

<b>Strand 1: Foundations: Music Literacy</b>
<b>The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to do the following:</b>
<b>MUSIC 1A</b> Experience and explore exemplary musical examples using technology and available live performances.
<b>MUSIC 1B</b> 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.
<b>MUSIC 1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology.
<b>MUSIC 1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system.
<b>MUSIC 1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.
<b>MUSIC 1F</b> Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
<b>The student reads and notates music using an appropriate notation system. The student is expected to do the following:</b>
<b>MUSIC 2A</b> Read notation systems or manipulate sounds as appropriate to the course of study.
<b>MUSIC 2B</b> Read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate.
<b>MUSIC 2C</b> Interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate.
<b>MUSIC 2D</b> Demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty.
<b>MUSIC 2E</b> Demonstrate music-making skills such as appropriate use of technology in recording, notating, editing, manipulating, arranging, Standard Motion Picture Time Encryption (SMPT), and emergent technologies.
<b>Strand 2: Creative Expression</b>
<b>The student demonstrates musical artistry by singling or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. 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:</b>
<b>MUSIC 3A</b> Demonstrate, create, or apply characteristic sounds appropriate for the genre.
<b>MUSIC 3B</b> Create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures
<b>MUSIC 3C</b> Demonstrate understanding of correct articulation and rhythmic accuracy.
<b>MUSIC 3D</b> Demonstrate understanding of correct dynamics and phrasing.
<b>MUSIC 3E</b> Demonstrate understanding of correct intonation.
<b>MUSIC 3F</b> Exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions.



## Strand 2: Creative Expression

The student creates original music within specified guidelines. The student is expected to do the following:

**MUSIC 4A** Create original musical phrases.

**MUSIC 4B** Notate or record original musical phrases.

## 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 5A** Compare and contrast music by genre, style, culture, and historical period.

**MUSIC 5B** Identify music-related vocations and avocations.

**MUSIC 5C** Identify and describe the uses of music in societies and cultures.

**MUSIC 5D** Identify and explore the relationship between music and other academic disciplines.

**MUSIC 5E** Identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances.

**MUSIC 5F** Identify and explore tools for college and career preparation such as 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 performance in formal and informal settings. The student is expected to do the following:

**MUSIC 6A** Practice informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.

**MUSIC 6B** Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.

**MUSIC 6C** Develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings.

**MUSIC 6D** Evaluate musical performances by comparing them to exemplary models.