

Lakeland Joint School District No. 272
Elementary Music Curriculum K-3
Revised 2002

National Standard	Corresponding State Standard	Application of Standard	K	1	2	3	Facilitator
<p>1. Singing, alone and with others, a varied repertoire of music</p>	<p>(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</p> <p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p> <p>(872) Communicate in the humanities disciplines through application and creative statement.</p>	<p>a. sing independently, on pitch and in rhythm, with appropriate timbre, and maintain a steady tempo</p> <p>b. sing expressively, with appropriate dynamics, phrasing, and interpretation</p> <p>c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</p> <p>d. sing ostinatos, partner songs, and rounds</p> <p>e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</p>	<p>a. explore high-low, loud-soft, fast-slow</p> <p>b. be aware of happy and sad songs</p> <p>c. sing folk songs, patriotic songs</p> <p>e. explore high-low, loud-soft, fast-slow</p>	<p>a. demonstrate high-low, loud-soft, fast-slow</p> <p>b. demonstrate high-low, loud-soft, fast-slow</p> <p>c. sing songs from various cultures</p> <p>d. sing call and response songs</p> <p>e. demonstrate high-low, loud-soft, fast-slow</p>	<p>a. demonstrate confidence in singing alone</p> <p>b. distinguish between faster and slower</p> <p>c. sing folk songs</p> <p>d. sing call and response songs</p> <p>e. sing together with appropriate musical expression as directed by the teacher</p>	<p>a. sing a simple pentatonic song with correct pitch and rhythm</p> <p>b. sing a song with expression and musicality</p> <p>c. continue to build a repertoire of folk, cultural, and patriotic songs</p> <p>d. explore harmony through ostinatos and rounds</p> <p>e. sing together with appropriate musical expression as directed by the teacher</p>	<p>M</p> <p>M</p> <p>C</p> <p>M/C</p> <p>M/C</p>
<p>2. Performing on instruments, alone and with others, a varied repertoire of music</p>	<p>(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</p> <p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p> <p>(872) Communicate in the humanities disciplines through application and creative statement.</p>	<p>a. perform in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</p> <p>b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</p> <p>c. perform expressively a varied repertoire of music representing diverse genres and styles</p> <p>d. echo short rhythms and melodic patterns</p> <p>e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>f. perform independent instrumental parts while other students sing or play contrasting parts</p>	<p>a. move to or play a steady beat</p> <p>c. play high-low, loud-soft, fast-slow</p> <p>d. echo short rhythmic patterns</p> <p>e. play instruments as a group</p> <p>f. play instruments alone</p>	<p>a. move to or play even or uneven beat patterns</p> <p>b. perform basic rhythm patterns</p> <p>c. play high-low, loud-soft, fast-slow</p> <p>d. echo short rhythmic patterns using quarter and eighth notes</p> <p>e. play instruments as a group</p> <p>f. play call and response on instruments</p>	<p>a. play beats and rhythm patterns to accompany simple classroom songs</p> <p>b. sing simple melodies using mi, fa, and so</p> <p>c. develop awareness of different music styles and genres</p> <p>d. echo short rhythmic patterns using quarter and eighth notes</p> <p>e. play instruments using appropriate expression to fit the song</p> <p>f. explore simple music with contrasting rhythms</p>	<p>a. play beats and rhythm patterns to accompany simple classroom songs</p> <p>b. explore harmony through ostinatos and rounds</p> <p>c. perform music of different styles and genres</p> <p>d. read short rhythmic patterns using quarter and eighth notes</p> <p>e. play instruments using appropriate expression to fit the song</p> <p>f. explore rhythmic contrast through ostinatos and rounds</p>	<p>M</p> <p>M</p> <p>M/C</p> <p>M</p> <p>M</p> <p>M</p>

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7. Content Standard: Evaluating music and music performances	(872) Communicate in the humanities disciplines through application and creative statement.	a. devise criteria for evaluating performances and compositions b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles	a. be aware of happy and sad songs b. describe high-low, loud-soft, fast-slow	a. be aware of happy and sad songs b. begin to describe high-low, loud-soft, and fast-slow in musical terms	a. use basic musical terms when describing music b. verbally describe a favorite song using musical terms	a. write a short description of a song using musical terms b. write a short description of their favorite song using musical terms	M/C M/C
8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts.	(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. identify similarities and differences in the meanings of common terms used in the various arts b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	a. be aware that art can evoke various moods b. begin to recognize similarities between the study of the arts and other disciplines	a. be aware that art can evoke various moods b. begin to recognize similarities between the study of the arts and other disciplines	a. verbally describe what moods a song evokes b. verbally describe similarities between the study of the arts and other disciplines	a. write a short description of what moods a song evokes b. write a comparison of how the study of the arts is similar to other disciplines	C C
9. Content Standard: Understanding music in relation to history and culture	(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. (870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. identify by genre or style aural examples of music from various historical periods and cultures b. describe in simple terms how elements of music are used in music examples from various cultures of the world c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use d. identify and describe roles of musicians in various music settings and cultures e. demonstrate audience behavior appropriate for the context and style of music performed	e. demonstrate sitting quietly and applauding at appropriate times	b. Explore the elements of music such as rhythm, melody and instrumentation c. describe how music is used in everyday life e. demonstrate sitting quietly and applauding at appropriate times	a. develop awareness of different music styles and genres b. verbally describe how the elements of music differ in music from other cultures c. describe how music is used in everyday life e. demonstrate sitting quietly and applauding at appropriate times	a. aurally distinguish the differences in music from many styles and genres b. in writing, describe how the elements of music differ in music from other cultures c. describe vocational opportunities in the field of music e. demonstrate sitting quietly and applauding at appropriate times	C C C C C

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Elementary Music Curriculum 4-6
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National Standard	Corresponding State Standard	Application of Standard	4	5	6	Facilitator
1. Singing, alone and with others, a varied repertoire of music	<p>(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</p> <p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p> <p>(872) Communicate in the humanities disciplines through application and creative statement.</p>	<p>a. sing accurately with good breath control throughout their singing ranges, alone and in a group</p> <p>b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty 2, on a scale of 1 to 6, including some songs performed from memory</p> <p>c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>d. sing music written in two parts</p>	<p>a. sing songs of increasing melodic and rhythmic difficulty</p> <p>b. sing on pitch, using a voice that is natural and produced without strain</p> <p>c. sing a variety of patriotic, folk and songs from different cultures</p> <p>d. sing simple two part rounds and ostinatos to well-known songs</p>	<p>a. sing songs of increasing melodic and rhythmic difficulty</p> <p>b. sing on pitch, using a voice that is natural and produced without strain</p> <p>c. sing a variety of patriotic, folk and songs from different cultures</p> <p>d. sing music with small sections of two part harmony</p>	<p>a. demonstrate the proper mechanics of good vocal tone production</p> <p>b. sing on pitch, using a voice that is natural and produced without strain</p> <p>c. continue to sing a variety of patriotic, folk and songs from different cultures</p>	<p>M</p> <p>M</p> <p>M/C</p> <p>C</p>
2. Performing on instruments, alone and with others, a varied repertoire of music	<p>(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</p> <p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p> <p>(872) Communicate in the humanities disciplines through application and creative statement.</p>	<p>a. perform at least one instrument accurately and independently, alone and in a small group, with good posture, good playing position, and good breath, bow, or stick control</p> <p>b. Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6</p> <p>c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</p>	<p>a. Use instruments to perform increasingly complex rhythmic patterns</p> <p>b. play expressively using slow, fast, loud, and soft when appropriate</p> <p>c. perform patriotic, folk and multi-cultural songs using appropriate expression</p> <p>d. echo short rhythmic and melodic patterns</p>	<p>a. recognize and play syncopation and tied notes on instruments</p> <p>b. explore at least one example of instruments from each of the instrument families</p> <p>c. perform patriotic, folk and multi-cultural songs using appropriate expression</p> <p>d. echo short rhythmic patterns using quarter and eighth notes</p>	<p>a. demonstrate proper posture, playing position, and mechanics for at least one musical instrument</p> <p>c. perform music of different styles and genres with appropriate musical expression</p> <p>d. echo short rhythmic patterns using half, quarter, and eighth notes</p>	<p>M</p> <p>M</p> <p>M/C</p> <p>M</p>

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National Standard	Corresponding State Standard	Application of Standard	4	5	6	Facilitator
3. Improvising melodies, variations, and accompaniments	(872) Communicate in the humanities disciplines through application and creative statement.	a. improvise simple harmonic accompaniments b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	a. improvise rhythmic patterns according to criteria established by the teacher c. improvise a simple rhythmic variation to a familiar song	b. compose a variation to a well known tune c. improvise a simple rhythmic variation to a familiar song	a. explore and compose a harmony to a well known melody c. improvise a short melody to a given rhythmic accompaniment	M M M
4. Composing and arranging music within specified guidelines	(872) Communicate in the humanities disciplines through application and creative statement.	a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance b. arrange a simple piece of music for voice of instruments other than those it was originally written for c. use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging	a. expand in the use of the elements of music in arranging and composing b. use instruments to perform a vocal piece and voices to perform an instrumental piece c. The students will be introduced to a method of arranging and composing using electronic media	a. expand in the use of the elements of music in arranging and composing b. use instruments to perform a vocal piece and voices to perform an instrumental piece c. continue the use of computer technology to create, edit, and arrange musical compositions	a. explain in writing using musical terminology, how the addition or deletion of a specific element of a musical piece would alter the piece b. use computer technology to explore how a piece of music changes when played by different instruments c. continue the use of computer technology to create, edit, and arrange musical compositions	M M M

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<p>5. Reading and notating music</p>	<p>(872) Communicate in the humanities disciplines through application and creative statement.</p>	<p>a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns</p>	<p>a. read and write music using whole, half, and quarter notes in duple meters b. be introduced to a system used to read simple pitch notation c. recognize and use appropriate symbols and terms to express dynamics in music d. develop aural skills to notate simple rhythms</p>	<p>a. read and write music using whole, half, quarter, and eighth notes in duple meters b. continue to develop practical usage of a system used to read simple pitch notation c. recognize and use appropriate symbols and terms. d. continue to develop aural skills to notate simple rhythms</p>	<p>a. read and write music using whole, half, and quarter, eighth, and sixteenth notes in duple and triple meters b. continue to develop practical usage of a system used to read simple pitch notation c. recognize and use appropriate symbols and terms. d. continue to develop aural skills to notate simple rhythms</p>	<p>M M M M</p>
<p>6. Listening to, analyzing, and describing music</p>	<p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. Describe specific musical events in a given aural example, using appropriate terminology b. Analyze the use of the elements of music in aural examples of various styles representing diverse cultures c. demonstrate knowledge of the basic principles of meter, rhythm, and tonality d. demonstrate knowledge of opportunities for careers in the field of music</p>	<p>a. recognize and respond to specific musical events b. recognize how the use of the elements of music define the musical style c. Recognize the framework of a major scale</p>	<p>a. identify specific musical events using appropriate terminology. b. recognize how the use of the elements of music define the music of different cultures c. recognize the relationship between rhythm and mathematics</p>	<p>a. describe specific musical events using appropriate terminology d. explore the different career opportunities available in the field of music</p>	<p>M M M C</p>

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<p>9. Content Standard: Understanding music in relation to history and culture</p>	<p>(868) Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</p> <p>(870) Conduct analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. identify by genre or style aural examples of music from various historical periods and cultures</p> <p>b. classify by historical period and style a varied body of exemplary musical works and to explain the characteristics of each that cause it to be classified as such</p> <p>c. compare in several different cultures, the function music serves, the roles of musicians, and the conditions under which music is typically performed</p>	<p>a. introduce composers and compositions from the baroque and classical musical periods</p> <p>b. recognize the characteristics specific to the baroque and classical musical periods</p> <p>c. describe how music is used in everyday life in other cultures</p>	<p>a. introduce composers and compositions from the impressionistic and romantic musical periods</p> <p>b. recognize the characteristics specific to the impressionistic and romantic musical periods</p> <p>c. describe the role musicians fill in the societies of other cultures</p>	<p>a. introduce composers and compositions from the contemporary musical period</p> <p>b. recognize the characteristics specific to the contemporary musical period</p> <p>c. describe the conditions under which musicians from other cultures perform</p>	<p>M</p> <p>M</p> <p>M/C</p>
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Lakeland Joint School District No. 272

Music Curriculum: Choir Grades 7-8

National standard	Corresponding State Standard	Application of Standard	Benchmarks
1. Singing alone and with others, a varied repertoire of music.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles b. perform with expression and technical accuracy a repertoire of choral literature with a level of difficulty of 2, on a scale of 1 to 6 c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed	1.demonstrate knowledge of basic notation 2.sing simple rhythms 3. match pitches aurally. 4. follow conductors tempo 5. identify a well produced sound 6. exhibit correct tone production 7. demonstrate dynamic singing 8.know and use basic playing techniques 9. demonstrate knowledge of basic rhythms 10. perform various styles of music 11. participate in at least two major performances
2.Performing on instruments, alone and with others, a varied repertoire of music.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument	1.demonstrate knowledge of basic notation 2.identify incorrect pitches 3.understand basic terms
3. Improvising melodies, variations, and accompaniments.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. improvise simple harmonic accompaniments b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	1.sing a simple tune by ear 2. create variation by changing rhythms 3. improvise simple melodies to a given harmony 4. improvise using call and response
4. Composing and arranging music within specified guidelines.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance b. arrange simple pieces for voices or instruments other than those for which the pieces were written c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	1.sing a simple tune by ear 2.fill in missing measures of a well known song 3. compose musical phrases using repetition, sequence. or call and response 4. compose a simple song 5. show knowledge of basic music notation

National standard	Corresponding State Standard	Application of Standard	Benchmarks
5. Reading and notating music	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and cut time meter signatures b. read at sight simple melodies in both the treble and bass clefs c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression d. use standard notation to record their musical ideas and the musical ideas of others e. sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6	1. demonstrate knowledge of basic notation 2. identify incorrect pitches 3. identify basic terms 4. demonstrate knowledge of basic rhythms 5. demonstrate knowledge of dynamic markings 6. identify tempo markings 7. use basic musical <i>road signs</i> 8. sight-read a simple song
6. Listening to, analyzing, and describing music.	(938.01) Conduct analysis of the arts and humanities disciplines. (940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. describe specific music events in a given aural example, using appropriate terminology b. analyze the uses of elements of music in aural examples representing diverse genres and cultures c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	1. listen to more proficient singers as example 2. listen to live and recorded examples of choral music 3. develop skills to evaluate performances 4. describe a piece of music orally and in writing 5. be introduced to basic musical forms
7. evaluating music and music performances	(938.02) Engage in reasoned dialogue about arts and humanities issues. (938.03) Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	1. listen to more proficient singers as example 2. listen to live and recorded examples of choral music 3. develop skills to evaluate performances 4. identify elements of good and poor singing 5. demonstrate the ability to learn a simple song independently
8. Understanding relationships between music, the other arts, and disciplines outside the arts.	(936.02) Understand interrelationships among visual and performing arts disciplines.	a. compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	1. relate repertoire to its origins and intended usage 2. explore how music effects people's actions and feelings 3. explore music's relationship to other academic subjects
9. Understanding music in relation to history and culture.	(936.01) Understand historical and cultural contexts of the visual and performing arts.	a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	1. relate repertoire to its origins and intended usage 2. identify the ethnic and cultural origins of the music performed in choir 3. study one major composer

Lakeland Joint School District No. 272
Music Curriculum High School Vocal Music (Choir 1-4)

National Standard	Corresponding State Standard	Application of Standard	Choir I benchmarks	Choir II benchmarks	Choir III benchmarks	Choir IV benchmarks
<p>1. Singing, alone and with others, a varied repertoire of music</p>	<p>975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.</p>	<p>a. sing with technical accuracy a varied repertoire of literature in an ensemble setting b. perform with expression and technical accuracy a large and varied repertoire of instrumental literature c. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills d. perform in small ensembles with one student on a part</p>	<p>1. Use and apply basic notations. 2. Sing and clap rhythms of an ever-increasing level of difficulty 3. Sing alone and in small groups with correct pitch, good tone quality, and proper technique 4. Sing a wide variety of musical styles 5. Perform in all required concerts 6. Demonstrate an ever-increasing knowledge of notation 7. Identify correct and incorrect pitches 8. Apply musical terminology 9. Follow and respond musically to the conductor 10. Consistently demonstrate correct singing techniques 11. Consistently demonstrate good tone quality 12. Sing increasingly difficult rhythms at a steady tempo 13. Perform various styles of music with sensitivity and appropriate phrasing 14. Perform in all major required performances 15. Sing major, diatonic scales(s) in tune at a moderate tempo.</p>	<p>1. Use and apply basic notations. 2. Sing and clap rhythms of an ever-increasing level of difficulty 3. Sing alone and in small groups with correct pitch, good tone quality, and proper technique 4. Sing a wide variety of musical styles 5. Perform in all required concerts 6. Demonstrate an ever-increasing knowledge of notation 7. Identify correct and incorrect pitches 8. Apply musical terminology 9. Follow and respond musically to the conductor 10. Consistently demonstrate correct singing techniques 11. Consistently demonstrate excellent tone quality 12. Sing increasingly difficult rhythms at a steady tempo 13. Perform various styles of music with sensitivity and appropriate phrasing 14. Perform in all major required performances 15. Sing major and minor scales in tune at a moderate tempo</p>	<p>1. Use and apply basic notations. 2. Sing and clap rhythms of an ever-increasing level of difficulty 3. Sing alone and in small groups with correct pitch, good tone quality, and proper technique 4. Sing a wide variety of musical styles 5. Perform in all required concerts 6. Demonstrate an ever-increasing knowledge of notation 7. Identify correct and incorrect pitches 8. Apply musical terminology 9. Follow and respond musically to the conductor 10. Consistently demonstrate correct singing techniques 11. Consistently demonstrate excellent tone quality 12. Sing increasingly difficult rhythms at a steady tempo 13. Perform various styles of music with sensitivity and appropriate phrasing 14. Perform in all major required performances 15. Sing major, minor and chromatic scales in tune at a moderately fast tempo</p>	<p>1. Use and apply basic notations. 2. Sing and clap rhythms of an ever-increasing level of difficulty 3. Sing alone and in small groups with correct pitch, good tone quality, and proper technique 4. Sing a wide variety of musical styles 5. Perform in all required concerts 6. Demonstrate an ever-increasing knowledge of notation 7. Identify correct and incorrect pitches 8. Apply musical terminology 9. Follow and respond musically to the conductor 10. Consistently demonstrate correct singing techniques 11. Consistently demonstrate superior tone quality 12. Sing increasingly difficult rhythms at a steady tempo 13. Perform various styles of music with sensitivity and appropriate phrasing 14. Perform in all major required performances 15. Sing major, minor and chromatic scales in tune at a moderately fast tempo</p>

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Music Curriculum High School Vocal Music (Choir 1-4)

National Standard	Corresponding State Standard	Application of Standard	Choir I benchmarks	Choir II benchmarks	Choir III benchmarks	Choir IV benchmarks
2. Improvising melodies, variations, and accompaniments	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. improvise stylistically appropriate harmonizing parts b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality	1.Sing a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Sing a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Sing a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Sing a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres
3. Composing and arranging music within specified guidelines	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty at a moderate tempo 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty at a moderately fast tempo 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty within the context of simple and compound meters 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty and of excellent quality	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty within the context of simple and compound meters 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty and of superior quality
4. Reading and notating music	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used b. sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Sight read music	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Continue to sight read music at an increasing level of difficulty	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Sight read music quickly and efficiently at an increasing level of difficulty	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5. Sight read music quickly and efficiently at an increasing level of difficulty

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Music Curriculum High School Vocal Music (Choir 1-4)

National Standard	Corresponding State Standard	Application of Standard	Choir I benchmarks	Choir II benchmarks	Choir III benchmarks	Choir IV benchmarks
5. Listening to, analyzing, and describing music	973.01 Conduct analysis of the arts and humanities disciplines. 973.02 Engage in reasoned dialogue about arts and humanities issues. 975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	1.Listen to examples of professional musicians as well as quality recordings of choir music 2.Evaluate rehearsals and performances 3.Identify different musical forms	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Identify different musical forms	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Identify different musical forms	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 4.Identify different musical forms
6. Evaluating music and music performances	973.02 Engage in reasoned dialogue about arts and humanities issues. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	1.Listen to examples of professional musicians as well as quality recordings of choir music 2.Evaluate rehearsals and performances 3.Demonstrate an ability to learn new music independently 4.Describe a piece of music	1.Listen to examples of professional musicians as well as quality recordings of choir music 2.Evaluate rehearsals and performances, using specific terminology 3.Demonstrate an ability to learn new music independently 4.Describe a piece of music orally and in writing	1.Listen to examples of professional musicians as well as quality recordings of choir music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Demonstrate an ability to learn new music independently 4.Describe a piece of music orally and in writing	1.Listen to examples of professional musicians as well as quality recordings of choir music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Demonstrate an ability to learn new music independently and efficiently 4.Describe a piece of music orally and in writing

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Music Curriculum High School Vocal Music (Choir 1-4)

National Standard	Corresponding State Standard	Application of Standard	Choir I benchmarks	Choir II benchmarks	Choir III benchmarks	Choir IV benchmarks
7. Understanding relationships between music, the other arts, and disciplines outside the arts	971.02 Understand interrelationships among visual and performing arts disciplines. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas
8. Understanding music in relation to history and culture	971.01 Understand historical and cultural contexts of the visual and performing arts. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples and explain the reasoning behind their classifications b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in choir 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in choir 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in choir 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in choir 3.Study major composers and time periods throughout the music history as appropriate and applicable

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Music Curriculum: Band Grades 6-8

National standard	Corresponding State Standard	Application of Standard	6 th Grade Band Benchmarks	7 th Grade Band Benchmarks	8 th Grade Band Benchmarks
1. Singing alone and with others, a varied repertoire of music.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	1. identify basic notation 2. sing simple rhythms 3. begin matching pitches.	1. demonstrate knowledge of basic notation 2. sing simple rhythms 3. match pitches aurally. 4. sing band music	1. demonstrate knowledge of basic notation 2. sing simple rhythms 3. match pitches aurally. 4. sing band music 5. sing a major scale
2. Performing on instruments, alone and with others, a varied repertoire of music.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control b. perform with expression and technical accuracy on at least one string, wind, percussion instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6 c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory	1. identify basic notation 2. identify incorrect pitches 3. identify basic terms 4. follow conductors tempo 5. identify a well produced sound 6. exhibit correct tone production 7. demonstrate loud and soft playing 8. know and use basic playing techniques 9. demonstrate knowledge of basic rhythms 10. perform various styles of music 11. participate in at least one major performance 12. perform from memory the Bb major scale	1. demonstrate knowledge of basic notation 2. identify incorrect pitches 3. understand basic terms tempo 4. follow conductors tempo 5. identify a well produced sound 6. exhibit correct tone production 7. demonstrate dynamic playing 8. know and use basic playing techniques 9. demonstrate knowledge of basic rhythms 10. perform various styles of music 11. participate in at least two major performances 12. perform from memory Bb, Eb, and Ab major scales 13. be introduced to the chromatic scale	1. demonstrate an ever increasing knowledge of notation 2. identify and correct incorrect pitches 3. understand basic terms tempo 4. follow conductors tempo 5. exhibit a well-produced sound 6. exhibit correct playing techniques 7. demonstrate dynamic playing 8. play increasingly difficult rhythms 9. perform various styles of music 10. participate in at least two major performances 11. perform from memory Bb, Eb, Ab, C, and F major scales 12. play a chromatic scale from memory 13. be introduced to minor scales
3. Improvising melodies, variations, and accompaniments.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. improvise simple harmonic accompaniments b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality	1. play a simple tune by ear 2. create variation by changing rhythms 3. improvise simple melodies	1. play a simple tune by ear 2. create variation by changing rhythms 3. improvise simple melodies to a given harmony 4. improvise using call and response	1. play a simple tune by ear in various keys 2. create variation by changing rhythms or pitches 3. improvise simple melodies to a given harmony 4. improvise a melody within a given style

National standard	Corresponding State Standard	Application of Standard	6 th Grade Band Benchmarks	7 th Grade Band Benchmarks	8 th Grade Band Benchmarks
4. Composing and arranging music within specified guidelines.	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. (940.02) Communicate in the visual and performing arts through creative expression.	a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance b. arrange simple pieces for voices or instruments other than those for which the pieces were written c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	1. play a simple tune by ear 2. fill in missing measures of a well known song 3. compose musical phrases using repetition, sequence, or call and response	1. play a simple tune by ear 2. fill in missing measures of a well known song 3. compose musical phrases using repetition, sequence, or call and response 4. compose a simple song 5. show knowledge of basic music notation	1. develop a basic knowledge of key signatures 2. be introduced to transpositions 3. demonstrate basic music notational skills 4. use music software to write, notate, and transpose simple tunes 5. transpose for one's own instrument
5. Reading and notating music	(940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and cut time meter signatures b. read at sight simple melodies in both the treble and bass clefs c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression d. use standard notation to record their musical ideas and the musical ideas of others e. sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6	1. identify basic notation 2. identify incorrect pitches 3. identify basic terms 4. demonstrate knowledge of basic rhythms 5. identify dynamic markings 6. identify tempo markings 7. use basic musical <i>road signs</i> 8. be introduced to sight-reading	1. demonstrate knowledge of basic notation 2. identify incorrect pitches 3. identify basic terms 4. demonstrate knowledge of basic rhythms 5. demonstrate knowledge of dynamic markings 6. identify tempo markings 7. use basic musical <i>roadsigns</i> 8. sight-read a simple song	1. demonstrate an increasing knowledge of notation 2. define musical terms 3. demonstrate knowledge of increasingly difficult rhythms 4. demonstrate knowledge of dynamic markings 5. demonstrate knowledge of tempo markings 6. sight-read music with a level of difficulty of 2, on a scale of 1 to 6 7. perform a solo or small ensemble
6. Listening to, analyzing, and describing music.	(938.01) Conduct analysis of the arts and humanities disciplines. (940.01) Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. describe specific music events in a given aural example, using appropriate terminology b. analyze the uses of elements of music in aural examples representing diverse genres and cultures c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. develop skills to evaluate performances	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. develop skills to evaluate performances 4. describe a piece of music orally and in writing 5. be introduced to basic musical forms	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. evaluate musical rehearsals and performances 4. describe a piece of music orally and in writing 5. demonstrate an understanding of basic musical forms

National standard	Corresponding State Standard	Application of Standard	6 th Grade Band Benchmarks	7 th Grade Band Benchmarks	8 th Grade Band Benchmarks
7. evaluating music and music performances	(938.02) Engage in reasoned dialogue about arts and humanities issues. (938.03) Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. develop skills to evaluate performances 4. identify elements of good and poor playing.	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. develop skills to evaluate performances 4. identify elements of good and poor playing 5. demonstrate the ability to learn a simple song independently	1. listen to more proficient players as example 2. listen to live and recorded examples of band music 3. evaluate musical rehearsals and performances 4. identify elements of good and poor playing 5. demonstrate the ability to learn a simple song independently
8. Understanding relationships between music, the other arts, and disciplines outside the arts.	(936.02) Understand interrelationships among visual and performing arts disciplines.	a. compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	1. relate repertoire to its origins and intended usage 2. explore how music effects people's actions and feelings	1. relate repertoire to its origins and intended usage 2. explore how music effects people's actions and feelings 3. explore music's relationship to other academic subjects	1. relate repertoire to its origins and intended usage 2. explore how music effects people's actions and feelings 3. explore music's relationship to other academic subjects
9. Understanding music in relation to history and culture.	(936.01) Understand historical and cultural contexts of the visual and performing arts.	a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed	1. relate repertoire to its origins and intended usage 2. identify the ethnic and cultural origins of the music performed in band	1. relate repertoire to its origins and intended usage 2. identify the ethnic and cultural origins of the music performed in band 3. study one major composer	1. relate repertoire to its origins and intended usage 2. identify the ethnic and cultural origins of the music performed in band 3. study one major composer 4. study the American Band Movement

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Music Curriculum High School Instrumental Music (Band 1-4)

National Standard	Corresponding State Standard	Application of Standard	Band I Benchmarks	Band II Benchmarks	Band III Benchmarks	Band IV Benchmarks
1. Singing, alone and with others, a varied repertoire of music	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. sing with technical accuracy a varied repertoire of literature in an ensemble setting	1.Use and apply basic notations. 2.Sing and clap rhythms of an ever-increasing level of difficulty 3.Sing band music, scales and individual pitches accurately in an ensemble setting	1.Use and apply basic notations. 2.Sing and clap rhythms of an ever-increasing level of difficulty 3.Sing band music, scales and individual pitches accurately in an ensemble setting	1.Use and apply basic notations. 2.Sing and clap rhythms of an ever-increasing level of difficulty 3.Sing band music, scales and individual pitches accurately in an ensemble setting	1.Use and apply basic notations. 2.Sing and clap rhythms of an ever-increasing level of difficulty 3.Sing band music, scales and individual pitches accurately in an ensemble setting
2. Performing on instruments, alone and with others, a varied repertoire of music	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills c. perform in small ensembles with one student on a part	1.Demonstrate an ever-increasing knowledge of notation 2.Identify correct and incorrect pitches 3.Apply musical terminology 4.Follow and respond musically to the conductor 5.Consistently demonstrate correct playing techniques 6.Consistently demonstrate good tone quality 7.Play increasingly difficult rhythms at a steady tempo 8.Perform various styles of music with sensitivity and appropriate phrasing 9.Perform in all major required performances 10.Perform from memory C, F, Bb, Eb, G, D scales from memory. Play chromatic scale two octaves from memory Play g, minor scale	1.Demonstrate an ever-increasing knowledge of notation 2.Identify correct and incorrect pitches 3.Apply musical terminology 4.Follow and respond musically to the conductor 5.Consistently demonstrate correct playing techniques 6.Consistently demonstrate excellent tone quality 7.Play increasingly difficult rhythms at a steady tempo 8.Perform various styles of music with sensitivity and appropriate phrasing 9.Perform in all major required performances 10.Perform from memory C, F, Bb, Eb, G, D scales from memory. Play chromatic scale two octaves from memory Play g, c, and f minor scales	1.Demonstrate an ever-increasing knowledge of notation 2.Identify correct and incorrect pitches 3.Apply musical terminology 4.Follow and respond musically to the conductor 5.Consistently demonstrate correct playing techniques 6.Consistently demonstrate excellent tone quality 7.Play increasingly difficult rhythms at a steady tempo 8.Perform various styles of music with sensitivity and appropriate phrasing 9.Perform in all major required performances 10.Perform from memory C, F, Bb, Eb, G, D scales from memory and at an increasing tempo Play chromatic scale two octaves from memory Play g, c, a, and f minor scales	1.Demonstrate an ever-increasing knowledge of notation 2.Identify correct and incorrect pitches 3.Apply musical terminology 4.Follow and respond musically to the conductor 5.Consistently demonstrate correct playing techniques 6.Consistently demonstrate superior tone quality 7.Play increasingly difficult rhythms at a steady tempo 8.Perform various styles of music with sensitivity and appropriate phrasing 9.Perform in all major required performances 10.Perform from memory major scales to four sharps and four flats Play chromatic scale to the full instrument range Play g, c, a, ,f and other minor scales 11.Gain an increasing knowledge of how scales are built

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Music Curriculum High School Instrumental Music (Band 1-4)

National Standard	Corresponding State Standard	Application of Standard	Band I Benchmarks	Band II Benchmarks	Band III Benchmarks	Band IV Benchmarks
3. Improvising melodies, variations, and accompaniments	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. improvise stylistically appropriate harmonizing parts b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality	1.Play a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Play a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Play a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres	1.Play a simple tune by ear in various keys and styles 2.Create rhythmic and pitch variations 3.Improvise simple melodies and harmonies in various styles and genres
4. Composing and arranging music within specified guidelines	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills. 975.02 Communicate in the visual and performing arts through creative expression.	a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty within the context of simple and compound meters 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty within the context of simple and compound meters 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty	1.Demonstrate an increasing knowledge of notation 2.Define musical terms of increasing variety and languages 3.Demonstrate rhythms of increasing difficulty within the context of simple and compound meters 4.Sight read music of increasing difficulty 5.Perform a solo or in a small ensemble of increasing difficulty
5. Reading and notating music	975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used b. sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Continue to sight read music quickly and efficiently at an increasing level of difficulty	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Continue to sight read music quickly and efficiently at an increasing level of difficulty	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Continue to sight read music quickly and efficiently at an increasing level of difficulty	1.Demonstrate a knowledge of the increasing complexities of notation 2.Use and apply musical terms 3.Use and understand rhythms of increasing complexity 4.Use and apply dynamic and tempo markings 5.Continue to sight read music quickly and efficiently at an increasing level of difficulty

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Music Curriculum High School Instrumental Music (Band 1-4)

National Standard	Corresponding State Standard	Application of Standard	Band I Benchmarks	Band II Benchmarks	Band III Benchmarks	Band IV Benchmarks
6. Listening to, analyzing, and describing music	973.01 Conduct analysis of the arts and humanities disciplines. 973.02 Engage in reasoned dialogue about arts and humanities issues. 975.01 Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology 3.Demonstrate an ability to learn new music independently	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 4.Identify different musical forms	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Demonstrate an ability to learn new music independently and efficiently 4.Identify different musical forms
7. Evaluating music and music performances	973.02 Engage in reasoned dialogue about arts and humanities issues. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances 3.Demonstrate an ability to learn new music independently	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology 3.Demonstrate an ability to learn new music independently 4.Describe a piece of music orally and in writing	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology 3.Demonstrate an ability to learn new music independently 4.Describe a piece of music orally and in writing	1.Listen to examples of professional musicians as well as quality recordings of band music 2.Evaluate rehearsals and performances, using specific terminology relating to the State Large Group criteria (such as tone, intonation, technique, articulation, rhythm, style and other factors). 3.Demonstrate an ability to learn new music independently and efficiently 4.Identify different musical forms 5.Demonstrate an ability to learn new music independently

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National Standard	Corresponding State Standard	Application of Standard	Band I Benchmarks	Band II Benchmarks	Band III Benchmarks	Band IV Benchmarks
8. Understanding relationships between music, the other arts, and disciplines outside the arts	971.02 Understand interrelationships among visual and performing arts disciplines. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas	1.Relate repertoire to its origins and intended usage 2.Explore how music effects people's actions and feelings 3.Understand the historical relevance of various genres of music 4.Explore music's relationship to other academic subject areas
9. Understanding music in relation to history and culture	971.01 Understand historical and cultural contexts of the visual and performing arts. 973.03 Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples and explain the reasoning behind their classifications b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in band 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in band 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in band 3.Study major composers and time periods throughout the music history as appropriate and applicable	1.Relate repertoire to its origins intended usage and purpose 2.Identify the ethnic and cultural origins of the music being performed in band 3.Study major composers and time periods throughout the music history as appropriate and applicable