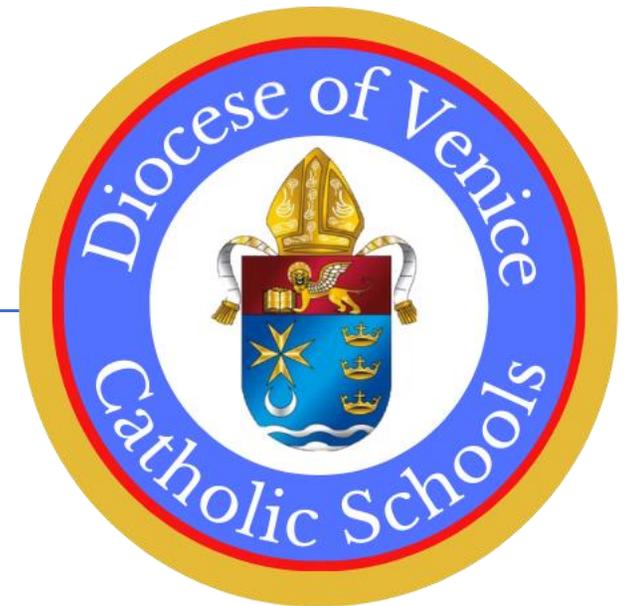


# Diocese of Venice Standards for Music Education

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*Kindergarten-12<sup>th</sup> Grade*



# *Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Venice*

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Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.



# Gifts of CHRIST<sup>©</sup> at the Diocese of Venice Catholic Schools

The *Gifts of C.H.R.I.S.T.*<sup>©</sup> are dispositions made up of 4 Catholic virtues (humility, prudence, fortitude, and affability) and the three transcendentals (truth, beauty, and goodness) of the Catholic faith. CHRIST in the *Gifts of C.H.R.I.S.T.*<sup>©</sup> stands for Catholic **H**abits and **R**esponses **i**n **S**chool and on **T**eams. Through curricular and extracurricular learning experiences at a Diocese of Venice Catholic school, PK-12<sup>th</sup> grade students will learn about the 7 *Gifts of C.H.R.I.S.T.*<sup>©</sup> and how to consciously think, behave, and respond to challenging situations using the moral and ethical values and virtues of the Catholic faith.

<b>GOC.T</b>	<b>Truth</b>		
	GOC.T.1	I will seek to understand the truth in all situations.	
	GOC.T.2	I will be truthful in the way I act, and respond, and accept truth around me.	
<b>GOC.B</b>	<b>Beauty</b>		
	GOC.B.1	I will seek beauty in all things and in all situations.	
	GOC.B.2	I will find the beauty of God's creation and wonders around me.	
<b>GOC.G</b>	<b>Goodness</b>		
	GOC.G.1	I will exhibit goodness as God's example during my daily life.	
	GOC.G.2	I will seek goodness in learning situations and remember to see God's likeness and goodness even in my opponents.	
<b>GOC.A</b>	<b>Affability</b>		
	GOC.A.1	I can be kind and treat others the way I would want to be treated.	
	GOC.A.2	I can treat others with respect, and I can be approachable and friendly.	
<b>GOC.H</b>	<b>Humility</b>		
	GOC.H.1	I embrace the wisdom and knowledge that my mentors and teachers have to offer, and I understand that I can learn from their knowledge and experiences.	
	GOC.H.2	I am humbled with the knowledge and talents I have, and I understand that I can always learn more.	
<b>GOC.P</b>	<b>Prudence</b>		
	GOC.P.1	I embrace learning from others, and I understand the importance of sharing my knowledge and talents by teaching others as well.	
	GOC.P.2	I can be prudent in making ethical decisions by using my Catholic faith and values as a moral compass.	
<b>COG.F</b>	<b>Fortitude</b>		
	COG.F.1	I can do all things through Christ who strengthens me.	
	COG.F.2	I will seek courage in difficult situations in pursuit of what is true, beautiful, and good.	

## Kindergarten

### MU.K.C: Kindergarten Critical Thinking and Reflection

MU.K.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.K.C.1.1 Respond to music from various sound sources to show awareness of steady beat.

MU.K.C.1.2 Identify various sounds in a piece of music.

MU.K.C.1.3 Identify, visually and aurally, pitched and unpitched classroom instruments.

MU.K.C.1.4 Identify singing, speaking, and whispering voices.

MU.K.C.2: *Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.K.C.2.1 Identify similarities and/or differences in performance.

MU.K.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.K.C.3.1 Share opinions about selected pieces of music.

### MU.K.H: Kindergarten Historical and Global Connections

MU.K.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.K.H.1.1 Respond to music from diverse cultures through singing and movement.

MU.K.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.K.H.2.1 Respond to and/or perform folk music of American cultural sub-groups.

MU.K.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

### MU.K.F: Kindergarten Innovation, Technology, and the Future

MU.K.F.1: *Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.*

MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom.

	<i>MU.K.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
<i>MU.K.O: Kindergarten Organizational Structure</i>		
	<i>MU.K.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.
	MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.
	<i>MU.K.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.
<i>MU.K.S: Kindergarten Skills, Techniques, and Processes</i>		
	<i>MU.K.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.
	<i>MU.K.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.K.S.2.1	Sing or play songs from memory.
	<i>MU.K.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.
	MU.K.S.3.2	Perform simple songs and accompaniments.
	MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.
	MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.

## 1<sup>st</sup> Grade

### MU.1.C: *Grade 1 Critical Thinking and Reflection*

MU.1.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.1.C.1.1 Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.

MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas.

MU.1.C.1.3 Classify instruments into pitched and unpitched percussion families.

MU.1.C.1.4 Differentiate between music performed by one singer and music performed by a group of singers.

MU.1.C.2: *Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.1.C.2.1 Identify the similarities and differences between two performances of a familiar song.

MU.1.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.

### MU.1.H: *Grade 1 Historical and Global Connections*

MU.1.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.1.H.1.1 Perform simple songs, dances, and musical games from a variety of cultures.

MU.1.H.1.2 Explain the work of a composer.

MU.1.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.1.H.2.1 Identify and perform folk music used to remember and honor America and its cultural heritage.

MU.1.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

MU.1.H.3.1 Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.

### MU.1.F: *Grade 1 Innovation, Technology, and the Future*

MU.1.F.1: *Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.*

	MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
	MU.1.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.1.F.2.1	Describe how he or she likes to participate in music.
	MU.1.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
MU.1.O: <i>Grade 1 Organizational Structure</i>		
	MU.1.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.
	MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.
	MU.1.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.
MU.1.S: <i>Grade 1 Skills, Techniques, and Processes</i>		
	MU.1.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.
	MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.
	MU.1.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.
	MU.1.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
	MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.
	MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.

	MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.
	MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.

## 2<sup>nd</sup> Grade

<i>MU.2.C: Grade 2 Critical Thinking and Reflection</i>		
<i>MU.2.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>		
	MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
	MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
	MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
	MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
<i>MU.2.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>		
	MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
<i>MU.2.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>		
	MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
<i>MU.2.H: Grade 2 Historical and Global Connections</i>		
<i>MU.2.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</i>		
	MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
	MU.2.H.1.2	Identify the primary differences between composed and folk music.
<i>MU.2.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>		
	MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.
<i>MU.2.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>		
	MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
<i>MU.2.F: Grade 2 Innovation, Technology, and the Future</i>		
<i>MU.2.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>		

	MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
	MU.2.F.2: <i>Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.2.F.2.1	Describe how people participate in music.
	MU.2.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.
MU.2.O: <i>Grade 2 Organizational Structure</i>		
	MU.2.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
	MU.2.O.1.2	Identify the form of a simple piece of music.
	MU.2.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.
MU.2.S: <i>Grade 2 Skills, Techniques, and Processes</i>		
	MU.2.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.2.S.1.1	Improvise short phrases in response to a given musical question.
	MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
	MU.2.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
	MU.2.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
	MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
	MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
	MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
	MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

### 3<sup>rd</sup> Grade

<b>MU.3.C: Grade 3 Critical Thinking and Reflection</b>		
<i>MU.3.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</i>		
	MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
	MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
	MU.3.C.1.3	Identify families of orchestral and band instruments.
	MU.3.C.1.4	Discriminate between unison and two-part singing.
<i>MU.3.C.2: Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</i>		
	MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.
<i>MU.3.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</i>		
	MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
<b>MU.3.H: Grade 3 Historical and Global Connections</b>		
<i>MU.3.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</i>		
	MU.3.H.1.1	Compare indigenous instruments of specified cultures.
	MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.
	MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.
<i>MU.3.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>		
	MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.
<i>MU.3.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>		
	MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
<b>MU.3.F: Grade 3 Innovation, Technology, and the Future</b>		
<i>MU.3.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>		

	MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
	<i>MU.3.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.3.F.2.1	Identify musicians in the school, community, and media.
	MU.3.F.2.2	Describe opportunities for personal music-making.
	<i>MU.3.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
<b>MU.3.O: Grade 3 Organizational Structure</b>		
	<i>MU.3.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.3.O.1.1	Identify, using correct music vocabulary, the elements in a musical work.
	MU.3.O.1.2	Identify and describe the musical form of a familiar song.
	<i>MU.3.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.
	<i>MU.3.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
<b>MU.3.S: Grade 3 Skills, Techniques, and Processes</b>		
	<i>MU.3.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
	MU.3.S.1.2	Create an alternate ending to a familiar song.
	<i>MU.3.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.
	<i>MU.3.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.

	MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
	MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
	MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.
	MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.

## 4<sup>th</sup> Grade

<b>MU.4.C: Grade 4 Critical Thinking and Reflecting</b>		
	<b>MU.4.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.</b>	
	MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
	MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
	MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
	MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
	<b>MU.4.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.</b>	
	MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
	MU.4.C.2.2	Critique specific techniques in one's own and others performances using teacher-established criteria.
	<b>MU.4.C.3: The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.</b>	
	MU.4.C.3.1	Describe characteristics that make various musical works appealing.
<b>MU.4.H: Grade 4 Historical and Global Connections</b>		
	<b>MU.4.H.1: Through study in the arts, we learn about and honor others and the world in which they live(d).</b>	
	MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
	MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.
	MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.
	<b>MU.4.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</b>	
	MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
	MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.
	<b>MU.4.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</b>	

	MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
<i>MU.4.F: Grade 4 Innovation, Technology, and the Future</i>		
	<i>MU.4.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
	<i>MU.4.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.4.F.2.1	Describe roles and careers of selected musicians.
	<i>MU.4.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
	MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.
<i>MU.4.O: Grade 4 Organizational Structure</i>		
	<i>MU.4.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
	<i>MU.4.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.4.O.2.1	Create variations for selected melodies.
	<i>MU.4.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
	MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.
<i>MU.4.S: Grade 4 Skills, Techniques, and Processes</i>		
	<i>MU.4.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	

	MU.4.S.1.1	Improvise phrases, using familiar songs.
	MU.4.S.1.2	Create melodic patterns using a variety of sound sources.
	MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
	<i>MU.4.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
	<i>MU.4.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
	MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.
	MU.4.S.3.3	Perform extended pentatonic melodies at sight.
	MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.
	MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

## 5<sup>th</sup> Grade

### MU.5.C: *Grade 5 Critical Thinking and Reflection*

MU.5.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.

MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.

MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.

MU.5.C.2: *Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others performance.

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others performance over time.

MU.5.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.

### MU.5.H: *Grade 5 Historical and Global Connections*

MU.5.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.5.H.1.1 Identify the purposes for which music is used within various cultures.

MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

MU.5.H.1.3 Compare stylistic and musical features in works originating from different cultures.

MU.5.H.2: *The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.*

MU.5.H.2.1 Examine the contributions of musicians and composers for a specific historical period.

MU.5.H.2.2 Describe how technology has changed the way audiences experience music.

MU.5.H.3: *Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.*

	MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
<i>MU.5.F: Grade 5 Innovation, Technology, and the Future</i>		
	<i>MU.5.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	<i>MU.5.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
	MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
	<i>MU.5.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
	MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
<i>MU.5.O: Grade 5 Organizational Structure</i>		
	<i>MU.5.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
	<i>MU.5.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.5.O.2.1	Create a new melody from two or more melodic motifs.
	<i>MU.5.O.3: Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
	MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
<i>MU.5.S: Grade 5 Skills, Techniques, and Processes</i>		
	<i>MU.5.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	

	MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
	MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.
	MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.
	MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.
	<i>MU.5.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
	MU.5.S.2.2	Apply performance techniques to familiar music.
	<i>MU.5.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
	MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
	MU.5.S.3.3	Perform simple diatonic melodies at sight.
	MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
	MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.

## Middle School

### MU.68.C: Grades 6-8 Critical Thinking and Reflection

MU.68.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.

MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

MU.68.C.1.3 Identify, aurally, instrumental styles and a variety of instrumental ensembles.

MU.68.C.1.4 Identify, aurally, a variety of vocal styles and ensembles.

MU.68.C.2: *Assessing our own and other's artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.C.2.3 Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.

MU.68.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.68.C.3.1 Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.

### MU.68.H: Grades 6-8 Historical and Global Connections

MU.68.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.68.H.1.1 Describe the functions of music from various cultures and time periods.

MU.68.H.1.2 Identify the works of representative composers within a specific style or time period.

	MU.68.H.1.3	Describe how American music has been influenced by other cultures.
	MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
	MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
	<i>MU.68.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
	MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
	MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
	<i>MU.68.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
	MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
<i>MU.68.F: Grades 6-8 Innovation, Technology, and the Future</i>		
	<i>MU.68.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
	MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
	<i>MU.68.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.

	MU.68.F.2.2	Describe how concert attendance can financially impact a community.
	MU.68.F.3: <i>The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
	MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
	MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
MU.68.O: <i>Grades 6-8 Organizational Structure</i>		
	MU.68.O.1: <i>Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
	MU.68.O.2: <i>The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
	MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
	MU.68.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
	MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
MU.68.S: <i>Grades 6-8 Skills, Techniques, and Processes</i>		

	<i>MU.68.S.1: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
	MU.68.S.1.2	Compose a short musical piece.
	MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
	MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
	MU.68.S.1.5	Perform melodies with chord progressions.
	MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
	MU.68.S.1.7	Explain and employ basic functions of MIDI for sequencing and/or editing, including interface options and types of controllers.
	MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
	MU.68.S.1.9	Describe the function and purposes of various types of microphones and demonstrate correct set-up and use of two or more microphones for recording a music performance.
	<i>MU.68.S.2: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
	MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
	<i>MU.68.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
	MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
	MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

	MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
	MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

## High School

### MU.912.C: Grades 9-12 Critical Thinking and Reflection

MU.912.C.1: *Cognition and reflection are required to appreciate, interpret, and create with artistic intent.*

MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

MU.912.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

MU.912.C.1.3 Analyze instruments of the world and classify them by common traits.

MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.

MU.912.C.2: *Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.*

MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.

MU.912.C.2.3 Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

MU.912.C.3: *The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.*

MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

### MU.912.H: Grades 9-12 Historical and Global Connections

MU.912.H.1: *Through study in the arts, we learn about and honor others and the world in which they live(d).*

MU.912.H.1.1 Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.2 Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.

	MU.912.H.1.3	Compare two or more works of a composer across performance media.
	MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
	MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
	<i>MU.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.</i>	
	MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
	MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
	MU.912.H.2.3	Analyze the evolution of a music genre.
	MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
	<i>MU.912.H.3: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.</i>	
	MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
	MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
<i>MU.912.F: Grades 9-12 Innovation, Technology, and the Future</i>		
	<i>MU.912.F.1: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.</i>	
	MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
	MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

	<i>MU.912.F.2: Careers in and related to the arts significantly and positively impact local and global economies.</i>	
	MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
	MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
	MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
	<i>MU.912.F.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.</i>	
	MU.912.F.3.1	Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
	MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
	MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
	MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
<i>MU.912.O: Grades 9-12 Organizational Structure</i>		
	<i>MU.912.O.1: Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.</i>	
	MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
	<i>MU.912.O.2: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.</i>	
	MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
	MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

	MU.912.O.3: <i>Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.</i>	
	MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
	MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
MU.912.S: <i>Grades 9-12 Skills, Techniques, and Processes</i>		
	MU.912.S.1: <i>The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.</i>	
	MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
	MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
	MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
	MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
	MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
	MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
	MU.912.S.1.7	Combine and/or create virtual and audio instruments.
	MU.912.S.1.8	Record, mix, and edit a recorded performance.
	MU.912.S.1.9	Score music and use Foley art for a video segment or full video.
	MU.912.S.2: <i>Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.</i>	
	MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
	MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
	MU.912.S.3: <i>Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.</i>	
	MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

	MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
	MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
	MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
	MU.912.S.3.5	Develop and demonstrate proper vocal or instrumental technique.
<b>PIT: Pitch</b>		
	<i>PIT-1: Pitch fundamentals— Specific frequencies of sound, known as pitches, are basic units of music. Pitches can be presented successively and simultaneously in myriad ways, providing a basis for musical expression across a broad spectrum of genres, media, and styles.</i>	
	PIT-1.A	Identify pitches on the staff, using treble, bass, and C clefs, in performed and notated music
	PIT-1.B	Identify pitch discrepancies between notated and performed music in one or two voices.
	PIT-1.C	Identify half and whole steps presented in— a. performed music b. notated music
	PIT-1.D	Identify major scales presented in— a. performed music b. notated music
	PIT-1.E	Identify the function of a pitch relative to a tonic and its scale, using scale degree names and/or numbers, in— a. performed music b. notated music
	PIT-1.F	Identify major keys and key signatures in notated music.
	PIT-1.G	Identify forms of the minor scale, including natural, harmonic, and melodic forms in— a. performed music b. notated music
	PIT-1.H	Identify and notate a relative key and its key signature.
	PIT-1.I	Identify minor and relative keys in— a. performed music b. notated music
	PIT-1.J	Describe key relationships in— a. performed music b. notated music
	PIT-1.K	Identify chromatic, wholetone, and pentatonic scales in— a. performed music b. notated music
	PIT-1.L	Describe the size and quality of an interval in— a. performed music b. notated music
	PIT-1.M	Identify interval inversions and compound intervals in— a. performed music b. notated music
	PIT-1.N	Identify sounding pitches that correspond to the notated pitches of a transposing instrument when given the specific level and direction of transposition.

	PIT-1.O	Describe the quality of a chord in— a. performed music b. notated music
	PIT-1.P	Identify modes in— a. performed music b. notated music
	PIT-2: <i>Harmony—Groupings of pitches that are successively and/or simultaneously produced form perceivable units known as chords. Chords relate to each other within an established musical style through the context of harmony.</i>	
	PIT-2.A	Identify chords using letters and Roman/Arabic numerals that indicate specific scale degree of the root, quality, and bass note in— a. performed music b. notated music
	PIT-2.B	Use Roman numerals to indicate the harmonic progression implied by a figured bass.
	PIT-2.C	Describe the quality of a seventh chord in— a. performed music b. notated music
	PIT-2.D	Identify seventh chords using Roman/Arabic numerals that indicate specific scale degree of the root, quality, and bass note in— a. performed music b. notated music
	PIT-2.E	Compose a bass line added to a given soprano line, following the normative harmonic procedures of 18th-century music.
	PIT-2.F	Use Roman and Arabic numerals to indicate the specific chords and inversions implied by a bass line.
	PIT-2.G	Notate the pitches and rhythms of the outer voices (soprano and bass lines) in a performed harmonic progression that is composed in a major or minor key and may include limited use of chromatically altered pitches.
	PIT-2.H	Identify and describe harmonic function within a chord progression in a. performed music b. notated music
	PIT-2.I	Identify cadence types in— a. performed music b. notated music
	PIT-2.J	Identify and describe harmonic function and progression in— a. performed music b. notated music.
	PIT-2.K	Identify the type of 6 4 chord used in notated music.
	PIT-2.L	Describe the type of 6 4 chord used in notated music.
	PIT-2.M	Identify types of embellishing tones, including nonharmonic tones, in— a. performed music b. notated music
	PIT-2.N	Compose a bass line added to a given soprano line that incorporates unaccented passing and/or neighbor tones while following the normative harmonic procedures of 18th-century harmony and voice leading.
	PIT-2.O	Notate embellishing tones, including nonharmonic tones, indicated in a figured bass or Roman numeral progression.
	PIT-2.P	Identify and apply harmonic sequences in— a. performed music b. notated music
	PIT-2.Q	Identify and describe tonicization in— a. performed music b. notated music

	<i>PIT-3: Melody—Pitches that are deliberately sequenced through time produce an expressive musical statement known as a melody.</i>	
	PIT-3.A	Sight-sing the pitches and rhythms of a melody that is notated in treble or bass clef.
	PIT-3.B	Notate the pitches and rhythms of a performed melody— a. in treble or bass clef b. composed in a major or minor key
	PIT-3.C	Identify features of melody in— a. performed music b. notated music
	PIT-3.D	Compose a bass line added to a given soprano line, following the normative melodic procedures of 18th-century music.
	PIT-3.E	Identify and apply melodic procedures in— a. performed music b. notated music
	<i>PIT-4: Voice Leading—Individual voices of a composition are imbued with a cohesive sense of motion and interaction through musical voice leading, which is rooted in historical traditions.</i>	
	PIT-4.A	Identify and apply the procedures of 18th-century voice leading through— a. score analysis b. error detection c. writing exercises d. contextual listening
	PIT-4.B	Apply the procedures of 18th-century chord spelling and doubling through— a. score analysis b. error detection c. writing exercises
	PIT-4.C	Apply the procedures of 18th-century chord voicing and spacing through: a. score analysis b. error detection c. writing exercises
	PIT-4.D	Apply the conventions of 18th-century chord spelling, doubling, spacing, and voice leading to progressions that include chords in first inversion.
	PIT-4.E	Identify and apply the procedures of 18th-century voice leading of cadential 6 4 chords through— a. score analysis b. error detection c. part-writing exercises d. contextual listening
	PIT-4.F	Identify and apply the procedures of 18th-century voice leading of passing, pedal (or neighboring), and arpeggiated 6 4 chords through— a. score analysis b. error detection c. writing exercises d. contextual listening
<i>RHY: Rhythm</i>		
	<i>RHY-1: Rhythm and meter—Music exists in the dimension of time, where long and short sounds and silences can be combined in myriad ways. This temporal aspect, called rhythm, is often governed by a layered structure of interrelated pulses known as meter.</i>	
	RHY-1.A	Identify the rhythmic values of notes and rests in— a. performed music b. notated music
	RHY-1.B	Describe beat division and meter type in— a. performed music b. notated music

	RHY-1.C	Describe the meter type in— a. performed music b. notated music
	RHY-1.D	Describe the time signature in— a. performed music b. notated music
	RHY-1.E	Identify irregularities of beat division and/or beat grouping into measures in— a. performed b. notated music
	<i>RHY-2: Rhythmic patterns—Musical sounds and silences may be produced individually but are typically grouped into distinctive rhythmic patterns. These patterns help define the specific identity of a musical passage as it combines with other passages to create larger rhythmic formations.</i>	
	RHY-2.A	For rhythmic patterns in simple and compound meter— a. Identify the rhythmic pattern b. Notate the rhythmic pattern c. Sight-sing the rhythmic pattern
	RHY-2.B	Identify rhythmic discrepancies between notated and performed music in one or two voices.
	RHY-2.C	Compose the rhythmic aspects of a bass line added to a given soprano line, following conventions of the 18th-century chorale.
	<i>RHY-3: Rhythmic devices—Musicians use established rhythmic devices to expand expressive possibilities. These devices often achieve their effect by challenging the regularity of meter or transforming rhythmic patterns.</i>	
	RHY-3.A	Identify rhythmic devices in - a. performed music b. notated music
	RHY-3.B	Identify and apply procedures used to transform rhythmic patterns in— a. performed music b. notated music
<b>DES: Musical Design</b>		
	<i>DES-1: Texture—As the substance and structure of a physical object provides tactile texture, the substance and structure of music provides aural texture. The texture of a musical passage is based on the manner in which its layers are produced and distributed and how they interact to form the totality of sound.</i>	
	DES-1.A	Identify texture types in— a. performed music b. notated music
	DES-1.B	Identify texture devices in— a. performed music b. notated music
	DES-1.C	Describe relationships among musical lines, including the number of lines present in a passage and the position of a line in relation to other lines in— a. performed music b. notated music
	<i>DES-2: Timbre—As we perceive distinctive qualities of imagery, taste, smell, and touch, we can perceive distinctive qualities of musical sound, known as timbre. Timbre is based on the specific instruments and/ or voices used for performance and the physical manner in which they produce sound.</i>	

	DES-2.A	Identify performance media and vocal and instrumental timbres in performed music.
	DES-3: <i>Expressive elements</i> — <i>The variety of expressive elements extending beyond pitch, rhythm, form, texture, and timbre affects how music sounds, offering opportunities for individual interpretation. Expressive elements include dynamics, articulation, and tempo.</i>	
	DES-3.A	Identify and apply tempo markings, including those that indicate adjustments to the prevailing tempo, used in— a. performed music b. notated music
	DES-3.B	Identify dynamics and changes in dynamics in— a. performed music b. notated music
FOR: <i>Form</i>		
	FOR-1: <i>Form</i> — <i>As with language, music exhibits a structural aspect known as form, in which a musical composition is organized in a hierarchy of constituent parts. The specific ways these parts are related, contrasted, and/or developed produce the unique profile of an individual composition. Specific formal types and functions may be identified when parts of a composition follow established melodic-harmonic patterns or fulfill established roles within the overall hierarchical structure.</i>	
	FOR-1.A	Identify the beginnings, ends, and lengths of phrases in— a. performed music and b. notated music.
	FOR-1.B	Identify the basic units of phrases (i.e., motives) and melodic/rhythmic procedures involving these units in— a. performed music b. notated music
	FOR-1.C	Describe melodic relationships between phrases in— a. performed music b. notated music
	FOR-1.D	Identify periods in— a. performed music b. notated music
	FOR-1.E	Identify common sections in— a. performed music b. notated music