

## **INSTRUMENTAL MUSIC CURRICULUM STANDARDS GRADES 6-8**

### **Standard 1.0 Singing**

**Students will sing, alone and with others, a varied repertoire of music.**

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples.
- 1.2 Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.

#### **Checks for Understanding**

- 1.1 Sing a melody based on repeated pitches.  
Sing a melody based on step-wise intervals (either half-step or whole-step).  
Sing a melody based on teacher-selected intervals of more than a whole step.  
Sing a melody in unison with others.  
Sing a melody based on a repeated rhythm.
- 1.2 Sing a two-part round.  
Sing a three-part round.  
Sing a two-part harmonization with both parts having the same rhythm.  
Sing a two-part harmonization with each part having a different rhythm.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing musical examples using stepwise intervallic pitches.
- 1.1.2 Sing a melody in unison with pitch-accuracy.
- 1.1.3 Demonstrate the singing of selected intervals and melodies in unison.
- 1.2.1 Sing a two-part round.
- 1.2.2 Sing a basic two-part harmonization with both parts using the same rhythm.
- 1.2.3 Sing a basic two-part harmonization with independent rhythms.

### **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

## Course Level Expectations (CLEs)

The student will

- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Demonstrate continuing tonal development and an understanding of a characteristic tone quality.
- 2.3 Demonstrate fundamental technique on one's instrument.
- 2.4 Differentiate between correct and incorrect pitch and rhythm.
- 2.5 Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.
- 2.6 Apply techniques of sight-reading.
- 2.7 Perform scales (or rudiments) on one's instrument.

## Checks for Understanding

- 2.1 Name the parts of their instrument.  
Assemble and disassemble instrument correctly.  
Demonstrate proper storage and handling.  
Explain proper instrument maintenance.
- 2.2 Produce a fundamental tone that is characteristic of the instrument.  
Produce a characteristic tone and maintain it throughout the range of the instrument appropriate to experience level.
- 2.3 Play with correct posture, hand position, and instrument carriage.  
Play with correct embouchure/bowing/percussion sticking appropriate to experience level.  
Play with breath support/bow control appropriate to experience level.  
Play correct fingerings (positions).  
Perform articulation/bowing/sticking markings correctly.
- 2.4 Play correct pitches.  
Play correct rhythms.
- 2.5 Define terms and markings related to musicality.  
Perform, correctly, musical examples which contain markings related to musicality.
- 2.6 Apply techniques of sight-reading while playing a piece for the first time.
- 2.7 Play a scale pattern/rudiment based on three and five-note sequences (applies to first year ensemble).  
Play a major scale in at least two keys/two rudiments (applies to first year ensemble).  
Play a major scale in at least four keys/four rudiments (applies to late first year or early second year ensemble).

Play a major scale in at least eight major keys/eight rudiments (applies to late second year or early third year ensemble).

Play a two-octave chromatic scale (applies to late second or early third year ensemble).

Play a scale in twelve major keys/thirteen rudiments (applies to the second half of the third year ensemble).

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.
- 2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).
- 2.1.3 Execute periodic cleaning beyond daily maintenance.
  
- 2.2.1 Produce a fundamental tone.
- 2.2.2 Produce a fundamental tone throughout range of the instrument.
- 2.2.3 Produce a characteristic tone quality.
  
- 2.3.1 Demonstrate correct posture (in sitting and standing positions), proper hand position, and instrument carriage.
- 2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking.
- 2.3.3 Demonstrate knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level.
  
- 2.4.1 Identify and perform basic rhythms and pitches through verbalization.
- 2.4.2 Identify, notate, and perform basic rhythms and pitches.
- 2.4.3 Identify, notate, and perform selected intermediate level (grade 2) rhythms and pitches.
  
- 2.5.1 Identify and demonstrate an understanding of selected dynamic and tempo markings.
- 2.5.2 Identify and demonstrate an understanding of selected concepts of style.
- 2.5.3 Demonstrate an understanding of the concept of phrase shaping.
  
- 2.6.1 Demonstrate an understanding of basic elements associated with successful sight-reading.
- 2.6.2 Apply basic elements associated with successful sight-reading.
- 2.6.3 Apply basic elements associated with successful sight-reading using a variety of meters and tempi.
  
- 2.7.1 Explain the concept of and perform a major scale in at least two keys/two rudiments.
- 2.7.2 Perform a major scale in at least four keys/four rudiments.
- 2.7.3 Perform eight major scales/eight rudiments.

### **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.
- 3.2 Experiment with variations on a given melody or rhythm.
- 3.3 Improvise a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble.

### **Checks for Understanding**

- 3.1 Improvise a simple solo on a single pitch using a variety of rhythms.  
Improvise a simple solo using no more than three pitches.  
Improvise a solo based on a simple melody or scale.
- 3.2 Create and perform a variation based on a simple rhythmic pattern.  
Create and perform a variation based on a melody of three pitches or less.  
Create and perform a variation based on a melody of five pitches or less.  
Create and perform a variation based on a blues scale pattern.
- 3.3 Improvise a solo using one to three pitches over a given chord.  
Improvise a solo using rhythm as the main subject.  
Improvise a solo over a given blues progression.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Describe the fundamental concepts of improvisation.
- 3.1.2 Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches.
- 3.1.3 Apply the fundamental concepts of improvisation using a simple melody.
- 3.2.1 Create a variation of a simple rhythmic pattern.
- 3.2.2 Create a variation of a simple melody of no more than three pitches.
- 3.2.3 Create a variation of a simple melody with a minimum of five pitches and varying rhythms.
- 3.3.1 Improvise a solo over a given chord (using one or more pitches).
- 3.3.2 Improvise a solo over a given chord (using three pitches).
- 3.3.3 Improvise a solo over a given blues progression.

## **Standard 4.0 Composing**

**Students will compose and arrange music within specified guidelines.**

### **Course Level Expectations (CLEs)**

The student will

- 4.1 Compose music that demonstrates creativity.
- 4.2 Create an arrangement for an appropriate performance medium.

### **Checks for Understanding**

- 4.1 Create, write and perform an original rhythm within specified guidelines.  
Create, write and perform an original melody within specified guidelines.  
Create and perform a variation of a given melody.
- 4.2 Transpose a simple melody from one key to another within specified guidelines.  
Perform a transposition of a simple melody within specified guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Create the final two measures for a four-measure melody within specified guidelines.
- 4.1.2 Create a four-measure melody within specified guidelines.
- 4.1.3 Create a melody using a variety of pitches and rhythms.
- 4.2.1 Understand individual instrument transposition (concert pitch versus actual pitch).
- 4.2.2 Produce a written transcription for a specified instrument using an example in concert pitch.
- 4.2.3 Create a simple harmonization under a given melody.

## **Standard 5.0 Reading and Notation**

**Students will read and notate music.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Identify and interpret standard musical notation.

### **Checks for Understanding**

- 5.1 Identify, verbally, standard notation symbols.  
Demonstrate an understanding of notation through performance.  
Notate an assignment, within specified guidelines, which illustrates student understanding of meter, rhythm and pitch.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.  
5.1.2 Recognize and apply standard notation symbols for dynamics, tempo, articulation, and expression.  
5.1.3 Use standard symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.

## **Standard 6.0 Listening to, analyzing, and describing music**

**Students will listen to, analyze, and describe music.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Describe musical examples using appropriate vocabulary/terminology.  
6.2 Analyze specific events in a given musical example.

### **Checks for Understanding**

- 6.1 Describe music using vocabulary/terminology appropriate to experience level.  
Identify, verbally, the performing medium.  
Identify, verbally, instrumental or vocal timbres.  
6.2 Explain the meaning of “event” in music.  
Describe, verbally or through writing/drawing/mapping, the main events within a musical example using appropriate vocabulary/terminology.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Describe a simple musical example using basic music vocabulary/terminology.  
6.1.2 Recognize the difference between vocal or instrumental examples.  
6.1.3 Identify instruments within selected listening examples.

- 6.2.1 Identify basic elements related to musical events (e.g., tempo, dynamics, orchestration, modulation).
- 6.2.2 Describe, verbally or by writing/drawing/mapping, specific events in a musical example.
- 6.2.3 Compare and contrast specific musical events in a given example.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Course Level Expectations (CLEs)**

The student will

- 7.1 Describe the quality of a musical performance using selected criteria.
- 7.2 Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.

### **Checks for Understanding**

- 7.1 Explain criteria considered when evaluating the quality of a performance.  
Evaluate the quality of a musical performance using appropriate vocabulary/terminology, based on selected criteria.
- 7.2 Evaluate the performance, verbal or written, of another person based on selected criteria and using appropriate vocabulary/terminology.  
Evaluate one's own performance, verbal or written, based on selected criteria and using appropriate vocabulary/terminology.  
Compare and contrast, verbal or written, two different performances of the same excerpt based on selected criteria and using appropriate vocabulary/terminology.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Discuss criteria for evaluating performances and compositions.
- 7.1.2 Explain personal preferences for specific musical works and styles using appropriate musical vocabulary/terminology.
- 7.1.3 Analyze the three building blocks of music (melody, harmony and rhythm) and their relationship to the quality of a musical performance.
- 7.2.1 Present an oral or written evaluation of a performance of another person using appropriate vocabulary/terminology.
- 7.2.2 Construct a written evaluation of one's own performance using appropriate vocabulary/terminology.

- 7.2.3 Compare and contrast two different performances of the same excerpt using appropriate vocabulary/terminology.

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### **Course Level Expectations (CLEs)**

The student will

- 8.1 Identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
- 8.2 Compare ways in which the subject matter of other disciplines is interrelated with those of music.
- 8.3 Discuss the role of technology in creating, producing, and listening to music.

### **Checks for Understanding**

- 8.1 Name the four arts disciplines.  
List terms commonly used in all arts disciplines.  
Compare the common elements between music and other arts disciplines.
- 8.2 Compare the relationship between music and other academic disciplines.  
Identify how music is incorporated in other academic disciplines.  
Analyze the interaction between music and other academic disciplines.
- 8.3 Identify different forms of technology associated with music.  
Create a time line illustrating the progress of technology throughout history as related to music.

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Name and discuss the other art disciplines.
- 8.1.2 Compare and contrast common terms used in the arts disciplines.
- 8.1.3 Produce an oral analysis of how the elements of music are incorporated in an art discipline other than music.
- 8.2.1 Understand basic relationships between music and other academic disciplines.
- 8.2.2 Identify examples of how music is used by other academic disciplines.
- 8.2.3 Analyze the effects of the interaction between music and other academic disciplines.



- 8.3.1 Identify different forms of technology used in creating, producing, and listening to music.
- 8.3.2 Discuss the progress of technology throughout the history of music.
- 8.3.3 Listen to and discuss music played on at least three different forms of technology (e.g., iPod, mp3 player, computer, cassette player, radio, CD player, LP/album).

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Course Level Expectations (CLEs)**

The student will

- 9.1 Recognize and describe distinguishing characteristics of music from various historical periods.
- 9.2 Describe music from various cultures.
- 9.3 Discuss the role of music in society throughout history.

### **Checks for Understanding**

- 9.1 Name a historical period as related to music studied.  
Listen to and describe musical examples from selected historical periods.  
Analyze the musical characteristics of selected historical periods as related to music studied.
- 9.2 Listen to and describe music from selected cultures.  
Analyze characteristics of music from selected cultures as related to music studied.
- 9.3 Describe the role of music in daily life.  
Evaluate the role of music in daily life throughout history.  
Compare and contrast the accessibility of music throughout history between the poor and the rich.

### **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Listen to teacher-selected examples of music from a variety of historical periods.
- 9.1.2 List historical periods as related to selected music examples.
- 9.1.3 Discuss the basic musical characteristics of selected historical periods.
- 9.2.1 Listen to music representative of selected cultures.
- 9.2.2 Discuss distinguishing characteristics of music of selected cultures.
- 9.2.3 Discuss the distinguishing characteristics of and the instruments used in music of selected cultures.

- 9.3.1 Discuss the role of music in daily life throughout history.
- 9.3.2 Compare the accessibility of music throughout history between the poor (common man) and the rich (nobility/educated).
- 9.3.3 Examine and discuss the role of music and its influence in present-day society.