

Overview of Content and Performance Standard 1 for The Arts

10.54.28.10 – Content Standard 1: Students create, perform/exhibit, and respond in the Arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2812

Grade 5	6,7,8 (Middle School)	Eighth Grade
54.0 5M8.3	MS5.0 6M4.0 78M7.3 MS6.0 6M10.0 MS8.0 IM6.0 IM7.1	1. Create a work from their own ideas and images based on themes, symbols, events, and personal experiences.
55.0 5M8.0	MS7.0 6M10.1 78M7.0 IM6.0 MS5.3	2. Select a variety of materials and sources to demonstrate a specific art form.
51.0 5M6.3 5M10.4 5M10.5	MS6.0 6M10.3 78M11.0 MS10.0 6M10.4 IM7.0	3. Prepare and/or revise works for presentation.
55.1 5M6.4 5M10.4 5M10.5	MS2.0 6M4.5 78M11.0 6M10.3 6M10.4 6M10.6 IM7.0	4. Collaborate with others to make artistic choices.
55.2 5M6.4 56.0 5M10.4	MS8.3 6M8.0 78M5.0 6M9.0 78M6.4 78M6.5 IM5.0 MSC7.2 IM8.0 MSC7.4 MSC8.0	5. Describe and analyze artistic choices in their own work and works of others.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral MS=Middle School Art

Overview of Content and Performance Standard 2 for The Arts

10.54.28.20 – Content Standard 2: Students apply and describe the concepts, structures, and processes in the arts.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2822: a -1. apply the concept of composition in:

5 th Grade	6,7, & 8 th Grade (Middle School)	Eighth Grade
		Dance: Apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances;
		Music: Apply the elements of rhythm, melody, harmony, timbre/tone color, and form;
		Theatre: Apply the elements of plot, character, setting, and mood;
54.0	MS8.0	Visual arts: Apply the elements of line, shape, form, color, space, value and texture to compose works of art and the principles of design-pattern, balance, contrast, rhythm, proportion, economy, movement, and dominance.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2822:b -2. Apply the concept of technique in:

5 th Grade	6,7, & 8 th Grade (Middle School)	Eighth Grade
		Dance: Apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance;
		Music: Apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation;
		Theatre: Apply techniques to write, direct, act, and design;
55.0	MS7.0	Visual arts: Apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, indigenous/traditional arts).

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

10.54.28.20 – Overview of Content Standard 2 (cont.)**LEARNING EXPECTATIONS IN CURRICULUM****BENCH MARK – 10.54.2822:c – 3. Apply the concept of medium in**

5 th Grade	6,7, & 8th Grade (Middle School)	Eight Grade
		Dance: Demonstrate the human body in motion;
		Music: Perform vocal and/or instrumental solos, or in ensembles;
		Theatre: Perform solo and in ensemble (e.g., mime, live, film video productions);
55.0	MS7.0	Visual arts: Select a course of action using two-dimensional processes (e.g., painting, drawing, printmaking, photography, computer arts) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).

LEARNING EXPECTATIONS IN CURRICULUM**BENCH MARK – 10.54.2822:d – Apply the concept of function in:**

5 th Grade	6,7, & 8th Grade (Middle School)	Eighth Grade
		Dance: Identify examples of social, theatrical, and traditional dance;
		Music: Perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment);
		Theatre: Perform in classroom or school programs/productions;
56.0	MS5.0 MS6.0	Visual arts: Demonstrate and compare examples of cultural, political, communication, expressive, commercial and environmental visual arts.

EXPECTATIONS IN CURRICULUM**BENCH MARK – 10.54.2822:e – 5. Apply the concept of style in:**

5 th Grade	6,7, & 8th Grade (Middle School)	Eighth Grade
		Dance: Identify examples of ethnic, folk, classical, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance;
		Music: Perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period);
		Theatre: Perform examples of theatre (e.g., comedy, melodrama, plays from historical periods);
56.0	MS4.0	Visual arts: Demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

10.54.28.20 – Overview of Content Standard 2 (cont.)

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2822: f - 6. Apply the concept of presentation in:

5 th Grade	6,7, & 8th Grade (Middle School)	Eighth Grade
		Dance: rehearse, perform, and critique dance;
		Music: rehearse, perform, and critique musical performances;
		Theatre: rehearse, perform, and critique storytelling and improvisation;
51.0	MS7.0	Visual arts: exhibit craftsmanship, completion, and develop a body of work.

Grade level +M=Music for this grade

Grade level+number=Art

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MS= Middle School Art

Overview of Content and Performance Standard 3 for The Arts

10.54.28.30 – Content Standard 3: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2832: a, b & c

5 th Grade	6,7,& 8 th Grade (Middle School)	Eighth Grade
51.3 53.0	MS7.0	1. Use art materials, techniques, technologies, and processes to create specific responses.
56.1 5M9.3 56.2 5M9.4	MS10.0	2. Communicate intended meaning based on their own ideas and concepts from other sources.
55.3 5M6.4 5M8.5 5M9.4 5M10.4 5M10.5	MS7.0 MS10.0	3. Use improvisation/experimentation to determine solutions.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2832:d – use technical skills

5 th Grade	6,7,& 8 th Grade (Middle School)	Eighth Grade
5M4.2 5M8.3		Dance: perform movements and rhythm patterns with control and expression;
		Music: use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles;
		Theatre: use scenery, properties, sound costume, and make-up to communicate locales and mood;
51.1	MS7.0 MS8.0	Visual arts: experiment and practice with a variety of media to achieve clarity of expression.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

10.54.2830 – Content Standard 3 (cont.)**LEARNING EXPECTATIONS IN CURRICULUM****BENCH MARK – 10.54.2832:e – Understand and use symbol systems**

5th Grade	6,7,& 8th Grade (Middle School)	Eighth Grade
5M4.2 5M8.3		Dance: use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and; or described in words.
5M4.0 5M6.0-8.0		Music: identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression.;
		Theatre: understand and apply stage direction and ground plans
55.3	MS7.0 MS10.0	Visual arts: examine the breadth and depth of possible responses presented by media and media techniques.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

Overview of Content and Performance Standard 4 for The Arts

10.54.28.40 – Content Standard 4: Students analyze characteristics and merits of their work and the work of others.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2842

Grade 5	6,7, & 8 (Middle School)	Eighth Grade
55.2 55.3 5M9.2 5M9.4	MS8.0	1. Evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style, and offer constructive suggestions for improvement.
56.0 5M8.0	MS8.4	2. Describe the influence of personal experience on the interpretation of works of art.
52.0 5M9.4	MS10.1	3. Develop and apply criteria for evaluating quality and effectiveness of the work of art.
52.0 5M8.3 5M9.4	MS8.4	4. Describe and compare a variety of individual responses to works of art.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

Overview of Content and Performance Standard 5 for The Arts

10.54.28.50 – Content Standard 5: Students understand the role of the arts in society, diverse cultures, and historical periods.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2852

Grade 5	6, 7, & 8 th Grade (Middle School)	Eighth Grade
57.0 5M9.0	MS4.0	1. Demonstrate how history, culture and the Arts influence each other.
56.0 5M9.0	MS4.0	2. Identify, describe, and analyze specific works of art as belonging to particular cultures, times, and places in the context in which they were created.
55.2 55.3 56.2 5M9.3	MS4.1 MS6.0 MS8.4 MS10.0	3. Compare various reasons for creating works of art.
56.2 56.3 56.4 56.5 5M9.4 5M8.0	MS4.2 MS8.4	4. Describe how people's emotions and experiences influence the development of specific art works.
5.0 6.0 5M10.1-10.3	MS3.0	5. Demonstrate appropriate audience behavior for the context and style of art presented.
57.2 57.5 5M9.0	MS4.0 MS9.0	6. Determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

Overview of Content and Performance Standard 6 for The Arts

10.54.28.60 – Content Standard 6: Students make connections among the arts, other subject areas, life, and work.

LEARNING EXPECTATIONS IN CURRICULUM

BENCH MARK – 10.54.2862

Grade 5	6, 7, & 8 th Grade (Middle School)	Eighth Grade
57.5 5M9.0	MS6.4	1. Compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.
57.5 5M9.5	MS6.4	2. Utilize interrelated elements among the arts and other subject areas.
	MS9.0	3. Explore vocational and avocational opportunities in the arts.
55.2 5M9.5 56.2	MS4.0 MS5.0	4. Identify how works of art reflect the environment in which they are created.

Grade level +M=Music for this grade

Grade level+number=Art

IM=Instrumental Music

MSC=Middle School Choral

MS= Middle School Art

Content and Performance Standards for Art

Fifth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FIFTH GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIFTH GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Fifth Grade to be applied to Content Standards:

51.0 Production

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

52.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

53.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Fifth Grade Course Content

54.0 Use the elements and principles of art, especially color, to analyze and make creative products.

- .1 Identify elements in art, everyday objects, and nature.
- .2 Identify, describe, and analyze art, everyday objects, and nature using the elements of art.
- .3 Plan your art using the elements of art.
- .4 Use the elements and principles of art in your artwork.
- .5 Analyze and evaluate your art using the elements and principles of art.

55.0 Use a wide variety of art materials to create both two-dimensional and three-dimensional art.

- .1 Complete individually and/or in groups finished artwork which displays purpose, aesthetic appeal, and use of the elements and principles of art.
- .2 Identify the idea or motivation and mood or feelings the work is supposed to show.
- .3 Identify and take advantage of the special traits of each material.

56.0 Appreciate the art, artists, and artistic movements of cultures around the world.

- .1 Know many art forms used throughout the world.
- .2 Recognize various ways artists get their ideas.
- .3 Compare and evaluate art forms.
- .4 Create art influenced by art from around the world.

57.0 Explain how art is connected to other subjects.

- .1 Describe how visual arts are related to the other arts.
- .2 Tell how art history is related to history in general.
- .3 Identify some of the scientific principles related to art (colors, light, states of matter, solubility, etc.).
- .4 Identify some of the mathematical principles related to art [proportion and scale, geometry, pattern and repetition, measurement, etc.].
- .5 Use art to respond to other art forms (literature, music, dance) and to demonstrate understanding in other subject areas (graphs, maps, diagrams, plays and performances, etc.).

Content and Performance Standards for Music Education – Fifth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **FIFTH GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for FIFTH GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Fifth Grade to be applied to Content Standards:

5M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

5M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos at the instructor's request.

5M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Fifth Grade - Music Course Content

5M4.0 Expression/Performance: Understand major and minor modes.

- .1 Distinguish between major and minor modes.
- .2 Respond with movement and with clear words to major and minor modes.

5M5.0 Tone Color: Understand the difference between orchestras and bands.

- .1 Identify instruments by sight and sound.
- .2 Know the difference between the composition of an orchestra and a band and hear the difference.

5M6.0 Melody/Harmony: Understand the relationship of note placement on the grand staff and play a band instrument.

- .1 Draw the grand staff and name the parts.
- .2 Read and play notes on staff.
- .3 Properly finger recorder from low C to high D.
- .4 Play songs correctly in a group/solo.
- .5 Play a three-part harmony.

5M7.0 Rhythm: Understand note values and their corresponding rests.

- .1 Read and perform notated rhythms.
- .2 Write notes and rests.
- .3 Complete written measures using rhythmic notation.
- .4 Use movement to demonstrate time values. (eg. body percussion)

5M8.0 Form: Understand various musical forms.

- .1 Identify and discuss themes and variations.
- .2 Notate form. (e.g.: ABA, ABAC)
- .3 Identify, notate, respond with movement, and improvise melodies based on simple forms.

Fifth Music
Course Content (cont.)

- 5M9.0 History/Style: Possess a basic knowledge and appreciation of American music. [This assumes the students are studying American history.]**
- .1 Identify major sources of American music.
 - .2 Name and identify major forms of expression of American music (jazz, gospel, rock, folk, indigenous music etc.).
 - .3 Know the origins and development of these expressive forms.
 - .4 Explain with a clear basis a reaction to and evaluation of these expressive forms.
 - .5 Identify 3-6 famous compositions by giving some basic facts like its name, its composer, nationality of the composer, life dates, home nation or place, historical status and recognize a few of the famous (chosen to be multi-culture and/or gender fair).
- 5M10.0 Audience/Performance Skills: take care of equipment, be a good audience, and be a good group member.**
- .1 Use and store classroom equipment/materials properly and assemble and care for the recorder.
 - .2 Show quiet and appreciative attention to the performance of others.
 - .3 Express appreciation for performance with proper clapping and with compliments.
 - .4 Work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.
 - .5 Use correct posture for singing, playing, and breathing.

Content and Performance Standards for the Arts

Sixth, Seventh & Eighth Grade

Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SIXTH, SEVENTH & EIGHTH GRADE**. When the code is followed by **.0**, the entire Course Content applies. If the code is detailed with a **#**, then that particular portion of the Content applies specifically.

ACE Course Abilities for SIXTH, SEVENTH 7 EIGHTH GRADE ART defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for SIXTH, SEVENTH & EIGHTH GRADE to be applied to Content Standards:

MS1.0 Production

- .1 Use a variety of media to express ideas.
- .2 Experience the elements and principles of art.

MS2.0 Responding

- .1 Understand and appreciate the creativity of others.
- .2 Critique art.

MS3.0 Responsibilities

- .1 Use materials appropriately and safely.
- .2 Respect of self, others and their artwork.
- .3 Clean up when finished creating art.
- .4 Create art in keeping with the accepted standards of decency and respect.

Sixth Grade Seventh Grade Eighth Grade
Course Content

MS4.0 Understand and appreciate the cultural and historical context of art.

- .1 Give specific examples of how history and art have impacted each other.
- .2 Research art from several points of view (cultural, artists, movements, historical, technical, etc.).
- .3 Describe how a specific culture's art expresses details of that culture (values, settings, religion, etc.).

MS5.0 Understand the elements of art in works of art, everyday objects, and nature.

- .1 Identify the elements of art.
- .2 Identify the elements of art in works of art, everyday objects, and nature.
- .3 Using the elements of art, explain a personal reaction to specific forms/scenes in art, everyday objects, and nature.

MS6.0 Understand the use of subject matter, theme and style in visual art.

- .1 Identify the concepts of subject matter, theme and style and distinguish between them.
- .2 Analyze own art, art of classmates, and famous art for subject matter and theme.
- .3 Plan own art using the concepts of subject matter, theme and style.
- .4 Relate the concepts of subject matter and theme to other art forms (literature, music, etc.).

MS7.0 Experiment with a wide variety of materials/media and processes.

- .1 Describe several kinds of materials/media (name, strengths, weaknesses, unique traits, famous practitioners, requirements, safety considerations, and tools).
- .2 Produce simple artistic works in each medium which show a conscious choice of varied subject matter and application of some of the elements of design.
- .3 Use materials not normally considered artistic materials to create a work of art which has subject matter, theme, or both.
- .4 Analyze personal use of media and processes.

Sixth Grade Seventh Grade Eighth Grade
Course Content (cont.)

MS8.0 Create and respond to original art work using elements of art and principles of design.

- .1 Create complete works of art in more than one material/media.
- .2 Plan the art.
- .3 Evaluate own art on the basis of principles of design and the elements of art.
- .4 Express the influence of personal experience.

MS9.0 Be familiar with art-based career choices.

- .1 Identify several art-based career choices (painter, sculptor, commercial artist, designers, architect, etc.).
- .2 Identify the basic requirements and rewards of art as a career .
- .3 Learn about local or famous people with art-based careers.

MS10.0 Use problem-solving and creative thinking skills to create original art.

- .1 Identify and apply creative thinking skills.
- .2 Identify and apply problem-solving skills.
- .3 Explain own problem-solving process.

Content and Performance Standards for Music Education – Sixth Grade

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SIXTH GRADE**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SIXTH GRADE defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Sixth Grade to be applied to Content Standards:

6M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

6M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

6M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Sixth Grade – Music Course Content

6M4.0 Expression/Performance: use all the components of music to make a quality expressive performance.

- .1 Follow words and notes together in a musical score.
- .2 Sight read simple multi-part vocal music.
- .3 Sing and/or play multiple line rhythmic notation.
- .4 Explain the feeling/mood of a performance piece and strive to express it.
- .5 Work together to improve effort and to create a quality performance integrating other expressive elements, such as drama movement, and costume.

6M5.0 Tone Color: Understand the composition of a choir.

- .1 Name and identify by ear the voices of the choir.
- .2 Track a voice's line in a multi-part selection.

6M6.0 Melody/Harmony: Understand major key signatures in major scales, and major triads in the treble clef.

- .1 Read and write C, F, and G key signatures.
- .2 Write and sing a major scale.
- .3 Write and sing major triads in solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).
- .4 Map simple melodies.

6M7.0 Rhythm: Understand the function of time signature and note values in simple meter.

- .1 Verbally and in writing interpret 2/4, 3/4, 4/4, 5/4, and 6/8.
- .2 Sing and play duple and triple meter.
- .3 Identify meter changes in performed music.
- .4 Read notes on the grand staff.
- .5 Take simple rhythmic dictation (whole, half, quarter, eighth notes).

Sixth Music
Course Content – (cont.)

6M8.0 Form: Understand phrase structure.

- .1 Identify repeated phrases and say/write letters to indicate forms.
- .2 Recognize forms and identify the separate phrases.
- .3 Identify forms in folk and pop music and identify the separate phrases.
- .4 Improvise movement to identify and respond to separate phrases.

6M9.0 History/Style: Understand, sing, and/or play music of [various musical styles].

- .1 Know the names and historical origins of the styles.
- .2 Explain the feeling, mood, and impact of the music.
- .3 Suggest in simple musical terms how the styles are different.
- .4 Give the basic facts (name, life dates, home nation or place, historical status) and recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].

6M10.0 Audience/Performance Skills: take care of equipment, be a good audience, and be a good group member.

- .1 Use and store classroom equipment/materials properly.
- .2 Show quiet and appreciative attention to the performance of others.
- .3 Express appreciation for performance with proper clapping and with compliments.
- .4 Apply strategies to work towards ensemble singing/playing/performing, including basic rehearsal etiquette and practice.
- .5 Use correct posture for singing, playing, and breathing.
- .6 Strive to sing or play in tune and identify when you are not.

Content and Performance Standards for 7 & 8th Grade General Music

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **SEVENTH & EIGHTH GRADE GENERAL MUSIC**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for SEVENTH & EIGHTH GRADE GENERAL MUSIC defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for General Music to be applied to Content Standards:

78M1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

78M2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

78M3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Grades Seven and Eight General Music Course Content

78M4.0 Possess a knowledge of basic music signs and terms.

- .1 Sight read dynamics and explain them..
- .2 Sight read and explain duration, rhythm, and tempo (rests and notes).
- .3 Sight read and explain miscellaneous markings.
- .4 Sight read and explain key signature and tone centers.
- .5 Sight read and explain form.

78M5.0 Possess an awareness of music from different periods and cultures (patriotic, folk and ethnic songs from various countries and cultures, traditional western European music, and traditional American music).

- .1 Identify excerpts from major works.
- .2 Know their origins and development.
- .3 Explain with a clear basis the mood, feelings, and impact of each.
- .4 Personally evaluate given works with some clear reference to musical terminology.

78M6.0 Listen actively to music.

- .1 Apply the concept of form.
- .2 Determine and respond to tempo.
- .3 Identify instrumental and vocal timbre.
- .4 Identify major musical styles.
- .5 Respond to and identify expression of feelings.

78M7.0 Understand the use of electronic instruments such as synthesizers, drum machines, sequencers, and computer software through classroom use.

- .1 Identify electronic instruments by sight and sound in solo and in ensemble performance.
- .2 Know the purpose and uses of each.
- .3 Create simple musical forms (rhythmic intros and tracks, codas, interludes).
- .4 Use the equipment properly and carefully.

Grades Seven and Eight General Music
Course Content (cont.)

78M8.0 Be a positive member of a concert audience.

- .1 Show quiet and appreciative attention to the performance of others.
- .2 Express appreciation for performance with proper clapping and with compliments.
- .3 Explain and model appropriate behaviors for different kinds of performances (rock concerts, formal concerts, dance light concerts such as open-air concerts, etc.).

78M9.0 Apply wellness concepts to music.

- .1 Know the range of human hearing (volume and pitch) and how hearing can be damaged.
- .2 Protect hearing from all loud sounds.
- .3 Care for the voice when singing.
- .4 Explain and use correct posture and breathing for singing and playing.

78M10.0 Understand how to be an informed consumer of music and musical equipment.

- .1 Identify the kinds of music-playing equipment (strengths, limitations, prices, options).
- .2 Describe the various forms in which music can be purchased (sheet, disc, tape, record, mixed media).
- .3 Identify the laws which protect creative expression.
- .4 Identify quality musical reproduction by hearing.

78M11.0 Communicate through group singing and/or playing.

- .1 Sing and/or play 2-3 part music.
- .2 Strive to sing and/or play in tune and identify when you are not.
- .3 Identify the intent of a musical piece and strive in solo or group to express it.
- .4 Evaluate with justification the performance of self and the group.

Content and Performance Standards for Middle School Choral

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **MIDDLE SCHOOL CHORAL**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for MIDDLE SCHOOL CHORAL defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Middle School Choral to be applied to Content Standards:

MSC1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

MSC2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

MSC3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Middle School Choral Music Course Content

MSC4.0 Demonstrate correct breathing and in-tune singing.

- .1 Sing from the diaphragm.
- .2 Use correct posture whether standing or seated.
- .3 Identify whether you are singing sharp, flat, or in tune.
- .4 Make significant effort to sing in tune.

MSC5.0 Enunciate words clearly.

- .1 Pronounce words with correct vowels and clear consonants.
- .2 Sing to make meaning clear.

MSC6.0 Possess a performance knowledge of basic music signs and terms.

- .1 Sight read and explain dynamics.
- .2 Sight read and explain rests, notes, and duration and rhythm and tempo.
- .3 Sight read and explain miscellaneous markings.
- .4 Sight read and explain key signature and tone centers.
- .5 Sight read and explain form.

MSC7.0 Use proper rehearsal etiquette to work daily to meet performance expectations and to increase skills in using music.

- .1 Develop and maintain a regular practice schedule.
- .2 Work to sing in tune and to blend with others.
- .3 Follow conducting and verbal directions in rehearsal.
- .4 Be a positive member of the choral group (avoid disruptive behaviors, encourage and support others, stay on task, work to take pleasure from quality effort).
- .5 Correctly evaluate individual effort and group performance and develop and use strategies to improve.

Middle School Choral Music
Course Content (cont.)

MSC8.0 Appreciate music from different periods and cultures.

- .1 Give the origins, development, and special traits of the music.
- .2 Identify famous composers and identify their most prominent works when played.
- .3 Distinguish between clear examples of music from different periods and cultures.
- .4 Give a clearly based and musically literate evaluation of and response to musical selections.

Content and Performance Standards for Middle School Instrumental Music

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **INSTUMENTAL MUSIC**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for INSTRUMENTAL MUSIC defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Instrumental Music to be applied to Content Standards:

IM1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

IM2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

IM3.0 Appreciation

- .1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Instrumental Music Course Content

IM4.0 Demonstrate proper instrumental technique.

- .1 Identify and use proper posture.
- .2 Identify and use proper breathing techniques.
- .3 Produce proper intonation and tone quality.
- .4 Identify and produce proper articulation.
- .5 Identify and use rehearsal etiquette.
- .6 Identify and use correct fingering, sticking, or bowing.
- .7 Identify and use proper assembly and care of the instrument.

IM5.0 Possess written and performing knowledge of basic music symbols.

- .1 Sight read and explain dynamics.
- .2 Sight read and explain duration, rhythm, and tempo (rests and notes).
- .3 Sight read and explain miscellaneous markings.
- .4 Sight read and explain key signature and tone centers.
- .5 Sight read and explain form.

IM6.0 Perform literature from various periods and cultures.

- .1 Apply knowledge for expression of style and interpretation.
- .2 Apply knowledge for expression of ornamentation.
- .3 Apply knowledge for expression of rhythms.
- .4 Apply knowledge for expression of diverse tone colors.
- .5 Apply knowledge for expression of differing instrumentation.

Instrumental Music
Content (cont.)

IM7.0 Meet performance expectations.

- .1 Perform for expressiveness.
- .2 Perform for balance and blend.
- .3 Perform for phrasing.
- .4 Perform for technique.
- .5 Know and use performance etiquette.
- .6 Respond to conducting.
- .7 Be independent in selection, rehearsal, and performance of music.
- .8 Select music.
- .9 Use music for community service.
- .11 Demonstrate the behavior of a discriminating listener.
- .12 Develop a regular practice schedule.

Content and Performance Standards for Middle School Choral Music

Key:

The coded Learning Expectation in Curriculum are detailed on the accompanying sheet labeled **CHORAL MUSIC**. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a .#, then that particular portion of the Content applies specifically.

ACE Course Abilities for CHORAL MUSIC defined below apply to each of the **Bench Marks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Bench Mark**.

ACE Course Abilities for Choral Music to be applied to Content Standards:

CM1.0 Literacy

- .1 Identify and define terms and symbols.
- .2 Write and read music notation.

CM2.0 Performance

- .1 Perform with a group.
- .2 Participate in the creative process.
- .3 Perform solos.

CM3.0 Appreciation

- 1 Evaluate music using sound concepts.
- .2 Recognize cultural influences in music.
- .3 Have a basic understanding of music history.

Choral Music Course Content

CM4.0 Demonstrate proper vocal technique.

- .1 Identify and use proper posture.
- .2 Identify and use proper breathing techniques.
- .3 Produce proper intonation.
- .4 Identify and use proper diction.
- .5 Identify and use rehearsal etiquette.

CM5.0 Possess written and performing knowledge of basic music symbols.

- .1 Sight read for and explain dynamics.
- .2 Sight read for and explain duration, rhythm, and tempo (rests and notes).
- .3 Sight read for and explain miscellaneous markings.
- .4 Sight read for and explain key signature and tone centers.
- .5 Sight read for and explain form.

CM6.0 Perform literature from various periods and cultures.

- .1 Apply knowledge for expression of style and interpretation.
- .2 Apply knowledge for expression of ornamentation.
- .3 Apply knowledge for expression of rhythms.

CM7.0 Meet performance expectations.

- .1 Perform for expressiveness.
- .2 Perform for balance and blend.
- .3 Perform for phrasing.
- .4 Perform for technique.
- .5 Know and use performance etiquette.
- .6 Respond to conducting.
- .7 Be independent in selection, rehearsal, and performance of music.
- .8 Select music.
- .9 Demonstrate a willingness to use music for community service.
- .11 Demonstrate the behavior of a discriminating listener.