

Independent School District of Boise City

Music Department– Junior High Choral

NOTE: All junior high choral courses use the same curriculum adapted by the instructor to accommodate ability and grade levels.

#1021 Treble Choir 2

Course Description

Open to: 8, 9 - One-Year Course

Prerequisite: None

Content: Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary and be able to sing as a group through sequenced learning activities preparing them for successful participation in choir at the high school level and beyond. Students will prepare and perform for school events, concerts and festivals, and will be given the opportunity to perform in the district solo and ensemble festival.

#1022 Tenor/Bass Choir

Course Description

Open to: 7, 8, 9 Men - One-Year Course

Prerequisite: None

Content: Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary and be able to sing as a group through sequenced learning activities preparing them for successful participation in choir at the high school level and beyond. Students will prepare and perform for school events, concerts and festivals, and will be given the opportunity to perform in the district solo and ensemble festival.

#1023 Mixed Choir

Course Description

Open to: 7, 8, 9 One-Year Course

Prerequisite: None

Content: Students will progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary and be able to sing as a group through sequenced learning activities preparing them for successful participation in choir at the high school level and beyond. Students will prepare and perform for school events, concerts and festivals, and will be given the opportunity to perform in the district solo and ensemble festival.

#1024 Chamber/Jazz Choir

Course Description

Open to: 8, 9 One-Year Course

Prerequisite: Auditioned/teacher approval

Content: Students will learn and perform more advanced music in all musical styles as they continue to progress as musicians and consumers of music. They will have opportunities for advanced understanding of music theory, vocabulary and performance practices. Students will prepare and perform for school events, concerts, festivals, and community events. They will be encouraged to perform in the district solo and ensemble festival.

#1025 Treble Choir 1

Course Description

Open to: 7 - One-Year Course

Prerequisite: None

Content: Students will learn grade level appropriate music theory, vocabulary and be able to sing as a group through sequenced learning activities preparing them for successful participation in choir at the junior high and high school level and beyond. Students will prepare and perform for school events, concerts and festivals, and will be given the opportunity to perform in the district solo and ensemble festival.

#1026 Concert Choir

Course Description

Open to: 7, 8, 9 One-Year Course

Prerequisite: None

Content: Students will continue to progress as musicians and consumers of music. They will learn grade level appropriate music theory, vocabulary and be able to sing as a group through sequenced learning activities preparing them for successful participation in choir at the high school level and beyond. Students will prepare and perform for school events, concerts and festivals, and will be given the opportunity to perform in the district solo and ensemble festival.

Course Scope

Unit 1	Music Language and Symbols
Unit 2	Reading and Notating Music, Music Literacy
Unit 3	Rehearsal and Performance
Unit 4	Music History

B) Basic – entry level. (Roughly corresponds to 7th grade.)

I) Intermediate – one to two years of choral experience. (Roughly corresponds to 8th grade.)

A) Advanced – two or more years of choral experience. (Roughly corresponds to 9th grade.)

Junior High Choral		District Reference
Unit 1	Music Language and Symbols	

Instructional Objective		Standard Reference	
.01 Students will demonstrate understanding of the names and functions of musical words and symbols.		N-5: a, b, c, e 6-8.Mu.2.1.2 9-12.Mu.2.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize, define and notate the following symbols:	Essential Elements for	TMA TO

	<p>B) staff, double-bar, repeat sign, bass/F clef, treble/G clef, bar line, measure, sharp, flat, natural, grand staff, system</p> <p>I) first/second endings, da capo, dal segno, coda, al fine, piano brace, choir bracket</p> <p>A) tenor clef, double sharp, double flat</p>	Choir: Essential Musicianship (EM)	
02	<p>Recognize, define and notate the following note and rest values:</p> <p>B) whole, half, quarter, eighth and sixteenth</p> <p>I) dotted half, dotted quarter, dotted eighth, tied notes</p> <p>A) dotted whole, dotted sixteenth, triplet,</p>	EM Master-works Press Sightreading series (MPS)	TMA TO
03	<p>Recognize, define and notate the following dynamic symbols and terms:</p> <p>B) pp, p, mp, mf, f, ff, crescendo, decrescendo, diminuendo</p> <p>I) sforzando, fortepiano, subito</p> <p>A) Apply markings of musical expression as they appear in the score during sightreading</p>	EM	TMA TO
04	<p>Recognize, define and notate the following articulations:</p> <p>B) staccato, slur, legato, phrase mark, accent</p> <p>I) heavy accent, caesura, marcato, tenuto, fermata, rubato</p> <p>A) Apply markings of musical expression as they appear in the score during sightreading</p>	EM	TMA TO
05	<p>Recognize, define and notate the following time signatures/meters:</p> <p>B) simple meters, 2/4, 3/4, 4/4 (common time) 2/2 (cut time)</p> <p>I) compound meters, 3/8, 6/8, 9/8, 12/8.</p> <p>A) mixed meters</p>	EM MPS	TMA TO
06	<p>Recognize, define and notate the following tempo terms:</p> <p>B) tempo, a tempo, allegro, andante, moderato, adagio, accelerando, ritardando</p> <p>I) vivace, presto, lento, largo, rallentando</p> <p>A) maestoso, prestissimo, allegretto, grave</p>	EM	TMA TO
07	<p>Recognize, define and notate the following musical terms:</p> <p>B) a cappella, unison, perfect unison, octavo, score, SA (soprano/alto), TB (tenor/bass)</p> <p>I) tutti, soli, dolce, espressivo, sacred, secular, madrigal, motet, SSA, SATB</p> <p>A) mass, oratorio, opera, polyphonic, monophonic, homophonic, antiphonal</p>	EM	TMA TO

Junior High Choral		District Reference
Unit 2	Reading and Notating Music, Music Literacy	

Instructional Objective			
.02 Students will be able to demonstrate understanding of the reading and notating of music.		Standard Reference N-4: a 5: a, b, c, d, e 6: b 6-8.Mu.3.1.2, 3.1.3, 3.2.1, 3.1.3 9-12.Mu.3.1.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Name notes by pitch two ledger lines on either side of the staff	EM	TMA
02	Name scale degrees and solfege pitches for the eight tones of the scale and show hand signs A) add chromatic scale degrees and hand signs	EM MPS	TMA TO
03	Identify and label the keys on a piano keyboard A) Identify enharmonic pitches	Teacher demonstration	TMA To
04	B) Identify the major key signatures up to four flats or four sharps I) Identify all the major key signatures A) Identify all the relative minor key signatures	EM MPS	TMA TO
05	B) Identify visually and aurally the intervals of unison, M3, P4, P5, P8 I) Identify visually and aurally the major and perfect intervals from unison to the octave A) Identify visually and aurally the minor intervals and Tritone	EM MPS	TMA TO
06	Define the significance of the numbers in a time signature	EM MPS	TMA TO
07	Identify aurally whether the music is major or minor	EM MPS	TMA TO
08	Demonstrate an understanding of the ratios presented in the rhythm tree	EM Teacher demonstration	TMA TO
09	B) Write out simple rhythmic	Teacher demonstration	TMA

	dictation for examples in 4/4 and label with counting syllables I) Write out rhythmic dictation for examples in 2/4, 3/4 and label with counting syllables A) Write out rhythmic dictation for examples in 6/8 and label with counting syllables		TO
10	B) Clap, tap, play or sing counting patterns in 4/4 I) Clap, tap, play or sing counting patterns in 2/4, 3/4 A) Clap, tap, play or sing counting patterns in 6/8	Teacher demonstration	TMA TO
11	Identify the following parts of an octavo: title, composer, arranger, publisher, copyright information, voicing, accompaniment, key, meter, dynamics and articulations	Teacher demonstration	TMA TO
12	Notate simple melodic dictation appropriate to level of learning	Teacher demonstration	TMA TO
13	B) Demonstrate conducting in 2/4, 3/4 and 4/4 I) Demonstrate conducting of 6/8 A) Demonstrate preparatory beat and cut off	Teacher demonstration EM	TO
14	Recognize the role of form in music	Selected repertoire	TMA TO
15	Recognize the make-up and function of a chord	EM Teacher demonstration	TMA TO

Junior High Choral		District Reference
Unit 3	Rehearsal and Performance	

Instructional Objective			Standard Reference
.03 Students will demonstrate the following rehearsal and performance objectives.			N-1: a, b, c, d e 3: b 5: a, b c, d, e 9-12.Mu.3.1.2, 3.2.2, 3.2.3, 3.3.3 6-8.Mu.3.2.3, 3.2.2
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate the correct singing posture in both sitting and standing positions	EM Teacher demonstration Concert performance	TMA TO
02	Demonstrate the proper breathing for singing	Teacher demonstration Concert performance	TMA TO
03	B) Correctly sing the vowels, consonants and diphthongs used in the English language I) Correctly sing the vowels and consonants used in Latin and Italian A) Correctly sing the vowels and consonants of other languages (such as German, French or Spanish)	Teacher demonstration Concert performance	TMA TO
04	Demonstrate blending within the ensemble attending to pitch, volume, and vowels	Teacher demonstration Concert performance	TO
05	B) Demonstrate sight-singing unison and two part exercises in major keys I) Demonstrate sight-singing in two and three-part exercises A) Demonstrate sight-singing in three and four part exercises	MPS Selected repertoire	TO
06	Demonstrate singing with musicality as well as technical accuracy creating an aesthetic experience for the performer and the audience	Selected repertoire Concert performance	TMA TO
07	Participate appropriately as a performer and audience member in a concert situation, including concert dress and	Concert performance	TO

	behavior		
08	Apply markings of musical expression as they appear in the musical score	Selected repertoire	TMA TO
09	Evaluate musical performances by critiquing basic music concepts	Concert performance Festival performance	TMA TO

Junior High Choral		District Reference
Unit 4	Music History	

Instructional Objective		Standard Reference	
.04 Students will identify style, composers and important musical characteristics from the six major time periods of music history.		N-6: a, b 8: a, b 9: a, b, c 9-12.Mu.1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2 6-8.Mu.1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.2.1, 1.2.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	B) Identify the names and dates of the six major time periods of music history: Medieval, Renaissance, Baroque, Classical, Romantic, 20 th Century I) Identify one or more composers from each time period A) Identify two or more important musical characteristics from each time period	<i>An Illustrated History of Music for Young Musicians</i> <i>Accent on Composers</i>	TMA TO
02	Identify aural musical examples from each time period	Teacher demonstration	TMA TO
03	Sing music from different cultures and historical periods with correct stylistic characteristics	Selected repertoire	TMA TO
04	Identify important people and world events that occurred during the musical time periods	<i>An Illustrated History of Music for Young Musicians</i>	TMA TO

National Music Standards

GRADES 9-12

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

- 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

Achievement Standard, Advanced:

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

- 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

Achievement Standard, Advanced:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

- 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. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers
- e. students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

- 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 1
- 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

Achievement Standard, Advanced:

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

- 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

Achievement Standard, Advanced:

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

- a. explain how elements, artistic processes 3, and organizational principles 4 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 5
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 6-8
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 6-8 classify the historical periods of music studied. Students analyze the cultural contexts of music studied. Students compare and contrast musical styles and genres with another art form or subject area.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.1.1 Analyze the relationship of a country's traditions and its music.
- 6-8.Mu.1.1.2 Identify the historical period during which musical works being studied were composed.
- 6-8.Mu.1.1.3 Discuss the relationship of music to the historical period in which it was composed.
- 6-8.Mu.1.1.4 Identify the roles of musicians in society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.1.2.1 Compare a musical style with another art form sharing a similar style or movement.
- 6-8.Mu.1.2.2 Discuss similarities among various disciplines and the arts.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 6-8 describe and analyze aural examples of music, using correct musical terminology. Students identify a musical theme. Students develop criteria for high musical quality. Students evaluate musical performances.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.1.1 Identify a musical theme.
- 6-8.Mu.2.1.2 Describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.
- 6-8.Mu.2.1.3 Identify the sounds of voices and musical instruments as they are used in musical works.
- 6-8.Mu.2.1.4 Discuss the style of a musical selection.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.2.2.1 Describe the significance of music in contemporary society.
- 6-8.Mu.2.2.2 Express personal preference for music using appropriate musical terminology.
- 6-8.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.
- 6-8.Mu.2.2.4 Debate copyright issues in music.
- 6-8.Mu.2.2.5 Develop criteria for high musical quality.
- 6-8.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 6-8 read, notate, and perform music of various styles and genres. Students sing/play accurately and expressively, following the directions of a conductor and using appropriate dynamics and phrasing. Students perform or compose music using a variety of sound sources. Students articulate a method of consistent musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.1.1 Improvise simple rhythmic and/or melodic accompaniments.
- 6-8.Mu.3.1.2 Read and notate pitches in treble and bass clef (grand staff).
- 6-8.Mu.3.1.3 Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).
- 6-8.Mu.3.1.4 Articulate a method of consistent musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.2.1 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 6-8.Mu.3.2.2 Sing/play accurately and expressively with good breath control, diction, articulation, and posture both alone and in small groups, following the directions of a conductor.
- 6-8.Mu.3.2.3 Sing expressively with appropriate dynamics and phrasing.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.Mu.3.3.1 Create a melody when given specific guidelines.
- 6-8.Mu.3.3.2 Perform a work of music considering the intent of its creator.
- 6-8.Mu.3.3.3 Use a variety of traditional and nontraditional sound sources and electronic media when composing or performing music.

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.
- 9-12.Mu.1.1.4 Identify famous musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history.
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms.
- 9-12.Mu.2.1.3 Compare two contrasting musical works.
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.
- 9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.

- 9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist.
- 9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance.
- 9-12.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony.
- 9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique.
- 9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.
- 9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies.
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.
- 9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills.
- 9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.