

# Independent School District of Boise City

Orchestra 2 - 8th/9th Grade

District # 1002

## Course Description

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

## Philosophy

The [Music Department's philosophy](#) is based on the belief that experiences with music are fundamental to the education of children. Music has a powerful ability to affect the hearts, minds, and souls of our children. It gives students the opportunity to gain self-esteem by learning new skills and talents. It also gives students the sense of satisfaction that comes from working with a group to perform and create a piece of music with beauty and unity. Recent brain research shows music can tremendously boost the efficiency and performance of the brain. Music is a powerful purveyor of culture, both American and other world cultures. In today's increasingly global society, knowledge of other peoples and cultures, as well as our own past, is a necessary part of a good education.

*Music gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.*

Plato

## Materials

- Orchestra method book
- Selected supplementary books
- Sheet music/orchestra arrangements for concert performance

## Course Scope

Unit 1	Music Literacy	Ongoing
Unit 2	Music History	Ongoing
Unit 3	Musicianship	Ongoing
Unit 4	Concert Etiquette	Ongoing
Unit 5	Right Hand Technique	Ongoing
Unit 6	Left Hand Technique	Ongoing

<b>Orchestra 2-8th and 9th Grade</b>		<b>District Reference</b> 1002
<b>Unit 1</b>	<b>Music Literacy</b>	<b>Ongoing</b>

<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.01 Students will demonstrate knowledge of music reading and theory skills appropriate to the level.		N - 2: a, e 3: b, c 4: b 5: a, b, c, d, e 6-8/9-12.Mu.2.1; 3.1; 3.2	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method	TO
02	Demonstrate tuning in perfect fifths (violin, viola, cello), manipulating string adjusters and pegs while bowing on two strings	Teacher demonstration	TO
03	Demonstrate tuning bass by 2 <sup>nd</sup> , 3 <sup>rd</sup> and 4 <sup>th</sup> partials/harmonics	Teacher demonstration	TO
04	Demonstrate knowledge of simple and complex rhythmic patterns appropriate to grade level 3 music	Student Orchestra method and selected repertoire	TMA
05	Demonstrate the ability to count, sub-divide and be able to perform literature in all compound time signatures	Student Orchestra method and selected repertoire	TMA
06	Demonstrate the fractional relationships of note values and equivalent rests found in grade level 3 music	Student Orchestra method and selected repertoire	TMA
07	Name all major keys from a given key signature	Student Orchestra method and selected repertoire	TMA
08	Demonstrate basic knowledge of relative minor key signatures and their relationship to major key signatures	Student Orchestra method and selected repertoire	TMA
09	Demonstrate knowledge of the construction of major and minor scales	Student Orchestra method and selected repertoire	TMA
10	Perform two octave major and minor scales and be able to perform literature in keys through four sharps and four flats	Student Orchestra method and selected repertoire	TMA
11	Recognize and name notes from printed music and locate notes on their instrument within the following positions. Violin – treble clef: 1 <sup>st</sup> through 5 <sup>th</sup> positions; Viola – alto and treble clef: 1 <sup>st</sup> through 5 <sup>th</sup> positions; Cello – bass and tenor clef: ½ through 4 <sup>th</sup> positions; Bass – bass clef: ½	Student Orchestra method and selected repertoire	TMA

	through 4 <sup>th</sup> positions		
12	Demonstrate the ability to sight-read grade level 2 music	Student Orchestra method and selected repertoire	TO
13	Demonstrate the ability to read, understand and respond to music notes in treble and bass clef, terminology, symbols, rhythms, key signatures and time signatures for grade level 3 music	Student Orchestra method and selected repertoire	TMA
14	Demonstrate ability to identify diatonic intervals within a major scale	<i>Alfred's Essentials of Music Theory</i> , Surmani, et al	TMA
15	Demonstrate the ability to improvise a short passage of music at grade level 3	Student Orchestra method and selected repertoire	TO
16	Demonstrate the ability to arrange a simple melody for an instrument other than the one it was originally written for	Teacher demonstration	TO

<b>Unit 2</b>	<b>Music History</b>	<b>Ongoing</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.02 Students will demonstrate an understanding of music history appropriate to the level.		N – 9: a, b, c 6-8/9-12.Mu.1.1	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Name and give the dates of the six main musical style periods (Medieval, Renaissance, Baroque, Classical, Romantic and 20 <sup>th</sup> Century)	<i>Standard of Excellence Music Theory and History workbooks</i> , Elledge	TMA
02	Name at least two representative composers from four of the style periods	<i>Standard of Excellence Music Theory and History workbooks</i> , Elledge	TMA
03	Demonstrate the knowledge of the similarities and differences in musical styles of the various style periods through performance and listening	<i>Standard of Excellence Music Theory and History workbooks</i> , Elledge, Selected repertoire and recordings	TO

<b>Unit 3</b>	<b>Musicianship</b>	<b>Fifth Year</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.03 Students will demonstrate good musicianship in ensemble and performance.		N – 2: a, c, d, e 7: a, b 6-8/9-12.Mu.2.2; 3.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment</b>

			<b>Correlation</b>
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO
02	Demonstrate a basic daily, personal warm-up routine	Teacher demonstration	TO
03	Demonstrate basic posture principals and correct playing position without tension	Teacher demonstration	TO
04	Demonstrate knowledge of proper rhythm, pitch, bow direction, style and dynamics for grade level 3 music	Student Orchestra method and selected repertoire	TO
05	Demonstrate the ability to follow and interpret different conductors	Teacher demonstration	TO
06	Demonstrate the ability to follow section leaders and synchronize bowings	Selected repertoire	TO
07	Demonstrate proper blend and balance in ensemble performance	Selected repertoire	TO
10	Demonstrate the knowledge of music notes, terminology, symbols, rhythms, key signatures and time signatures for grade level 3 music	Selected repertoire	TMA
11	Critically evaluate their own performance using specific criteria	Concert performances	TMA

<b>Unit 4</b>	<b>Concert Etiquette</b>	<b>Ongoing</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.04 Students will demonstrate good concert etiquette appropriate to the level.		N – 2: a, c, e 7: a, b 6-8/9-12.Mu.2.2.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate proper concert dress and concert decorum both as a performer and an audience member	Concert performances	TO
02	Demonstrate an appreciation for excellence in performance	Concert performances	TO

<b>Unit 5</b>	<b>Right Hand Technique</b>	<b>Ongoing</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.05 Students will demonstrate good right hand skills appropriate to the level.		N – 2:a, c, d, e 6-8/9-12.Mu.3.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO

02	Demonstrate refined technique of the following bow strokes: detache, staccato, hooked staccato, martele, pizzicato, accents, consecutive down bows, loure, tremolo, spiccato, brush stroke, sul tasto, sul ponticello, col legno, double stops and three note chords as found in grade level 3 music	Student Orchestra method and selected repertoire	TO
03	Demonstrate extended slurring ability to include shifting and multi-string crossing	Student Orchestra method and selected repertoire	TO
04	Demonstrate refined dynamic and tone control variations by employing knowledgeable bow placement and use	Student Orchestra method and selected repertoire	TO

<b>Unit 6</b>	<b>Left Hand Technique</b>	<b>Ongoing</b>
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<b>Instructional Objective</b>		<b>Standard Reference</b>	
1002.06 Students will demonstrate good left hand skills appropriate to the level.		N – 2: a, c, d, e 6-8/9-12.Mu.3.1.3	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
01	Demonstrate an increased understanding of previous concepts	Student Orchestra method and selected repertoire	TO
02	Demonstrate fingered double stops and three note chords	Student Orchestra method and selected repertoire	TO
03	Demonstrate the ability to perform in and shift to and from the following positions: Violin and Viola – 1 <sup>st</sup> through 5 <sup>th</sup> ; Cello and Bass – ½ through 4 <sup>th</sup> .	Student Orchestra method and selected repertoire	TO
04	Demonstrate basic knowledge of ½ position (Violin and Viola)	Student Orchestra method and selected repertoire	TO
05	Demonstrate the ability to perform ornamentation used in grade level 3 music	Student Orchestra method and selected repertoire	TO
06	Demonstrate a consistent vibrato	Student Orchestra method and selected repertoire, teacher demonstration	TO
07	Recognize and perform natural harmonics	Student Orchestra method and selected repertoire	TO

08	Demonstrate the ability to use all essential left hand technical skills necessary and appropriate for the musical performance of grade level 3 music	Student Orchestra method and selected repertoire	TO
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# 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.