

Strand	Level 1	Level 2	Level 3	Level 4
Strand 1: Foundations: Music Literacy	The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to do the following:			
	MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances.	MUSIC II.1A Compare and contrast exemplary musical examples using technology and available live performances.	MUSIC III.1A Evaluate exemplary musical examples using technology and available live performances.	MUSIC IV.1A Evaluate exemplary musical examples using technology and available live performances.
	MUSIC I.1B Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.	MUSIC II.1B Compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.	MUSIC III.1B Explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system.	MUSIC IV.1B Analyze advanced musical textures while using a melodic reading system.
	MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.	MUSIC II.1C Compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology.	MUSIC III.1C Compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology.	MUSIC IV.1C Analyze concepts of music notation, intervals, and chord structure using appropriate terminology.
	MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.	MUSIC II.1D Compare and contrast concepts of rhythm and meter using appropriate terminology and counting system.	MUSIC III.1D Compare and contrast concepts of rhythm and meter using appropriate terminology and counting system.	MUSIC IV.1D Analyze concepts of rhythm and meter using appropriate terminology and counting system.
	MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.	MUSIC II.1E Compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening.	MUSIC III.1E Compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening.	MUSIC IV.1E Analyze musical forms in music selected for performance and listening.
	MUSIC I.1F Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.	MUSIC II.1F Compare and contrast concepts of balance and blend using appropriate terminology.	MUSIC III.1F Compare and contrast concepts of balance and blend using appropriate terminology.	MUSIC IV.1F Analyze concepts of balance and blend using appropriate terminology.

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		MUSIC II.1G Compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre.	MUSIC III.1G Compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals.	MUSIC IV.1G Analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals.	
		MUSIC II.1H Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.	MUSIC III.1H Compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.	MUSIC IV.1H Analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.	
			MUSIC III.1I Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.	MUSIC IV.1I Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.	
	The student reads and writes music notation using an established system for rhythm and melody. The student is expected to do the following:				
		MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.	MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.	MUSIC III.2A Read and notate music that incorporates melody and rhythm.	MUSIC IV.2A Read and notate music that incorporates advanced melodies and rhythms.
		MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.	MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.	MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.	MUSIC IV.2B Interpret music symbols and expressive terms.
	The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoires. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to do the following:				
Strand 2: Creative Expression		MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.	MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.	MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.	
				MUSIC IV.3A Demonstrate mature, characteristic sound appropriate for the genre.	

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	MUSIC I.3B Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.	MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.	MUSIC III.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.	MUSIC IV.3B Analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.
	MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.	MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.	MUSIC III.3C Demonstrate rhythmic accuracy using appropriate tempo.	MUSIC IV.3C Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.
	MUSIC I.3D Demonstrate observance of key signatures and modalities.	MUSIC II.3D Demonstrate observance of key signatures and modalities.	MUSIC III.3D Demonstrate observance of key signatures and modalities.	MUSIC IV.3D Demonstrate observance of key signatures and modalities.
	MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.	MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.	MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.	MUSIC IV.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.
	MUSIC I.3F Create and notate or record original musical phrases.	MUSIC II.3F Create and notate or record original musical phrases at an appropriate level of difficulty.	MUSIC III.3F Create and notate or record original musical phrases at an appropriate level of difficulty.	MUSIC IV.3F Create and notate or record original musical phrases at an increasing level of difficulty.
The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to do the following:				
	MUSIC I.4A Demonstrate mature, characteristic sound appropriate for the genre while sight-reading.	MUSIC II.4A Exhibit increasingly mature, characteristic sound appropriate for the genre while sight-reading.	MUSIC III.4A Exhibit mature, characteristic sound appropriate for the genre while sight-reading.	MUSIC IV.4A Exhibit mature, characteristic sound appropriate for the genre while sight-reading.
	MUSIC I.4B Demonstrate psychomotor and kinesthetic skills such as the use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight-reading.	MUSIC II.4B Demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight-reading.	MUSIC III.4B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight-reading.	MUSIC IV.4B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight-reading.



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	MUSIC I.4C Demonstrate rhythmic accuracy while sight-reading using a counting system within an appropriate tempo.	MUSIC II.4C Demonstrate correct articulation and rhythmic accuracy while sight-reading using a counting system within an appropriate tempo.	MUSIC III.4C Demonstrate correct articulation and rhythmic accuracy while sight-reading using a counting system within an appropriate tempo.	MUSIC IV.4C Demonstrate correct articulation and rhythmic accuracy while sight-reading using a counting system within an appropriate tempo.
	MUSIC I.4D Demonstrate observance of key signatures and modalities while sight-reading.	MUSIC II.4D Demonstrate observance of multiple key signatures and changing modalities while sight-reading.	MUSIC III.4D Demonstrate observance of multiple key signatures and changing modalities while sight-reading.	MUSIC IV.4D Demonstrate observance of multiple key signatures and changing modalities while sight-reading.
	MUSIC I.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight-reading.	MUSIC II.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight-reading.	MUSIC III.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight-reading.	MUSIC IV.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight-reading.
	MUSIC I.4F Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight-reading.	MUSIC II.4F Demonstrate application of dynamics and phrasing while sight-reading.	MUSIC III.4F Demonstrate application of dynamics and phrasing while sight-reading.	MUSIC IV.4F Demonstrate application of dynamics and phrasing while sight-reading.
		MUSIC II.4G Demonstrate accurate intonation while sight-reading using concepts such as vowel shapes, ensemble blend, and just intonation.	MUSIC III.4G Demonstrate accurate intonation while sight-reading using concepts such as vowel shapes, ensemble blend, and just intonation.	MUSIC IV.4G Demonstrate accurate intonation while sight-reading using concepts such as vowel shapes, ensemble blend, and just intonation.
Strand 3: Historical and Cultural Relevance	The student relates music to history, culture, and the world. The student is expected to do the following:			
	MUSIC I.5A Compare and contrast music by genre, style, culture, and historical period.	MUSIC II.5A Compare and contrast music by genre, style, culture, and historical period.	MUSIC III.5A Classify representative examples of music by genre, style, culture, and historical period.	MUSIC IV.5A Discriminate representative examples of music by genre, style, culture, and historical period.
	MUSIC I.5B Identify music-related vocations and avocations.	MUSIC II.5B Define uses of music in societies and cultures.	MUSIC III.5B Explore the relevance of music to societies and cultures.	MUSIC IV.5B Evaluate the relevance of music to societies and cultures.
	MUSIC I.5C Identify and describe the uses of music in societies and cultures.	MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.	MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.	MUSIC IV.5C Define the relationships between music content and concepts and other academic disciplines.
	MUSIC I.5D Identify and explore the relationship between music and other academic disciplines	MUSIC II.5D Identify music-related vocations and avocations.	MUSIC III.5D Analyze music-related career options.	MUSIC IV.5D Explain a variety of music and music-related career options.



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	MUSIC I.5E Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances.	MUSIC II.5E Identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances.	MUSIC III.5E Analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.	MUSIC IV.5E Analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.
	MUSIC I.5F Identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.	MUSIC II.5F Identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.	MUSIC III.5F Generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.	MUSIC IV.5F Generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques.
Strand 4: Critical Evaluation and Response	The student listens to, responds to, and evaluates music and musical performances. The student is expected to do the following:			
	MUSIC I.6A Practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.	MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.	MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.	MUSIC IV.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.
	MUSIC I.6B Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.	MUSIC II.6B Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.	MUSIC III.6B Create and apply specific criteria for evaluating performances of various musical styles.	MUSIC IV.6B Create and apply specific criteria for evaluating performances of various musical styles.
	MUSIC I.6C Develop processes for self-evaluation and select tools for personal artistic improvement.	MUSIC II.6C Develop processes for self-evaluation and select tools for personal artistic improvement.	MUSIC III.6C Create and apply specific criteria for offering constructive feedback using a variety of music performances.	MUSIC IV.6C Create and apply specific criteria for offering constructive feedback using a variety of musical performances.
	MUSIC I.6D Evaluate musical performances by comparing them to exemplary models.	MUSIC II.6D Evaluate musical performances by comparing them to exemplary models.	MUSIC III.6D Develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings.	MUSIC IV.6D Develop processes for self-evaluation and select tools for personal artistic improvement.

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			<p>MUSIC III.6E Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>	<p>MUSIC IV.6E Evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>