1.0 Artistic Perception
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music
Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

	6th Grade	7th Grade	8th Grade
1.1	**Read, write, and perform intervals and triads.** Outline major and minor chords, sing in root position, and distinguish between major and minor triads. Read, write and perform, using numbers or solfege, the following intervals: P8, P5, P4, M2, m2, M3, m3. Sing full octave major scales.	**Read, write, and perform intervals, chordal patterns, and harmonic progressions.** Identify and perform major and minor scales through three sharps and flats. Compare and play chord progressions in blues and rock styles. Identify and perform the I-IV-V7-I, I-vi-ii-V7-I, I-vi-IV-V7-I chord progressions in C Major. Identify open and close harmony. Identify parallel octaves, fifths, and fourths (organum), parallel motion, contrary motion, and countermelody. Identify authentic (V7-I) and plagal (IV-I) cadences in aural and visual examples.	**Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.** Identify and perform major and minor scales through four sharps and flats. Identify intervals of Augmented 4th and Diminished 5th (tritone). Identify minor chordal progressions of i-iv-V7-i and i-VI- iv-V7-i. Identify deceptive cadences in Major (V7-vi) and V7-I cadences in minor (use of picarde 3rd) in aural and visual examples.
1.2	**Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.** Identify duple and triple meters (2/4, 3/4, 4/4, 6/8) from notation and aural examples and perform. Write a diatonic scale emphasizing the difference between half steps and whole steps. Recognize and use Italian terms and markings for dynamics (pp-ff) and tempo (moderato, adagio, a tempo), style (maestoso and mysterioso) and roadmap markings (D.C. al fine, D.S. al fine, repeat signs, endings).	**Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.** Identify and perform even and dotted rhythms, with emphasis on exploring syncopation. Identify rhythmic augmentation. Conduct duple and triple meter patterns. Identify visually and aurally 5/4, 6/4, and 7/4 meters. Read and perform songs and examples in mixed meter. Recognize and use Italian terms for tempo (presto, vivace, largo), style (contabile, dolce, pesante), and roadmap markings (Coda).	**Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.** Read, write and perform eighth, dotted quarter, sixteenth note combinations and syncopated rhythm patterns in 3/8, 5/8, 7/8, 9/8, 12/8. Conduct accurately simple, compound, and mixed meters. Recognize and use Italian terms for tempo (piu mosso, meno mosso, accelerando).

1.3	**Transcribe simple aural examples into rhythmic notation.**	**Transcribe simple aural examples into melodic notation.**	**Transcribe aural examples into rhythmic and melodic notation.**
	Listen and notate combinations of whole, half, quarter, eighth, triplets, dotted-half, dotted-quarter and rests in duple and triple meter for four measures, with retention at 6-8 beats at a time.	Listen and notate combinations of melodic patterns using whole, half, quarter, eighth, dotted-half, dotted-quarter, sixteenth notes (barred in twos and fours) and rests in duple and triple meter for four measures, retention at eight beats at a time. Transcribe simple melodies in C Major (no transposition), using intervals of m2, M2, m3, M3, and P8.	Transcribe combinations of rhythm patterns including rest equivalents, eighth and quarter notes in duple and triple meters, for eight measures with retention at eight beats a time. Transcribe simple melodies constructed from the following intervals: P8, P5, P4, M2, m2, M3, m3.
1.4	**Sight-read simple melodies in the treble clef or bass clef.**	**Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1-6).**	**Sight-read accurately and expressively (level of difficulty: 2; scale: 1-6)**
	Sight-read unison melodies in treble voice. Sight-read with accuracy simple eight-measure melodies (easy rhythms, stepwise and small interval motion, and appropriate range) within one octave.	Sight-read songs in easy keys and meters, with basic rhythms and limited ranges (Publisher-graded scale: 1). Sing with correct breath support, proper pitch and rhythmic accuracy, demonstrating an understanding of expressive markings.	Sight-read alone and in an ensemble, easy songs with changes in tempo, key, and meter in appropriate ranges (Publisher-graded scale: 2), with correct pitch, rhythm, dynamics, phrasing and style.
1.5	**Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.**	**Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.**	**Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.**
	Analyze and compare music of three cultures and genres, identify melody and/or motif, syncopation and meters, and listen for instrumentation and voicings similar and unique to each.	Listen to and sing a variety of music and identify where the music originated based on rhythm, melody, vocal style and instrumentation. Distinguish between major, minor, and pentatonic tonalities and examine the function of accidentals. Explore non-Western tunings (e.g., use of quartertones).	Identify and discuss harmony that is consonant and dissonant. Listen and identify tonic, subdominant, and dominant chords and chord changes in the twelve-bar blues. Compare similarities and differences in music of different geographic regions of the United States, emphasizing chords and harmonic progressions.
1.6	**Describe larger music forms (sonata-allegro, concerto, theme and variations).**	**Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).**	**Describe larger musical forms (symphony, tone poem).**
	Compare and contrast theme, development, and recapitulation in relation to sonata-allegro, concerto, theme and variation, and rondo forms.	Listen to a variety of musical works, describe the texture, and identify whether the examples are monophonic, homophonic, or polyphonic. Explore relationships between a canon and a fugue, a suite and a ballet, and an opera and an oratorio.	Explore the use and function of choral techniques in major symphonic works. Identify and discuss symphony, tone poem, and programmatic music. Discuss and distinguish between concrete and programmatic music.

1.7			**Explain how musical elements are used to create specific music events in given aural examples.** Listen for musical cues that create pictures and feelings, identify tempo markings and dynamic terms that effect mood in music.

2.0 Creative Expression
Creating, Performing, and Participating in Music
Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

	6th Grade	7th Grade	8th Grade
2.1	**Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1; scale; 1-6).** Sing music in the following genres, styles, and cultures: American & world folk songs, jazz & blues, spirituals, part songs, sacred music, and literature of major historical periods. Sing in at least two languages in addition to English. Sing solos and in a variety of ensembles (duets, trios, quartets) with technical accuracy, good posture, tone quality, and proper vowel shape.	**Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation--written and memorized, by oneself and in ensembles (level of difficulty: 2; scale: 1-6).** Sing written and memorized music that include changes in tempo, key and meter, in appropriate range (Publisher-graded scale: 2), in a variety of genres and styles. Sing solos and in a variety of ensembles (duets, trios, quartets, choral ensembles) with expression, breath control, proper dynamics, diction, and tempo.	**Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation--written and memorized, by oneself and in ensembles (level of difficulty: 3; scale: 1-6).** Sing written and memorized music with moderate technical demands, compound and mixed meters, expanded ranges and expressive techniques (Publisher-graded scale: 2.5). Explore a variety of music from the Renaissance, Classical, Romantic, 20th Century, spirituals, folk, and pop music.
2.2	**Sing music written in two parts.** Demonstrate independence through maintaining individual parts while singing two-part harmony, canons and rounds.	**Sing music written in two and three parts.** Demonstrate independence through maintaining individual parts while singing two- and three-part music, three-part rounds, partner songs, and two-part songs with a descant.	**Sing music written in two, three, or four parts.** Demonstrate independence through maintaining individual parts while singing three- and four-part harmony, canons and rounds.

2.3	**Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale; 1-6).** Explore the use of instruments to accompany singing (e.g., play non-pitched percussion instruments, use electronic keyboards to create rhythmic or melodic accompaniments, etc.).	**Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1-6).** Explore the use of instruments to accompany choral literature (e.g., piano, keyboard, bells, guitar, etc.).	**Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3; scale: 1-6).** Create backgrounds to accompany choral literature using electronic equipment or acoustic instruments.
2.4	**Compose short pieces in duple and triple meters.** Write and perform a four-measure rhythmic pattern in duple or triple meter. Create layered rhythms in duple and triple meters and perform using body percussion or other instruments (e.g., found sounds, vocalizations, etc.). Compose and perform a four-measure melody. Compose a four-measure theme and at least two variations in duple and triple meter, demonstrating rhythmic and melodic variation techniques.	**Compose short pieces in duple, triple, and mixed meters.** Compose a four-measure melody in duple or triple meter that forms the basis of a canon. Compose a four-measure rhythm pattern in mixed meter.	**Compose short pieces in duple, triple, mixed, and compound meters.** Compose an eight-measure melody in duple or triple meter that expresses a specific emotion or mood. Compose and perform a 16-measure rhythm composition in mixed and compound meter.
2.5	**Arrange simple pieces for voices or instruments, using traditional sources of sound.** Create a two-part vocal arrangement from a familiar melody. Add non-pitched percussion instruments to enhance a musical arrangement.	**Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/ electronic media.** Explore traditional and nontraditional tone colors used in choral music. Demonstrate humming, percussive consonant sounds, vowel tones (phonation techniques), to create an environmental piece (e.g. create a vocal rainstorm.). Create a simple piece with "found sounds" (e.g., use objects in the classroom or environment).	**Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media.** Write lyrics to an instrumental melody and arrange for voices, using appropriate words and expression to convey original intent.

2.6	Improvise simple melodies.
	  Create vocal variations on a familiar tune.
	  Improvise melodies within a single tonal center.
		Improvise melodies and harmonic accompaniments.
		  Create a harmonic progression within a single tonal center and improvise melodic lines over the accompaniment.
		  Create melodies or harmonic accompaniments using a blues scale.
			Improvise melodic and rhythmic embellishments and variations in major keys.
			  Embellish a familiar song in a major key through adding notes around the melody (melisma) and/or changing rhythmic values to create a new personal rendition.

2.7		Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.
		  Create original melodic or rhythmic calls and responses in pentatonic.
		  Embellish a familiar pentatonic folk melody through adding notes around the melody (melisma) and/or changing rhythmic values to create a new personal rendition.
			Improvise short melodies to be performed with and without accompaniment.
			  Improvise melodic and rhythmic variations on an American folk song.
			  Create new melodies for traditional American folk songs by improvising over the original chord progression.

3.0   Historical and Cultural Context
Understanding the Historical Contributions and Cultural Dimensions of Music
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).

	6th Grade	7th Grade	8th Grade

3.1	**Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.**
	  Identify, list, and discuss the function of music in different cultures (e.g., courtship, ritual, work, entertainment) and the roles of musicians (e.g., performer, historian, composer).
	  Perform or listen to music from at least three cultures and discuss the instrumentation and function of each song.
		Compare music from various cultures as to some of the functions music serves and the roles of musicians.
		  Identify, list, and discuss the function of music in the preservation, maintenance and furtherance of culture.
		  Compare the presence or absence of musician roles in different cultures and discuss why differences and similarities may exist.
			Compare and contrast the functions music serves and the place of musicians in society in various cultures.
			  Identify, list, and compare the function of art music and folk music in different cultures.

3.2	**Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman).**
	  Explore ancient civilizations' (Chinese, Egyptian, Greek, Indian, Roman, and Hebrew) musical traditions through performing, discussing, listening, identifying, comparing, and describing.
	  Investigate two ancient civilizations emphasizing
		Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American).
		  Explore medieval and early modern African, Chinese, European, Islamic, Japanese, and South American (in the years A.D. 500-1789) musical traditions through performing, discussing,
			Identify and explain the influences of various cultures on music in early United States history.
			  Explore musical traditions of the United States from the American Revolution to 1900.
			  Investigate musical influences of the nation-building period, western expansion, manifest destiny, immigration, suffrage, and the rise of the elite class in the United States.

	how music reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.	listening, identifying, comparing, and describing. Investigate two medieval or early modern cultures (Roman, Islamic, Chinese, Sub-Saharan, Japanese, European, Meso-American, and Andean), emphasizing how music reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.	
3.3	**Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.** Explore two or more genres and styles and discuss what makes each of these styles unique, using the elements of music. Compare and analyze two or more musical genres from two different cultures (e.g., compare American musical theater with Italian opera).	**Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.** Identify a variety of vocal genres and styles including folk, chant, madrigal, motet, oratorio, opera, operetta, and art song, and discuss what makes each of these styles unique, using the elements of music.	**Explain how music has reflected social functions and changing ideas and values.** Research music from regions of the United States and how it reflects the social values and experiences of the immigrant populations. Discuss social activism demonstrated through music with an historic perspective (e.g., coded slave songs, suffrage, protest songs, etc.).
3.4	**Listen to, describe, and perform music of various styles from a variety of cultures.** Identify and describe a variety of cultural musical styles and perform music from at least three cultures studied. Perform musical selections in at least two languages other than English.	**Perform music from diverse genres and cultures.** Perform a variety of vocal genres and styles representing folk, chant, madrigal, and motet and songs from operettas. Perform music from at least two languages other than English with emphasis on proper dialect and diction.	**Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.** Compare musical characteristics of Western and non-Western styles of music and discuss how similarities and differences developed.
3.5	**Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.** Create and use a rubric for evaluating music based on quality and the effective use of musical elements, compare perceptions with peers, and defend personal opinion using the vocabulary of music.	**Identity instruments from a variety of cultures visually and aurally.** Identify instruments from medieval and early modern African, Chinese, European, Islamic, Japanese, and South American musical traditions through visual and aural examples.	**Perform music from diverse genres, cultures, and time periods.** Perform music from different regions and eras of the United States with appropriate style, phrasing, diction, and performance practice.

		Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.	Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.
3.6		Create and use a rubric for evaluating music based on quality and the effective use of musical elements with emphasis on style, compare perceptions with peers, and defend personal opinion using the vocabulary of music.	Create and use a rubric for evaluating music based on quality and the effective use of musical elements with emphasis on style and interpretation, compare perceptions with peers, and write a critical review defending opinion using appropriate music vocabulary.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

	6th Grade	7th Grade	8th Grade
4.1	**Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.** Justify musical preferences using music vocabulary. Create rubrics for vocal performance emphasizing tone quality, correct notes and rhythms, clear diction, dynamics, and posture, and evaluate performances isolating a single criteria at a time. Create rubrics for composition emphasizing correct notes, rhythms, meter and key.	**Use criteria to evaluate the quality and effectiveness of musical performances and compositions.** Create rubrics for vocal performance emphasizing blend, balance, intonation, articulation, rhythmic accuracy, dynamics and phrasing, and evaluate considering two or more criteria at a time. Create rubrics for composition emphasizing dynamics and style.	**Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.** Create detailed rubrics and apply criteria to evaluate personal musical performances emphasizing style, phrasing, interpretation, vocal tone, diction, breathing, rhythmic accuracy, pitches, posture, and stage presence considering three or more criteria at a time. Create rubrics for composition emphasizing harmony, timbre, and instrumentation.
4.2	**Explain how various aesthetic qualities convey images, feeling, or emotion.** Discuss ways in which the expressive qualities of music (e.g., tone quality, key, vocal timbre, phrasing, tempo, etc.) may elicit emotional responses in the listener.	**Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.** Create a performance rubric that evaluates effective communication of style and genre.	**Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.** Research different choral styles and create a vocal performance rubric that evaluates effective communication of style and genre.

4.3	**Identify aesthetic qualities in a specific musical work.** Respond through writing and discussing to a given prompt (musical example) by identifying the ways musical elements are used to create images, feelings, ideas, or emotions. .	**Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.** Compare the same song by two different vocalists or ensembles and discuss, using the vocabulary of music, how each rendition of the song conveys different images and emotions due to stylistic differences.	**Explain how and why people use and respond to specific music from different musical cultures found in the United States.** Identify and list musical cultures and styles from the different areas of the United States (e.g., Appalachian folk music, Nashville country, Southwest Indian, New Orleans jazz, etc.). Discuss the role of diverse musical influences in the formation of an American national identity and how music was and is used for work, entertainment, celebration, praise, healing, courting, storytelling, dancing, etc. Describe how personal and educational experiences and cultural background enhance or limit appreciation and understanding of different styles of music.
4.4			**Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.** Compare and contrast songs from two musical cultures represented within the United States and discuss how the use of different musical elements are manipulated to evoke feeling and mood. Discover universal musical techniques used by composers and performers from different cultures to elicit emotional responses.

5.0 Connections, Relationships, Applications
Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

	6th Grade	7th Grade	8th Grade
5.1	**Describe how knowledge of music connects to learning in other subject areas.** Identify ways music connects to math (rhythm, patterns, form, etc.). Identify ways in which music reading skills connect to literacy (decoding, scanning, chunking, etc.). Identify ways in which music composition is	**Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.** Discuss the following terms shared by the arts and other disciplines: dynamics, space, texture, pattern, color, contrast, mood, line, phrase, improvisation, articulation, balance, composition, form, genre, theme, and volume.	**Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.** Investigate ways in which artists use similar sources of inspiration to create a unique work of

	similar to writing in literacy (musical phrases/sentences, form/essay structure, thematic development /character development, etc.). Identify ways in which music connects to art (focal point, texture, contour, patterns, retrograde/reverse patterns, etc.).		art as a form of expression (e.g., nature, joy, tragic event, literature, setting, personal experience, etc.).
5.2	**Identify career pathways in music**. Discuss preparation needed for the following music professions: music teacher, music merchant, performing artist, composer/arranger, and music business and technology.	**Identify and describe how music functions in the media and entertainment industries.** Research, identify, and discuss the use of music in film, television, radio, stage, musical theater, concerts, and in advertising. Discuss and write how music creates mood and purpose to support media and entertainment industries (e.g., listen to a commercial and identify what is being advertised and how music is used). Compare and contrast the use of live and recorded music in the media and entertainment industry.	**Describe how music is composed and adapted for use in film, video, radio, and television.** Identify and discuss the following processes used in composing music for the media: visual cues direct the music in film composition; musical cues often direct the visuals in video and television; auditory cues direct the music and sound effects for radio. Determine the appropriate music to support a commercial, film clip, or radio spot and explain how the music enhances its effect.
5.3		**Identify various careers for musicians in the entertainment industry.** Research, identify and discuss the level of education or preparation, salary, time commitment, etc. for the following careers in music: singer, instrumentalist, recording engineer, composer/arranger, and conductor. Generate a list of music and music related careers in the entertainment industry.	**Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.** Identify what a composer, arranger, performer, recording engineer, and producer do to compose and adapt music for the media. Explore the following musical and non-musical skills used by media composers: music theory, piano and keyboard, music technology (ability to use audio, video and editing equipment), collaboration and networking, business and time management, ability to decode visual cues and meaning of text, etc.