describe the dynamics, articulations and tempo of this song (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Determination of strengths and weaknesses in musical performances according to specific criteria 2. Description of music’s role in the human experience, and ways music is used and enjoyed in society | 1. Evaluate the strengths and weaknesses of this recording (response assignment) 2. Describe how music can be used in many different aspects of our culture (response assignment) |
| **Fifth Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform using enhanced musical techniques 2. Perform more complex rhythmic, melodic, and harmonic patterns 3. Perform melodies using traditional notation | 1. Sing or play a simple folk song found in the SmartMusic songbook. 2. Sing or play an appropriate song found in the SmartMusic songbook 3. Sing or play an appropriate song found in the SmartMusic songbook |
| **2. Creation of Music** | 1. Improvise question and answer and basic musical phrases 2. Notate simple compositions | 1. Over a simple accompaniment, like a 12 bar blues, sing or play a phase 2. Using NotePad, create a short melody |
| **3. Theory of Music** | 1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze aurally and visually notation of form in music 3. Analyze more complex instrumental and vocal examples 4. Comprehension and application of melodic, rhythmic, and harmonic patterns | 1. Listen and describe the unique aspects of this music (response assignment) 2. Listen and describe the 12 bar blues pattern (response assignment) 3. Identify the difference voice parts in this recording (response assignment) 4. Identify the number of chords used in this song (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Explain and defend personal preferences for specific music 2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses | 1. What do you like about this recording and why? (response assignment) 2. What are some differences that you can hear in music from other cultures? (response assignment) |

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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **Fourth Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform using accurate production techniques 2. Perform a variety of rhythmic, melodic, and harmonic patterns 3. Perform extended melodies from the treble staff using traditional notation | 1. Choose a folk song in SmartMusic to have a student perform. 2. Create in Finale a variety of rhythmic, melodic and harmonic patterns and export to SmartMusic 3. Create a melody in Finale that can be performed – export to SmartMusic |
| **2. Creation of Music** | 1. Improvise simple musical phrases 2. Notate simple musical selections | 1. Choose a simple accompaniment such as a 12 bar blues and allow the student to improvise 2. Using NotePad, notate a simple song |
| **3. Theory of Music** | 1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Identification of aural and visual notations of basic musical forms 3. Analyze vocal and instrumental examples 4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns | 1. Provide a prepared song that demonstrates the use of advanced musical elements. 2. Define basic musical forms (response assignment) 3. Identify vocal and instrumental examples (response assignment) 4. Identify the rhythmic, melodic and harmonic patterns in this example (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Explain personal preferences for specific music 2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning | 1. Describe some of the elements that you listen for when you hear music (response assignment) 2. How does music vary by culture (response assignment) |
| **Third Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform from memory and use simple traditional notation 2. Perform extended rhythmic, melodic, and harmonic patterns | 1. Choose a folk song in SmartMusic to have a student perform. 2. Create in Finale a variety of rhythmic, melodic and harmonic patterns and export to SmartMusic |
| **2. Creation of Music** | 1. Short musical phrases and patterns 2. Notate music using basic notation structure | 1. Choose a simple accompaniment such as a 12 bar blues and allow the student to improvise   2. Using NotePad, notate a simple song |
| **3. Theory of Music** | 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze simple notational elements and form in music 3. Identify vocal and instrumental tone colors 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns | 1. Provide a prepared song that demonstrates the use of advanced musical elements. 2. Define basic musical forms (response assignment) 3. Identify vocal and instrumental examples (response assignment) 4. Identify the rhythmic, melodic and harmonic patterns in this example (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Identify personal preferences for specific music 2. Respond to, and make informed judgments about, music through participation, performance, and the creative process 3. Articulate music's significance within an individual musical experience | 1. What genres of music do you prefer and why? (response question) 2. Describe some of the elements that you listen for when you hear music (response assignment) 3. How does music vary by culture (response assignment) |

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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **Second Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Expressively perform simple songs in small groups or independently 2. Perform simple rhythmic, melodic, and harmonic patterns | 1. Choose a folk song in SmartMusic to have a student perform. 2. Create in Finale a variety of rhythmic, melodic and harmonic patterns and export to SmartMusic |
| **2. Creation of Music** | 1. Create musical phrases in the form of simple questions and answers alone and in small groups 2. Identify rhythmic and melodic notation patterns | 1. Choose a simple accompaniment such as a 12 bar blues and allow the student to improvise 2. Using NotePad, notate a simple rhythms and have the student match to audio |
| **3. Theory of Music** | 1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation 2. Comprehension of beginning notational elements and form in music 3. Comprehension of vocal and instrumental tone colors 4. Comprehension of beginning melodic and rhythmic patterns | 1. Provide a prepared song that demonstrates the use of basic musical elements. 2. Define basic musical forms (response assignment) 3. Identify vocal and instrumental examples (response assignment) 4. Mention the rhythmic, melodic and harmonic patterns in this example (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Demonstrate respect for individual, group, and self-contributions in a musical setting 2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement 3. Demonstrate increased awareness of music in daily life or special events | 1. Describe how to act when in a performing ensemble (response question) 2. Describe what you hear and how it makes you feel (response assignment) 3. When do you hear music in your day? (response assignment) |
| **First Grade** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Expressively perform in groups or independently 2. Perform basic rhythmic and melodic patterns | 1. Choose a folk song in SmartMusic to have a student perform. 2. Create in Finale a variety of basic rhythmic and melodic patterns and export to SmartMusic |
| **2. Creation of Music** | 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others 2. Identify musical patterns | 1. Choose a simple song allow the student to hear a musical phrase 2. Using NotePad, notate a simple rhythms and have the student identify |
| **3. Theory of Music** | 1. Comprehension of gradual changes in dynamics and tempo 2. Aurally identify components of musical form 3. Comprehension of basic vocal and instrumental tone colors 4. Comprehension of basic rhythmic and melodic patterns | 1. Listen to this recording. Did the music get louder or softer, faster or slower? (response assignment) 2. Listen to this recording and describe the musical patterns/forms (response assignment) 3. Identify vocal and instrumental examples (response assignment) 4. Mention the rhythmic, melodic and harmonic patterns in this example (response assignment) |
| **4. Aesthetic Valuation of Music** | 1. Demonstrate respect for the contributions of self and others in a musical setting 2. Comprehension of basic components of music and musical performance at a beginning level 3. Identify music as an integral part of everyday life | 1. Describe how to act when in a performing ensemble (response question) 2. Describe what you hear and how it makes you feel (response assignment) 3. When do you hear music in your day? (response assignment) |

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| **Music** | |  |
| **Grade Level Expectations at a Glance** | |  |
| **Standard** | **Grade Level Expectation** |  |
| **Kindergarten** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform independently 2. Respond to music with movement | 1. Choose a folk song in SmartMusic to have a student perform 2. Allow students to move with the pulse of the music |
| **2. Creation of Music** | 1. Create music through a variety of experiences 2. Identify simple musical patterns | 1. Choose a simple song allow the student to perform on their own 2. Using NotePad, notate a simple rhythms and have the student identify |
| **3. Theory of Music** | 1. Comprehension of musical opposites 2. Comprehension of basic elements of musical form 3. Identify different vocal and instrumental tone colors 4. Identify simple rhythmic patterns |  |
| **4. Aesthetic Valuation of Music** | 1. Demonstrate respect for the contribution of others in a musical setting 2. Respond to musical performance at a basic level 3. Identify and discuss music and celebrations in daily life | 1. Describe how to act when in a performing ensemble (response question) 2. Describe what you hear and how it makes you feel (response assignment) 3. When do you hear music in your life? (response assignment) |
| **Preschool** | | **Assessment via SmartMusic/NotePad** |
| **1. Expression of Music** | 1. Perform expressively 2. Respond to rhythmic patterns and elements of music using expressive movement | 1. Choose a folk song in SmartMusic to have a student perform 2. Allow students to move with the pulse of the music |
| **2. Creation of Music** | 1. Improvise movement and sound responses to music | N/A |
| **3. Theory of Music** | 1. Describe and respond to musical elements 2. Recognition of a wide variety of sounds and sound sources | N/A |
| **4. Aesthetic Valuation of Music** | 1. Demonstrate respect for music contributions 2. Express feeling responses to music 3. Recognition of music in daily life | N/A |

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