



# LARAMIE COUNTY SCHOOL DISTRICT 2

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*Students First*

## Fine & Performing Arts Curriculum

**Approved by the Laramie County School District #2  
Board of Trustees**

**May, 2018**

## **Table of Contents**

<b>Acknowledgements</b>	<b>4</b>
<b>Introduction</b>	<b>5</b>
<b>Mission</b>	<b>7</b>
<b>Course/Grade Level Purposes</b>	<b>7</b>
<b>Kindergarten Art</b>	<b>11</b>
<b>First Grade Art</b>	<b>14</b>
<b>Second Grade Art</b>	<b>17</b>
<b>Third Grade Art</b>	<b>20</b>
<b>Fourth Grade Art</b>	<b>23</b>
<b>Fifth Grade Art</b>	<b>26</b>
<b>Sixth Grade Art</b>	<b>29</b>
<b>Seventh Grade Art</b>	<b>32</b>
<b>Eighth Grade Art</b>	<b>35</b>
<b>Beginning Art</b>	<b>37</b>
<b>Intermediate Art</b>	<b>40</b>
<b>Advanced Art</b>	<b>42</b>
<b>Beginning Photography</b>	<b>45</b>
<b>Intermediate Photography</b>	<b>49</b>
<b>Advanced Photography</b>	<b>53</b>
<b>Kindergarten Music</b>	<b>56</b>
<b>First Grade Music</b>	<b>58</b>
<b>Second Grade Music</b>	<b>61</b>
<b>Third Grade Music</b>	<b>64</b>
<b>Fourth Grade Music</b>	<b>67</b>
<b>Fifth Grade Music</b>	<b>70</b>
<b>Sixth Grade Music</b>	<b>73</b>
<b>Elementary Band</b>	<b>75</b>
<b>Jr. High Band</b>	<b>78</b>
<b>Jr. High Choir</b>	<b>81</b>
<b>Sr. High Band</b>	<b>84</b>



<b>Sr. High Choir</b>	<b>88</b>
<b>Music Theory &amp; Technology</b>	<b>91</b>
<b>Appendix A</b>	<b>95</b>
<b>Appendix B</b>	<b>96</b>

## Acknowledgements

Laramie County School District #2 would like to acknowledge the following people for their dedication support, and hard work put forth during the development of this curriculum:

### **Fine & Performing Arts Subject Area Committee (SAC):**

K-6:	Stephanie Barker – BES, CES Sharon Duffey – AES, PBES
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Sue Stevens – LCSD2 Curriculum Coordinator

## Introduction

The purpose of Laramie County School District #2's Fine & Performing Arts Curriculum is to provide a clear, organized framework on which to build instruction in the classroom. The curriculum includes clear outcomes and components of these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the knowledge and skills outlined in the curriculum.

The *Outcomes and Components* are **grade-level specific**. These have been carefully aligned to the state standards and teachers are expected to align their instruction to these. **Outcomes** express the essential learning that all students in the grade level must know or be able to demonstrate in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. **Components** state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, VA stands for Visual Arts (content area) – K stands for kindergarten (grade) – 1 symbolizes that it is the first outcome in this grade level.

Example:

**VA-K-1:**

**Students will explore the element of line. Students will identify and use vertical, horizontal and diagonal lines.**

VA-K-1-1      Create a variety of ornate lines (zig-zag, scalloped ...). (FPA4.1.A.3, FPA4.1.A.5, 4.2.A.1,3; 4.4.A.4)

Each component has also been given a code number consisting of symbols for the content area, grade level or course, outcome number, and component number. In the example shown above, VA stands for Visual Arts (content area) – K stands for kindergarten (grade) – 1 stands for the outcome number – and 1 symbolizes that it is the second component of the outcome.

At the end of each component or outcome, the code number in parentheses indicates the Wyoming Content and Performance Standard to which it aligns and includes the grade span, standard, and benchmark number. In the above example, FPA stands for Fine & Performing Arts, 4 represents that it is K-4 grade span, 1 stands for the standard number, A stands for the cluster (Visual Arts), and 1 stands for the benchmark under the standard. A link to the complete Wyoming Health Education Content and Performance Standards document can be found on the Wyoming Department of Education web site at [edu.wyoming.gov](http://edu.wyoming.gov).

The Arts Subject Area Committee (SAC) performed a careful analysis of alignment between the previous years' art and music instruction and the current Wyoming Fine and Performing Arts Education Content and Performance Standards adopted in 2013. Based on this analysis, an aligned curriculum was developed to fit the needs of students and include the required state standards.

There are many steps to the curriculum implementation process. The draft curriculum was implemented during the 2016-17 school year. During that time, teachers provided feedback to validate the draft curriculum. Based on teacher feedback, the SAC made revisions as they deemed necessary and finalized the curriculum. The curriculum will be fully implemented for several years before the curriculum development process begins again approximately five-eight years later.

## Mission

Successful fine and performing arts students in LCSD2 will create, perform, and exhibit artistic works through various disciplines to communicate and express ideas in connection with their changing world.

## Course/Grade Level Purposes

### **VISUAL ART**

**NOTE:** Visual Art instruction in grades K-6 is **OPTIONAL**. If a teacher wishes to teach Visual Arts in these grades, these are suggestions for instruction.

#### **Kindergarten**

Students will express emotions, use their imagination, and develop creative problem-solving skills through the use of art materials and art elements.

#### **First Grade**

Students will produce and apply various art techniques to create expressive works of art. Students will distinguish differences between signs and symbols to assess meaning.

#### **Second Grade**

Students will continue to explore art materials and techniques and demonstrate an understanding of world cultures.

#### **Third Grade**

Students will form and express ideas and emotions in their art through story and personal narratives.

#### **Fourth Grade**

Students will explore various art forms and materials to identify world cultures through art.

#### **Fifth Grade**

Students will investigate art in their community and examine steps in art criticism to make judgements about art.

#### **Sixth Grade**

Students will demonstrate their understanding that art has personal meaning and make connections between art and social issues.

#### **Seventh Grade**

Students will create works of art by exploring the art elements and principles. Students will investigate the prehistory of art and other art periods and create works that reflect these topics.

### **Eighth Grade**

Students will examine world cultures and create works of art to explore these traditions. Students will utilize art forms to create art works.

### **Beginning Art**

Students will utilize art forms to create works of art. Students explore design through investigating various cultures. Students will analyze and critique works of art.

### **Intermediate Art**

Students will demonstrate proficiency in the use of various art forms. Students will show expression in works of art and art that addresses social issues.

### **Advanced Art**

Students will create art work and a portfolio demonstrating conceptualization. Students will explore art in their community and functional art.

### **Beginning Photography**

Students will identify historic photographers and photographic technologies. Students will demonstrate through design and capturing photographs knowledge of camera functions. Students will analyze and critique photographs.

### **Intermediate Photography**

Students will examine uses of photography to investigate various photographic careers. Students will produce and utilize various artistic processes with both the camera and digital media.

### **Advanced Photography**

Students will develop portfolios that support personal beliefs through artistic photographs that demonstrate their ability to express opinions and conceptualization.

## **MUSIC**

### **Kindergarten:**

Students will demonstrate steady beat through movement, body percussion, and performance on non-pitched percussion instruments. Students will demonstrate pitch matching by accurately singing age appropriate songs.

### **First Grade:**

Students will read, write, perform, and compose rhythm patterns using quarter notes, quarter rests, and paired eighth notes. Students will perform, compare/contrast, and create melodic patterns using Sol, MI, and La. Students will analyze musical works to identify repetition and contrast. Students will analyze musical works to identify the timbres of various classroom percussion instruments.

### **Second Grade**

Students will read, write, perform, and compose rhythm patterns adding half notes and half rests. Students will perform, identify, and create melodic patterns adding Do, Re, and the pentatonic scale. Students will categorize and classify classroom instruments using the terms metals, woods, skins, shakers & scrapers and use these instruments to create musical compositions.

### **Third Grade:**

Students will read, write, perform, and compose rhythm patterns adding sixteenth notes, dotted half notes, single eighth notes, and whole note. Students will perform, identify, and create melodic patterns adding high do, low, sol, and low la. Students will analyze musical compositions to identify ABA, and Rondo forms. Students will categorize and classify orchestral instruments into families using the following terms, brass, woodwinds, percussion, and strings.

### **Fourth Grade**

Students will read, write, perform and compose rhythm patterns adding sixteenth note combinations, and dotted quarter/eighth. Students will identify, read, write, perform, and compose using absolute pitches on the treble clef staff. Students will compare/contrast, classify, and categorize orchestral and world instruments into families using the following terms: idiophone, membranophone, chordophone, and aero phone.

### **Fifth Grade:**

Students will read, write, perform and compose rhythm patterns including eighth notes, quarter notes, and quarter rest using numerical counting, Students will identify, analyze, perform and create music using the major scale and I, V7 chord progression. Students will analyze and perform age appropriate music that includes 2 part singing.

### **Sixth Grade**

Students will read, write, perform, and compose rhythm patterns adding whole note and dotted half note using numerical counting. Students will identify, analyze, compare/contrast, perform and create music using both the major and minor scales while adding I, IV, V7 chord progression in both major and minor. Students will analyze and perform age appropriate music that includes three and four part singing.

### **Elementary Band**

Students will develop fine motor skills to play an instrument with proper tone, tonguing, and technique while incorporating listening, breathing, and applications of musical concepts, alone and with others.

### **Junior High Band**

Students will recognize, identify, interpret and perform representative literature from different historical periods, countries, and composers. Students will develop and apply performing skills including tone production, accuracy, intonation, instrumental technique, and musicality/expression that will be demonstrated in performance settings alone and with others.

**Junior High Choir**

Students will recognize, identify, interpret and perform representative literature from different historical periods, countries, and composers. Students will develop and apply performing skills including tone production, accuracy, intonation, vocal technique, musicality/expression, vocal language and diction that will be demonstrated in performance settings alone and with others.

**High School Band**

Students will develop an enhanced understanding of interpretation and expression in music to perform representative literature from different historical periods, countries and composers. Students will develop and apply advanced performing skills including tone production, accuracy, intonation, instrumental technique, musicality/expression, and stage presence/presentation in solo and ensemble settings.

**High School Choir**

Students will develop an enhanced understanding of interpretation and expression in music to perform representative literature from different historical periods, countries and composers. Students will develop and apply advanced performing skills including tone production, accuracy, intonation, vocal technique, musicality/expression, vocal language and diction, and stage presence/presentation in solo and ensemble settings.

**Music Theory and Technology**

Students will develop their ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical projects.





**Kindergarten Art (NOTE: Art instruction in grades K is OPTIONAL. If a teacher wishes to teach Art in Kindergarten, this is suggested curriculum.)**

**Outcome VA-K-1:**

**Students will explore the element of line. Students will identify and use vertical, horizontal and diagonal lines.**

- |          |  |
|----------|--|
| VA-K-1-1 | Create a variety of ornate lines (e.g., zig-zag, scalloped ...). (FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.3, FPA 4.4.A.4)         |
| VA-K-1-2 | Create lines using a variety of thicknesses from fine to bold and thick. (FPA4.1.A.3, FPA4.1.A.5, FPA4.2.A.1, FPA4.2.A.3, FPA 4.4.A.4) |
| VA-K-1-3 | Follow techniques demonstrated by teacher to produce artwork. (FPA4.1.A.5)   |
| VA-K-1-4 | Use materials safely and appropriately. (FPA4.1.A.5)   |
| VA-K-1-5 | Create artwork using lines. (FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6)   |

**Outcome VA-K-2:**

**Students will recognize that artists create works of art using a variety of tools and materials in a safe and responsible manner.**

- |          |   |
|----------|---|
| VA-K-2-1 | Properly hold and use basic drawing tools. (FPA4.1.A.5)   |
| VA-K-2-2 | Properly hold, use, and safely carries scissors. (FPA4.1.A.5)   |
| VA-K-2-3 | Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)  |
| VA-K-2-4 | Use materials safely and appropriately. (FPA4.1.A.5)  |
| VA-K-2-5 | Demonstrate beginning motor skills in drawing, painting, gluing, folding, cutting, bending, tearing or sculpting materials to create two-and three-dimensional compositions. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.6, FPA 4.2.A.1, FPA 4.4.A.4) |

**Outcome VA-K-3:**

**Students will identify examples of a variety of textures in art and nature.**

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|----------|---|
| VA-K-3-1 | Observe works of art to identify and describe a variety of textures. (FPA4.1.A.2, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3) |
|----------|---|

- VA-K-3-2 Identify and describe textures which are found in nature (animal prints, leaves). (FPA4.1.A.2, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3)
- VA-K-3-3 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-K-3-4 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-K-3-5 Create textures in art using crayon resist, rubbings of texture plates, items from nature, or painted brush techniques to show texture. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6; FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)

#### **Outcome VA-K-4:**

**Students will identify the use of shape in art. Students will create a work of art that uses shapes.**

- VA-K-4-1 Observe artwork to identify and describe the use of shapes. (FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.1, FPA4.2.A.1.2, FPA4.2.A.1.3, FPA4.4.A.4)
- VA-K-4-2 Draw an object or animal by using simple shapes. (FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.4.A.4)
- VA-K-4-3 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-K-4-4 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-K-4-5 Create an artistic image using a variety of shapes. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.4.A.1, FPA4.4.A.4)

#### **Outcome VA-K-5:**

**Students connect art to the natural world through observation and discussion. Students will create a work of art inspired by nature.**

- VA-K-5-1 Observe and discuss works of art inspired by nature. (FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.4.A.1, FPA4.4.A.4)
- VA-K-5-2 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-K-5-3 Use materials safely and appropriately. (FPA4.1.A.5)

VA-K-5-4      Create a work of art that is inspired by nature. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.3, FPA4.4.A.4)

**First Grade Art (NOTE: Art instruction in grade 1 is OPTIONAL. If a teacher wishes to teach Art in first grade, this is suggested curriculum.)**

**Outcome VA-1-1:**

**Students will identify, describe, and use primary and secondary colors.**

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|----------|---|
| VA-1-1-1 | Observe examples of art to identify and describe the use of primary and secondary colors. (FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.2, FPA4.3.A.2, FPA4.4.A.4)  |
| VA-1-1-2 | Identify and describe the relationship between primary and secondary colors. (FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.2, FPA4.3.A.2, FPA4.4.A.4)   |
| VA-1-2-3 | Mix primary colors to create secondary colors. (FPA4.1.A.3, FPA4.1.A.5, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)   |
| VA-1-2-4 | Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)  |
| VA-1-2-5 | Use materials safely and appropriately. (FPA4.1.A.5)  |
| VA-1-2-6 | Create an artwork that demonstrates understanding of primary and secondary colors. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.3, FPA4.2.A.4, FPA4.2.A.3, FPA4.4.A.1, FPA4.4.A.4) |

**Outcome VA-1-2:**

**Students will listen to stories or view videos to identify and describe art related careers.**

**Students will create artwork inspired by artistic careers.**

- |          |   |
|----------|---|
| VA-1-2-1 | Describe stories about artistic careers.<br>(FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.2, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.2, FPA4.4.A.3, FPA4.4.A.4)  |
| VA-1-2-2 | Identify and discuss art related careers. (FPA4.4.A.2)  |
| VA-1-2-3 | Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.4)  |
| VA-1-2-4 | Use materials safely and appropriately. (FPA4.1.A.5)  |
| VA-1-2-5 | Create artwork inspired by artistic careers. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.2, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.2, FPA4.4.A.3, FPA4.4.A.4) |

**Outcome VA-1-3:**

**Students will identify elements and forms used in art from different periods or cultures.**

**Students will produce art inspired by cultures around the world.**

- VA-1-3-1 Observe and discuss art from different time periods and cultures. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)
- VA-1-3-2 Identify and describe art elements and forms used. (FPA4.2.A.1)
- VA-1-3-3 Follow techniques demonstrated by the teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-1-3-4 Create a work of art inspired by the given time period or culture using materials safely and appropriately. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6)

**Outcome VA-1-4:**

**Students will identify and describe three dimensional art. Students will create a three dimensional sculpture.**

- VA-1-4-1 Observe, identify, and discuss examples of three dimensional art. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)
- VA-1-4-2 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-1-4-3 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-1-4-4 Create a 3-D paper sculpture. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)

**Outcome VA-1-5:**

**Students will identify patterns found in art and nature. Students will create artwork incorporating pattern.**

- VA-1-5-1 Observe, identify, and discuss examples of patterns found in art and nature. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)
- VA-1-5-2 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)

- VA-1-5-3 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-1-5-4 Create an artwork using patterns. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)

**Second Grade Art (NOTE: Art instruction in grade 2 is OPTIONAL. If a teacher wishes to teach Art in second grade, this is suggested curriculum.)**

**Outcome VA-2-1:**

**Students will identify and describe the use of value in works of art. Create artwork using value.**

- VA-2-1-1 Observe, identify, and discuss works of art that exemplify the use of value. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)
- VA-2-1-2 Experiment with value using different media.
- VA-1-1-3 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-1-1-4 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-2-1-5 Create an artwork that exemplifies the use of value. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)

**Outcome VA-2-2:**

**Students will identify, describe, and use warm and cool colors to create an artwork.**

- VA-2-2-1 Observe, identify, and describe examples of art that use warm and cool colors. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)
- VA-2-2-2 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-2-2-3 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-2-2-4 Create a drawing or painting that uses warm and cool colors. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.4)

**Outcome VA-2-3:**



**Students will identify and describe art produced in the Americas. Students will create art inspired by artists of the Americas throughout history.**

- VA-2-3-1 Observe examples of art from different time periods and cultures in the Americas. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)
- VA-2-3-2 Identify and discuss art elements and forms used. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.3.A.1)
- VA-2-3-3 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-2-3-4 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-2-3-5 Create a work of art that is inspired from art created in the Americas. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.5, FPA4.1.A.6, FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, , FPA4.3.A.2, , FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)

**Outcome VA-2-4:**

**Students will identify and describe how unity is achieved in work of art. Students will create an artwork using the principle of unity.**

- VA-2-4-1 Observe, identify, and describe examples of artwork that exemplify unity. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1,4)
- VA-2-4-2 Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-2-4-3 Use materials safely and appropriately. (FPA4.1.A.5)
- VA-2-4-4 Create an artwork that uses repetition of color, shape, line, or texture to unify a composition. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.1, FPA4.4.A.1, FPA4.4.A.4)

**Outcome VA-2-5:**

**Students will learn the principles of rhythm and movement through the use of repetition (colors, shapes or lines). Students will create an artwork using the principles of rhythm and movement.**

- VA-2-5-1      Observe, identify, and describe examples of art and discuss ways in which artists move the viewer's eye through a piece of art using rhythm and movement. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2)
- VA-2-5-2      Follow techniques demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-2-5-3      Use materials safely and appropriately. (FPA4.1.A.5)
- VA-2-5-4      Create an artwork that shows rhythm and movement.  
(FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.1, FPA4.4.A.1, FPA4.4.A.4)



**Third Grade Art (NOTE: Art instruction in grade 3 is OPTIONAL. If a teacher wishes to teach Art in third grade, this is suggested curriculum.)**

**Outcome VA-3-1:**

**Students will identify and describe symmetrical, asymmetrical and radial balance. Students will create a piece of art demonstrating knowledge of symmetrical, asymmetrical, or radial balance.**

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| VA-3-1-1 | Observe, identify, and describe examples of various types of balance found in art. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)     |
| VA-3-1-2 | Follow techniques demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)  |
| VA-3-1-3 | Use materials safely and appropriately. (FPA4.1.A.5)  |
| VA-3-1-4 | Create an artwork that shows symmetrical, asymmetrical, or radial balance. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.2, FPA4.2.A.4, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4) |

**Outcome VA-3-2:**

**Students will identify and describe various art related careers. Students will create a visual presentation of an art related career.**

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| VA-3-2-1 | Discuss various art related careers. (FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.4)   |
| VA-3-2-2 | List different careers in art. (FPA4.1.A.2, FPA4.1.A.4, FPA4.2.A.4, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.3, FPA4.4.A.4)   |
| VA-3-2-3 | Choose an art related career from the list. (FPA4.4.A.2)  |
| VA-3-2-4 | Use materials safely and appropriately. (FPA4.1.A.5)  |
| VA-3-2-5 | Create a visual presentation that demonstrates aspects of the chosen career. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.2, FPA4.4.A.3, FPA4.4.A.4) |

**Outcome VA-3-3:**

**Students will identify and describe art and its use from cultures around the world.**

- VA-3-3-1      Observe art forms from a given culture. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, 4.4.A.1,4)
- VA-3-3-2      Discuss and identify art forms and meaning associated with this culture's art. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)
- VA-3-3-3      Follow directions given by teacher to produce age appropriate artwork that is inspired by a given culture. (FPA4.1.A.5)
- VA-3-3-4      Use materials safely and appropriately. (FPA4.1.A.5)
- VA-3-3-5      Create a work of art that demonstrates attributes of a given culture. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.2, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)

**Outcome VA-3-4:**

**Students will investigate, describe and use symbols to communicate ideas and narratives.**

**Students will use creative writing to explain ideas expressed through art production and visual narratives.**

- VA-3-4-1      Observe iconic and universal symbols and discuss meaning. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)
- VA-3-4-2      Observe, identify, and describe artwork that uses symbols to convey a message. (FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)
- VA-3-4-3      Analyze the artwork and narrative conveyed. (FPA4.2.A.2, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)
- VA-3-4-4      Follow steps demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-3-4-5      Use materials safely and appropriately. (FPA4.1.A.5)
- VA-3-4-6      Create artwork that uses symbols to communicate an idea accompanied by a written reflection. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)

**Outcome VA-3-5:**

**Students will identify the art principle of emphasis. Students will create an artwork using the principle of emphasis.**

- VA-3-5-1      Observe and identify emphasis in various artworks.  
(FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4 )
- VA-3-5-2      Follow steps demonstrated by teacher to produce age appropriate artwork. (FPA4.1.A.5)
- VA-3-4-3      Use materials safely and appropriately. (FPA4.1.A.5)
- VA-3-4-4      Create a drawing or painting with a word, letter, or number as the focal point or emphasis. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.1.A.6, FPA4.2.A.4, FPA4.3.A.1, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)

**Fourth Grade Art (NOTE: Art instruction in grade 4 is OPTIONAL. If a teacher wishes to teach Art in fourth grade, this is suggested curriculum.)**

**Outcome VA-4-1:**

**Students will explore and use various artistic media and techniques. Students will create a work of art to express ideas, experiences or stories using various media and techniques.**

- VA-4-1-1 Observe artistic exemplars of a given media.  
(FPA4.2.A.1, FPA4.2.A.2, FPA4.2.A.3, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)
- VA-4-1-2 Experiment with 2-dimensional or 3-dimensional processes of a media or technique. (FPA4.1.A.1, FPA4.1.A.2, FPA4.1.A.3, FPA4.2.A.4, FPA4.3.A.3, FPA4.4.A.1, FPA4.4.A.4)
- VA-4-1-3 Brainstorm how to express an idea, experience, or narrative using art.  
(FPA4.1.A.2, FPA4.1.A.4, FPA4.2.A.1, FPA4.2.A.3, FPA4.2.A.4, FPA4.3.A.2, FPA4.4.A.1, FPA4.4.A.4)
- VA-4-1-4 Follow steps demonstrated by teacher to produce age appropriate artwork that expresses an idea, experience, or narrative. (4.1.A.4, 4.1.A.5)
- VA-4-1-5 Use materials safely and appropriately. (4.1.A.5)
- VA-4-1-6 Create an artwork that expresses an idea, experience, or narrative.  
(4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.6, 4.2.A.4, 4.3.A.3, 4.4.A.1, 4.4.A.4)

**Outcome VA-4-2:**

**Students will observe, identify, and discuss linear symmetry and proportion. Students will create a self-portrait using the principles of proportion.**

- VA-4-2-1 Observe and discuss examples of human facial proportions.  
(4.2.A.1, 4.2.A.2, 4.2.A.3, 4.3.A.2, 4.4.A.1, 4.4.A.4)
- VA-4-2-2 Draw ovals and divide the shape into correct proportions.  
(4.1.A.1, 4.1.A.2, 4.1.A.3, 4.2.A.3, 4.3.A.1, 4.4.A.1, 4.4.A.4)
- VA-4-2-3 Use linear symmetry to divide the face in half vertically.
- VA-4-2-4 Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-4-2-5 Use materials safely and appropriately. (4.1.A.5)
- VA-4-2-6 Create a realistic self-portrait using the art principle of proportion.  
(4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.6, 4.2.A.4, 4.3.A.3, 4.4.A.1, 4.4.A.4)

**Outcome VA-4-3:**

**Students will identify geometric and organic shapes. Students will use geometric and organic shapes to create a thematic collage.**

- VA-4-3-1 Identify and discuss the differences between geometric and organic shapes. (4.2.A.1, 4.2.A.2, 4.2.A.3, 4.3.A.2, 4.4.A.1, 4.4.A.4)
- VA-4-3-2 Draw a variety of geometric and organic shapes. (4.1.A.2, 4.1.A.3, 4.1.A.4)
- VA-4-3-3 Observe examples of various collages and choose a theme. (4.2.A.1, 4.2.A.2, 4.2.A.3, 4.2.A.4)
- VA-4-3-4 Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-4-3-5 Use materials safely and appropriately. (4.1.A.5)
- VA-4-3-6 Create a thematic collage using organic and geometric shapes. (4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.4, 4.1.A.6, 4.2.A.4, 4.3.A.1, 4.3.A.3, 4.4.A.1, 4.4.A.4)

**Outcome VA-4-4:**

**Students will identify and describe various points of view. (birds-eye, normal, worms-eye)**  
**Students will create a work of art that demonstrates understanding of a particular point of view.**

- VA-4-4-1 Describe what “point of view” is as used in art. (4.2.A.1, 4.2.A.2, 4.2.A.3, 4.2.A.4, 4.3.A.2, 4.4.A.4)
- VA-4-4-2 Observe and discuss artwork that has a unique point of view. (4.2.A.1, 4.2.A.2, 4.2.A.3, 4.2.A.4, 4.3.A.2, 4.4.A.4)
- VA-4-4-3 Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-4-4-4 Use materials safely and appropriately. (4.1.A.5)
- VA-4-4-5 Create an artwork that shows a unique point of view. (4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.4, 4.1.A.6, 4.2.A.4, 4.3.A.2, 4.4.A.4)



**Outcome VA-4-5:**

**Students will identify a variety of examples of three dimensional forms. Students will identify and describe how 3-D art is created.**

- VA-4-5-1      Observe, identify and describe artwork from a variety of artists that create 3-D art. (4.2.A.1, 4.2.A.2, 4.2.A.3, 4.2.A.4, 4.3.A.2, 4.4.A.4)
- VA-4-5-2      Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-4-5-3      Use materials safely and appropriately. (4.1.A.5)
- VA-4-5-4      Create a 3-D sculpture, relief, or assemblage (clay, paper, model magic, wood, recycled objects etc.)  
(4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.4, 4.1.A.6, 4.2.A.4, 4.3.A.3, 4.4.A.1, 4.4.A.4)

**Outcome VA-4-6:**

**Students will describe and discuss a particular holiday. Students will incorporate historical and cultural elements into a work of art.**

- VA-4-6-1      Identify and describe details relating to a specific holiday.  
(4.2.A.1, 4.2.A.2, 4.2.A.3, 4.3.A.1, 4.3.A.2, 4.4.A.1, 4.4.A.4)
- VA-4-6-2      Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.5)
- VA-4-6-3      Use materials safely and appropriately. (4.1.A.5)
- VA-4-6-4      Create a piece of art inspired by a specific holiday.  
(4.1.A.1, 4.1.A.2, 4.1.A.3, 4.1.A.6, 4.2.A.4, 4.3.A.1, 4.3.A.2, 4.3.A.3, 4.4.A.1, 4.4.A.4)

**Fifth Grade Art (NOTE: Art instruction in grade 5 is OPTIONAL. If a teacher wishes to teach Art in fifth grade, this is suggested curriculum.)**

**Outcome VA-5-1:**

**Students will identify and describe contour line. Students will use contour line to create a work of art.**

- VA-5-1-1      Observe, identify and describe artwork that uses contour line.  
(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.2, 8.4.A.1, 8.4.A.4)
- VA-5-1-2      Practice contour line drawings of student hands, shoes, or a still-life.  
(8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6)
- VA-5-1-3      Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.5)
- VA-5-1-4      Use materials safely and appropriately. (8.1.A.5)
- VA-5-1-5      Create artwork using contour line.  
(8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Outcome VA-5-2:**

**Students will compare and contrast differences between realistic and abstract art. Students will create an abstract work of art.**

- VA-5-2-1      Observe and describe examples of realistic and abstract art.  
(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)
- VA-5-2-2      Discuss how abstract art uses art elements and principles to convey meaning. (8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.1, 8.3.A.3, 8.4.A.4)
- VA-5-2-3      Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.5)
- VA-5-2-4      Use materials safely and appropriately. (8.1.A.5)
- VA-5-2-5      Create an abstract artwork inspired by an exemplar artist.  
(8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.1, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Outcome VA-5-3:**

**Students will differentiate between positive and negative space.**

- VA-5-3-1 Identify and describe examples of art that use positive and negative space. (8.2.A.1, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.4.A.3, 8.4.A.4)
- VA-5-3-2 Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.4)
- VA-5-3-3 Use materials safely and appropriately. (8.1.A.5)
- VA-5-3-4 Create art that demonstrates use of positive and negative space. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.3, 8.4.A.4)

**Outcome VA-5-4:**

**Students will identify and describe primary, secondary, tertiary, tints, shades, complimentary and analogous colors. Students will create an artwork based on a color scheme.**

- VA-5-4-1 Students identify and describe the various color schemes. (8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.3)
- VA-5-4-2 Observe and discuss use of color schemes in art. (8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.3)
- VA-5-4-3 Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.4)
- VA-5-4-4 Use materials safely and appropriately. (8.1.A.5)
- VA-5-4-5 Create an artwork based on a specific color scheme (ie: color wheel, warm, cool, complimentary, analogous, etc.) (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.3, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Outcome VA-5-5:**

**Students will identify and describe the principle of contrast in a work of art. Create an artwork based on the principle of contrast utilizing color, value, size, or balance.**

- VA-5-5-1 Identify and describe examples of contrast in artworks.  
(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.4)
- VA-5-5-2 Explain how contrast is used with color, value, size, balance, etc.  
(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.4)
- VA-5-5-3 Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.4)
- VA-4-5-4 Use materials safely and appropriately. (8.1.A.5)
- VA-5-5-5 Create an artwork based on the principle of contrast utilizing color, value, size, or balance. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Outcome VA-5-6:**

**Students will identify and differentiate between types of rhythm and pattern used in art.**

- VA-5-6-1 Identify and describe examples of regular, alternating, progressive, and flowing rhythm in art. (8.2.A.1, 8.2.A.3, 8.2.A.4, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.3, 8.4.A.4)
- VA-5-6-2 Experiment with types of rhythm. (8.1.A.1, 8.1.A.2, 8.1.A.3)
- VA-5-6-3 Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.4)
- VA-5-6-4 Use materials safely and appropriately. (8.1.A.5)
- VA-5-6-5 Create an artwork that uses regular, alternating, progressive, or flowing rhythm. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Sixth Grade Art (NOTE: Art instruction in grade 6 is OPTIONAL. If a teacher wishes to teach Art in sixth grade, this is suggested curriculum.)**

**Outcome VA-6-1:**

**Students will explore personal symbolism used in art to express ideas, experiences, or identity. Students will create a work of art that uses symbolism to express a personal idea, experience, story, or belief.**

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| VA-6-1-1 | Observe and describe artwork that uses personal symbolism to express an idea, experience, story, etc.<br>(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.1, 8.3.A.2, 8.4.A.1, 8.4.A.3, 8.4.A.4) |
| VA-6-1-2 | Discuss the symbolism used in the art. (8.2.A.2, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)  |
| VA-6-1-3 | Follow steps demonstrated by teacher to produce age appropriate artwork. (4.1.A.4)   |
| VA-6-1-4 | Use materials safely and appropriately. (4.1.A.5)  |
| VA-6-1-5 | Create an artwork that uses symbolism to express a personal idea, experience, story, or belief. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)          |

**Outcome VA-6-2:**

**Students will identify and describe various art related careers. Students will create a presentation that highlights an artistic career.**

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| VA-6-2-1 | Identify and describe art related careers. (8.2.A.3, 8.3.A.1, 8.3.A.2, 8.3.A.3, 8.4.A.1, 8.4.A.2, 8.4.A.3, 8.4.A.4)                               |
| VA-6-2-2 | Create a visual based on their chosen artistic career. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.2, 8.4.A.3, 8.4.A.4) |
| VA-6-2-3 | Describe the chosen career and how it relates to art. (8.2.A.2, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.2, 8.4.A.3, 8.4.A.4)                             |

**Outcome VA-6-3:**

**Students will compare and contrast stylistic elements between different cultures.**

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| VA-6-3-1 | Observe, identify, and describe art from various cultures.<br>(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.1, , 8.3.A.2, , 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)            |
| VA-6-3-2 | Compare and contrast stylistic elements between different cultures.<br>(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.1, 8.3.A.2, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)       |
| VA-6-3-3 | Identify and discuss the art elements and forms used in various cultures.<br>(8.2.A.1, 8.2.A.2, 8.2.A.3, 8.2.A.4, 8.3.A.1, 8.3.A.2, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4) |
| VA-6-3-4 | Use materials safely and appropriately. (4.1.A.5)   |
| VA-6-3-5 | Create a work of art inspired by one of the cultures discussed.<br>(8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.6, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)                    |

**Outcome VA-6-4:**

**Students will identify and describe shading techniques. Students will use value to create an artwork.**

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| VA-6-4-1 | Identify shading techniques. (hatching, cross-hatching, stippling, blending, scribbling etc.) (8.2.A.1, 8.2.A.3)   |
| VA-6-4-2 | Create a value scale using chosen technique. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6)  |
| VA-6-4-3 | Create a pencil or pen and ink drawing that focuses on value changes.<br>(8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6)  |
| VA-6-4-4 | Use materials safely and appropriately. (8.1.A.5)  |
| VA-6-4-5 | Create a work of art that uses drawing techniques to show changes in value. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.3, 8.4.A.3, 8.4.A.4) |

**Outcome VA-6-5:**

**Students will identify and describe the art principles of rhythm and movement. Students will use a shape from wide to narrow to direct the viewer's eye. Students will use shapes, lines, and colors repeated to create rhythm and movement.**

- VA-6-5-1 Create a path of movement throughout an artwork with a line that varies from wide (near) to thin (far). (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6)
- VA-6-5-2 Create distance by making shapes decrease in size from the bottom to the top of an artwork. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6)
- VA-6-5-3 Use diagonal or curved lines and shapes to create movement. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6)
- VA-6-5-4 Use materials safely and appropriately. (8.1.A.5)
- VA-6-5-5 Create a work of art that uses rhythm and movement. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6, 8.2.A.1, 8.2.A.3, 8.2.A.4, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

**Outcome VA-6-6:**

**Students will identify and describe the interdisciplinary connections of art to mathematics. Students will use mathematical tools to create one or two-point perspective drawings.**

- VA-6-6-1 Identify and describe one and two-point perspective. (8.2.A.1, 8.2.A.2, 8.2.A.3, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)
- VA-6-6-2 Use materials safely and appropriately. (8.1.A.5)
- VA-6-6-3 Follow steps demonstrated by teacher to produce age appropriate artwork. (8.1.A.4)
- VA-6-6-4 Create a one or two-point perspective drawing. (8.1.A.1, 8.1.A.2, 8.1.A.3, 8.1.A.4, 8.1.A.5, 8.1.A.6, 8.2.A.3, 8.3.A.3, 8.4.A.1, 8.4.A.3, 8.4.A.4)

## Seventh Grade Art

### Outcome VA-7-1:

**Students will research different career opportunities in the arts, investigate a chosen career path, and describe various skills and qualifications necessary for their chosen career. Students will create a visual presentation incorporating their research.**

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| VA-7-1-1 | Research different career opportunities in the arts. (8.4.A.2, 8.4.A.3)   |
| VA-7-1-2 | Investigate a chosen artistic career. (8.4.A.2, 8.4.A.3)  |
| VA-7-1-3 | Document facts about their chosen career. (8.4.A.2, 8.4.A.3)  |
| VA-7-1-4 | Create a visual presentation incorporating research on chosen career.<br>(8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.2, 8.4.A.3, 8.4.A.4) |

### Outcome VA-7-2:

**Students will identify and describe various historic artworks and how they were made. Students will identify and describe the process of how and why the works were created. Students will create a work inspired by the art.**

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| VA-7-2-1 | Identify and describe historic works of art.   |
| VA-7-2-2 | Interpret meanings behind the historic art and how they relate to today's culture. (8.3.A.1, 8.3.A.2, 8.3.A.3)                               |
| VA-7-2-3 | Describe materials used in historic art and processes about how and why it was created. (8.2.A.1, 8.2.A.2, 8.2.A.3)                          |
| VA-7-2-4 | Create a work of art with similar style and use of materials in relation to the given culture. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4) |
| VA-7-2-5 | Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)   |



**Outcome VA-7-3:**

**Students will describe the meaning and processes of a specific artist. Students will create a work of art inspired by the artist that demonstrates an understanding of the culture, process, materials, and ideas about that work.**

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| VA-7-3-1 | Investigate artwork by a specific artist.   |
| VA-7-3-2 | Describe materials used by the artist. (8.2.A.1)  |
| VA-7-3-3 | List the processes used by the artist to create his work.   |
| VA-7-3-4 | Interpret meaning behind the artist work. (8.2.A.2, 8.2.A.3)  |
| VA-7-3-5 | Create a work of art using the materials, processes, and similar meaning-making skills. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4) |
| VA-7-3-6 | Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)  |

**Outcome VA-7-4:**

**Students will identify and describe the interdisciplinary connections of art to science and mathematics. Students will incorporate these influences into a one-point perspective drawing.**

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| VA-7-4-1 | Identify and describe atmospheric perspective and associated vocabulary.  |
| VA-7-4-2 | Identify and describe about one-point perspective and associated vocabulary.  |
| VA-7-4-3 | Use materials safely and appropriately to create a one-point perspective drawing. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4)                               |
| VA-7-4-4 | Use color theory to enhance the perspective effects by making certain objects come forward and others receding. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4) |
| VA-7-4-5 | Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)  |

**Outcome VA-7-5:**

**Students will show the interdisciplinary connections to social studies, or reading and writing. Students will incorporate these influences into a final piece of artwork.**

- VA-7-5-1 Describe the relation of literature and art. (8.4.A.1)
- VA-7-5-2 View and interpret various forms of art that were used to assist historical documents from different cultures throughout time. (8.2.A.2, 8.2.A.3, 8.3.A.1, 8.3.A.2, 8.3.A.3)
- VA-7-5-3 Create a message to be played out through art. (8.1.A.1, 8.1.A.2)
- VA-7-5-4 Sketch thumbnails as preparation to express the story.
- VA-7-5-5 Create artwork that illustrates the story. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4)
- VA-7-5-6 Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)

**Outcome VA-7-6:**

**Students will identify the use of symbols and various artistic media to express ideas, experiences, stories or personal beliefs. Students will create a work of art that expresses an idea, experience, story, or personal belief.**

- VA-7-6-1 View and interpret various artist work that use symbols to express ideas, experiences, stories, etc. (8.2.A.1, 8.2.A.2, 8.2.A.3)
- VA-7-6-2 Discuss and identify how symbols and material are used and interpreted to reinforce an idea, experience, emotion, story or personal belief. (8.2.A.1, 8.2.A.2, 8.2.A.3)
- VA-7-6-3 Use materials safely and appropriately to create artwork that uses symbols, colors, and media to express an idea, experience, story, emotion or personal belief. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4)
- VA-7-6-4 Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)

## **Eighth Grade Art**

### **Outcome VA-8-1:**

**Students will research different career opportunities in the arts, investigate a chosen career path, and describe various skills and qualifications necessary for their chosen career. Students will produce a presentation that incorporates their research and attained knowledge of an artistic career.**

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| VA-8-1-1 | Research different careers opportunities in the arts.  |
| VA-8-1-2 | Investigate their chosen artistic career.  |
| VA-8-1-3 | Document facts about their chosen career.  |
| VA-8-1-4 | Create a presentation to demonstrate knowledge of information gained from the chosen artistic career. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6,8.4.A.4) |
| VA-8-1-5 | Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)   |

### **Outcome VA-8-2:**

**Students will interpret various historic artworks and how they were made. Students will identify and describe the process of how and why the works were created. Students will create a work inspired by the art.**

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| VA-8-2-1 | Identify and describe historic works of art.  |
| VA-8-2-2 | Interpret meanings behind the historic art and how they relate to today's culture. (8.3.A.1, 8.3.A.2, 8.3.A.3)                              |
| VA-8-2-3 | Describe materials used in historic art and the process about how and why it was created. (8.2.A.1, 8.2.A.2, 8.2.A.3)                       |
| VA-8-2-4 | Create a work of art with similar style and use of materials in relation to the given culture. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6,8.4.A.4) |
| VA-8-2-5 | Critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)   |

**Outcome VA-8-3:**

**Students will identify and describe the art elements and design principles, and create a piece of art that uses multiple art elements or design principles.**

- VA-8-3-1      Review and discuss artistic elements and principles of design. (8.1.A.3)
- VA-8-3-2      Discuss the most prominent element or principle in a work of art. (8.1.A.3)
- VA-8-3-3      Write a brief paragraph about why that element or principle is the most prominent. (8.2.A.1, 8.2.A.3)
- VA-8-3-4      Research an artist and assess the most prominent element or principle in a chosen work by the artist. (8.1.A.3)
- VA-8-3-5      Create a work of art inspired by that element or principle to demonstrate knowledge. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4)
- VA-8-3-6      Critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)

**Outcome VA-8-4:**

**Students will investigate the work of a specific artist, the materials and messages communicated in their artwork. Students will describe the meaning and process of the artist's work. Students will create a work of art inspired by the artist which shows their understanding of process, materials, and ideas about that work.**

- VA-8-4-1      Research artwork by a specific artist.
- VA-8-4-2      Describe materials used by the artist. (8.2.A.1)
- VA-8-4-3      List the process used by the artist to create their work. (8.2.A.1)
- VA-8-4-4      Interpret meaning behind the artist work. (8.2.A.1, 8.2.A.2, 8.2.A.3)
- VA-8-4-5      Create a work of art using the materials, process, and similar meaning-making skills. (8.1.A.1, 8.1.A.2, 8.1.A.5, 8.1.A.6, 8.4.A.4)
- VA-8-4-6      Students critique the artwork in a group discussion. (8.1.A.3, 8.1.A.4, 8.1.A.6)

## Beginning Art

### Outcome VA-BA-1:

**Students will demonstrate a variety of drawing techniques and media. Students draw natural objects from life using different techniques.**

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| VA-BA-1-1 | Demonstrate contour line and beginning shading techniques. (11.1.A.5)      |
| VA-BA-1-2 | Create a drawing using two or more of the techniques. (11.1.A.3, 11.1.A.5) |

### Outcome VA-BA-2:

**Students will discuss examples of self-portraits of artists throughout history. Students identify facial proportions and create a portrait.**

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| VA-BA-2-1 | Discuss portraits of well-known artists throughout history. (11.2.A.1)        |
| VA-BA-2-2 | Identify and describe facial proportions. (11.2.A.1)                          |
| VA-BA-2-3 | Create a portrait using a variety of drawing techniques. (11.1.A.5)           |
| VA-BA-2-4 | Students evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4) |

### Outcome VA-BA-3:

**Students will identify the art of a particular ethnic or cultural group. Students create a work of art inspired by the ethnic or cultural group.**

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| VA-BA-3-1 | Students observe and describe the art of a particular group, noting the unique features of the art works. (11.2.A.1, 11.3.A.1) |
| VA-BA-3-2 | Students design and create a work of art inspired by the particular group. (11.1.A.5)  |

**Outcome VA-BA-4:**

**Students will research parody and satirical art and create a parody of their own.**

- VA-BA-4-1 Students analyze and describe parody and satirical art.  
(11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4)
- VA-BA-4-2 Students create their own parody. (11.1.A.5)
- VA-BA-4-3 Students evaluate and critique the works of their peers.  
(11.1.A.6, 11.2.A.4)

**Outcome VA-BA-5:**

**Students will analyze the art of artists who combine words with images. Students will create a work of art that is accompanied with text.**

- VA-BA-5-1 Students analyze the art of Edward Hicks or another artist who combines words with images. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4)
- VA-BA-5-2 Students create a collage or mixed media work of art that incorporate text. (11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-BA-5-3 Students evaluate and critique the works of their peers.  
(11.1.A.6, 11.2.A.4)

**Outcome VA-BA-6:**

**Students will identify and describe the art elements and design principles, and create a piece of art that uses multiple art elements or design principles.**

- VA-BA-6-1 Review and discuss artistic elements and principles of design. (11.1.A.3)
- VA-BA-6-2 Discuss the most prominent element or principle in a work of art.  
(11.1.A.3)
- VA-BA-6-3 Write a brief paragraph about why that element or principle is the most prominent. (11.2.A.1, 11.2.A.3)
- VA-BA-6-4 Research an artist and assess the most prominent element or principle in a chosen work by the artist. (11.1.A.3)
- VA-BA-6-5 Create a work of art inspired by that element or principle to demonstrate knowledge. (11.1.A.1, 11.1.A.2, 11.1.A.5, 11.1.A.6, 8.4.A.4)
- VA-BA-6-6 Critique the artwork in a group discussion. (11.1.A.3, 11.1.A.4, 11.1.A.6)

**Outcome VA-BA-7:**

**Students will analyze and identify the characteristics of an art movement, (e.g, Pop Art from the 1960s, impressionism) and create a work inspired by this movement.**

- VA-BA-7-1      Analyze artists' works from a particular movement or art style. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1, 11.3.A.3)
- VA-BA-7-2      Create a work inspired by the particular art movement. (11.1.A.2, 11.1.A.3, 11.1.A.5, 11.3.A.1, 11.3.A.3)
- VA-BA-7-3      Evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4)

**Outcome VA-BA-8:**

**Students will demonstrate techniques of one and two-point perspective and create a work of art that reflects their knowledge of this approach.**

- VA-BA-8-1      Replicate the steps for one and two-point perspective.
- VA-BA-8-2      Create works of art that use one and two-point perspective. (11.1.A.2, 11.1.A.3, 11.1.A.5, 11.3.A.1, 11.4.A.1)
- VA-BA-8-3      Evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4)

## Intermediate Art

### Outcome VA-IA-1:

**Students will demonstrate a variety of drawing techniques and media. Students will draw objects from life using various techniques.**

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| VA-AI-1-1 | Demonstrate a variety of drawing techniques (e.g., contour line, gesture drawing, use of viewfinder, crosshatching, shading). (11.1.A.5) |
| VA-AI-1-2 | Create a drawing using more than one drawing technique. (11.1.A.3, 11.1.A.5)   |
| VA-IA-1-3 | Evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4)   |

### Outcome VA-IA-2:

**Students will research a culture and create a functional work of art (e.g., stained glass, pottery, textiles) that reflects the styles seen in that culture in a contemporary fashion.**

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| VA-IA-2-1 | Research works of art produced by a culture (e.g., Greeks, Scythians, African, Native American) and describe the function and purpose of the artwork. (11.2.A.1, 11.2.A.2, 11.3.A.1, 11.3.A.2, 11.3.A.3, 11.4.A.3) |
| VA-IA-2-2 | Design and create a functional work of art that reflects the given culture in a contemporary fashion. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |

### Outcome VA-IA-3:

**Students will create public works of art to contribute to a community or holiday celebrations.**

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| VA-IA-3-1 | Design and create posters, window designs, or public service art works reflective of the holiday or community event. (11.1.A.3, 11.1.A.4, 11.1.A.5, 11.1.A.6, 11.4.A.2, 11.4.A.3, 11.4.A.4) |
| VA-IA-3-2 | Self-assess one public work of art, based on craftsmanship and functionality. (11.1.A.6, 11.2.A.4)  |



**VA-IA-4:**

**Students will investigate an artist from history and recreate a work of art by the artist using the same style and technique.**

- VA-IA-4-1 Research an artist and his/her style or movement and write about the artist's life and art. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1, 11.3.A.2, 11.3.A.3)
- VA-IA-4-2 Recreate a work of art by the artist. (11.1.A.3, 11.1.A.5)
- VA-IA-4-3 Present about the artist's life and works and explain how their own piece compares to the artist's work. (11.1.A.2, 11.1.A.6, 11.2.A.1, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-IA-5:**

**Students will create art that is inspired by dreams, imagination, or objects in unusual contexts (e.g., Surrealism, Dada).**

- VA-IA-5-1 Research and interpret examples of art inspired by dreams, imagination, or objects in unusual contexts. (11.1.A.4, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1, 11.3.A.2, 11.3.A.3)
- VA-IA-5-2 List ideas from dreams or imagination in order to create a work of art.
- VA-IA-5-3 Create a work of art, reflecting one of the ideas from their lists. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IA-5-4 Evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4)

**Outcome VA-IA-6:**

**Students will decorate or restore a functional object by turning it into a work of art.**

- VA-IA-7-1 Create a concept for a functional object to be decorated or restored. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IA-7-2 Apply the concept to the object. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IA-7-3 Evaluate and critique the works of their peers. (11.1.A.6, 11.2.A.4)

## Advanced Art

### Outcome VA-AA-1:

**Students will identify characteristics of an effective art portfolio and create a portfolio of work.**

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| VA-AA-7-1 | Research and identify the necessary parts of an art portfolio (i.e., artist biography, artist statement, images of artwork). (11.2.A.1, 11.2.A.3) |
| VA-AA-7-2 | Write an artist biography. (11.4.A.1, 11.4.A.2)   |
| VA-AA-7-3 | Write an artist statement describing the chosen theme and the purpose of the body of work. (11.4.A.1, 11.4.A.2)                                   |
| VA-AA-7-4 | Determine an appropriate amount of work to be included in the body of work.   |
| VA-AA-7-5 | Select and photograph the best works to include in the portfolio. (11.4.A.2)  |
| VA-AA-7-6 | Write a self-reflection of the overall cohesiveness and effectiveness of the portfolio. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.6)                  |

### Outcome VA-AA-2:

**Students will create a body of artistic work that reflects a chosen theme or concept, demonstrating a variety of artistic techniques and media (e.g., charcoal, pen and ink, graphite, acrylics, watercolor, clay).**

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| VA-AA-1-1 | Determine a theme or concept for a body of artistic work and choose media that could be used to reflect that theme or concept. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.4) |
| VA-AA-1-2 | Create works of art using media of choice, demonstrating a variety of techniques. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)  |
| VA-AA-1-3 | Evaluate each work of art, justifying how it reflects the chosen theme or concept. (11.2.A.4)   |

**Outcome VA-AA-3:**

**Students will create a composition where depth is created using a that shows foreground, middle-ground and background. Artwork created will be reflective of the chosen theme.**

- VA-AA-2-1 Draft an idea for a composition, emphasizing depth and layering, reflective of the chosen theme. (11.1.A.1, 11.1.A.2, 11.1.A.3)
- VA-AA-2-2 Create the work of art, following the ideas reflected in the draft. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-AA-2-3 Self-evaluate the work of art, justifying how it reflects the chosen theme or concept and the inclusion of depth and layering. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.6)

**Outcome VA-AA-4:**

**Students will create a sculptural piece of art, reflective of the chosen theme.**

- VA-AA-3-1 Identify sculptural techniques used by a variety of artists. (11.2.A.1, 11.2.A.2)
- VA-AA-3-2 Create thumbnail sketches for a sculptural piece reflective of the chosen theme. (11.1.A.1, 11.1.A.3)
- VA-AA-3-3 Choose an idea from the thumbnails and create a maquette. (11.1.A.2, 11.1.A.3, 11.1.A.4, 11.1.A.5)
- VA-AA-3-4 Create the sculpture, following an idea reflected in the thumbnail sketches. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-AA-3-5 Evaluate the sculpture, justifying how it reflects the chosen theme or concept. (11.2.A.3, 11.2.A.4, 11.3.A.4, 11.4.A.1)

**Outcome VA-AA-5:**

**Students will research techniques used in Renaissance art and create a work of art that uses those techniques. Artwork created will be reflective of their chosen theme.**

- VA-AA-4-1 Research works of art by Renaissance artists.
- VA-AA-4-2 Sketch ideas for a work of art reflective of their chosen theme. (11.1.A.1, 11.1.A.3, 11.1.A.5)
- VA-AA-4-3 Refine one idea and create a piece that uses techniques found in art. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-AA-4-4 Evaluate the work of art, justifying how it reflects the chosen theme or concept. (11.2.A.3, 11.2.A.4, 11.3.A.4, 11.4.A.1)

**Outcome VA-AA-6:**

**Students will prepare and exhibit art work from their portfolio.**

- VA-AA-6-1 Identify and describe matting and mounting techniques used for works of art. (11.1.A.6, 11.2.A.1, 11.2.A.2)
- VA-AA-6-2 Identify and describe display techniques for three dimensional works of art. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4)
- VA-AA-6-3 Identify and describe exhibition techniques. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4)
- VA-AA-6-4 Prepare and exhibit works of art from their portfolio. (11.1.A.6)

## Beginning Photography

### **Outcome VA-BP-1:**

**Students will research the evolution of the camera and create a timeline that reflects that history.**

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| VA-BP-1-1 | Research the evolution of the camera and important photographic innovations, starting with the camera obscura.               |
| VA-BP-1-2 | Identify people who made important contributions to the development of the camera.   |
| VA-BP-1-3 | Create a timeline that documents the history of major evolutionary steps. (11.3.A.2, 11.3.A.3, 11.4.A.1, 11.4.A.2, 11.4.A.3) |

### **Outcome VA-BP-2:**

**Students will identify and demonstrate use of basic camera functions.**

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| VA-BP-2-1 | Take a series of photographs at various camera settings, noting subject of each photograph and settings used. (11.1.A.5) |
| VA-BP-2-2 | compare and contrast the results of photographs taken at various settings. (11.2.A.1, 11.2.A.3, 11.4.A.1)                |

### **Outcome VA-BP-3:**

**Students will import images from the camera to the computer and use basic forms of digital editing.**

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|-----------|---|
| VA-BP-3-1 | Import images from the camera to the computer, saving in designated files.  |
| VA-BP-3-2 | Properly dispose of images from the camera. (11.1.A.5, 11.4.A.4)  |
| VA-BP-3-3 | Use digital editing and the basic tools to enhance photographs (e.g., cut, crop, contrast, saturation, exposure, vibrancy, text tool). (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5) |
| VA-BP-3-4 | Transfer edited images to designated project folder.  |
| VA-BP-3-5 | Describe changes made in images and explain why changes were made. (11.2.A.1, 11.2.A.3, 11.2.A.4)   |

**Outcome VA-BP-4:**

**Students will take a series of pictures using the rule of thirds to create appealing compositions.**

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| VA-BP-4-1 | Identify photographs that use the rule of thirds and photographs that don't. (11.2.A.1, 11.2.A.2, 11.2.A.3)   |
| VA-BP-4-2 | Describe how the rule of thirds can be used to enhance a photograph's composition. (11.2.A.1, 11.2.A.3)   |
| VA-BP-4-3 | Take a series of photographs using the rule of thirds. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-BP-4-4 | Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-BP-4-5 | Critique each other's work on overall success of photograph, digital editing, and how the rule of thirds was used to enhance the pictures. (11.1.A.3, 11.1.A.6, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-BP-5:**

**Students will take a series of photographs that use leading lines to draw attention to a focal point or take the eye on a visual journey through the picture plane.**

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| VA-BP-5-1 | Identify photographs that use leading lines to draw the eye towards a main focal point or lead the eye through the picture plane. (11.2.A.1, 11.2.A.2, 11.2.A.3)  |
| VA-BP-5-2 | Take a series of photographs focusing on natural lines that draw the eye to a focal point or through a photograph. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-BP-5-3 | Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-BP-5-4 | Critique work and work of others by describing how leading lines are being used in each photograph and what digital changes were made to enhance the photos. (11.1.A.3, 11.1.A.6, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-BP-6:**

**Students will take a series of pictures that demonstrate their knowledge of radial, formal, and informal balance.**

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| VA-BP-6-1 | Identify the different types of balance used in photographs. (11.2.A.1, 11.2.A.2, 11.2.A.3)   |
| VA-BP-6-2 | Take a series of photographs that demonstrate understanding of each type of visual balance. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)  |
| VA-BP-6-3 | Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-BP-6-4 | Critique work and work of others by describing type of balance, leading lines, and the rule of thirds is being used in each photograph and what digital changes were made to enhance the photos. (11.1.A.3, 11.1.A.6, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-BP-7:**

**Students will take a series of pictures that demonstrate their knowledge of how to use viewpoint to create an interesting photograph.**

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| VA-BP-7-1 | Identify what an interesting viewpoint is and identify various photos taken from an interesting viewpoint. (11.2.A.1, 11.2.A.2, 11.2.A.3)  |
| VA-BP-7-2 | Identify how and where photographs can be taken from to add interest (e.g., reflections, close-ups, through objects). (11.2.A.1, 11.2.A.2, 11.2.A.3)   |
| VA-BP-7-3 | Take a series of photographs from various viewpoints to add visual interest. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)  |
| VA-BP-7-4 | Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)  |
| VA-BP-7-5 | Critique work and work of others by describing viewpoint, type of balance, leading lines, and the rule of thirds is being used in each photograph and what digital changes were made to enhance the photos. (11.1.A.3, 11.1.A.6, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-BP-8:**

**Students will take a series of pictures that demonstrate their knowledge of the relationship between aperture, shutter speed, and ISO.**

- VA-BP-8-1 Identify how the aperture priority setting affects photographs. (11.2.A.1, 11.2.A.2, 11.2.A.3)
- VA-BP-8-2 Take a series of photographs using lower and higher aperture settings appropriately to create different visual effects. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-BP-8-3 Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-BP-8-4 Critique work and work of others by describing aperture settings, viewpoint, type of balance, leading lines, and the rule of thirds is being used in each photograph and what digital changes were made to enhance the photos. (11.1.A.3, 11.1.A.6, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-BP-9:**

**Students will create a presentation or album representing and defining the compositional elements of photography.**

- VA-BP-9-1 Define each compositional element. (11.2.A.1)
- VA-BP-9-2 Select photographs that exemplify each compositional element. (11.1.A.4, 11.1.A.6, 11.2.A.3, 11.2.A.4)
- VA-BP-9-3 Create a presentation or album displaying the photographs and descriptions of each compositional element. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5, 11.1.A.6)



## Intermediate Photography

### Outcome VA-IP-1:

**Students will take a series of photographs that use juxtaposition, visual metaphor, etc. to express an idea, message or meaning in their work.**

- VA-IP-1-1 Identify the use of symbolism, metaphor, juxtaposition, etc. to express messages, ideas or meanings through photography. (11.2.A.1, 11.2.A.2, 11.3.A.1, 11.3.A.2, 11.3.A.3)
- VA-IP-1-2 List various ideas and ways to express meaning through photography. (11.1.A.1, 11.1.A.2, 11.1.A.3)
- VA-IP-1-3 Take a series of photographs that convey a message. (11.1.A.1, 11.1.A.2, 11.1.A.3)
- VA-IP-1-4 Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-1-5 Critique the photographs and interpret the meaning expressed as well as discuss other ways to enhance expression. (11.1.A.4, 11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

### Outcome VA-IP-2:

**Students will demonstrate a new photo editing technique to the class.**

- VA-IP-2-1 Research new editing techniques online and identify how they are used in various disciplines. (11.4.A.1, 11.4.A.2)
- VA-IP-2-2 Create a manipulated photograph that uses the newly learned editing technique. (11.1.A.2, 11.1.A.5)
- VA-IP-2-3 Create a before and after image of the editing technique. (11.1.A.2)
- VA-IP-2-4 Present the before and after image to the class by acting as a teacher and walking the class through the newly learned editing technique. (11.1.A.4, 11.2.A.1)

**Outcome VA-IP-3:**

**Students will create a photo-shape collage whose shape and images within the shape work well together.**

- VA-IP-3-1 Identify and describe various styles of photo-shape collages. (11.3.A.1)
- VA-IP-3-2 Choose a shape for the collage and determine types of images to be used inside.
- VA-IP-3-3 Take photographs and create a photo-shape collage that relates to the images inside the shape. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-3-4 Critique the collage, focusing on overall appearance and the relationship of the shape to the images within it. (11.1.A.4, 11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-IP-4:**

**Students will take a series of photographs of macro photography.**

- VA-IP-4-1 Identify various images of macro photography. (11.3.A.1)
- VA-IP-4-2 Identify and describe what techniques were used to capture details in small objects and enlarge them. (11.2.A.1, 11.2.A.2)
- VA-IP-4-3 Discuss ways to create a separation from the foreground to the background. (11.1.A.4)
- VA-IP-4-4 Determine what camera settings will work best and take a series of photographs that capture details in small objects and make them larger than life. (11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-4-5 Import and edit images to make necessary changes digitally to enhance the photographs. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-4-6 Critique each other's work based on overall success of the photographs and provide feedback of ways to accomplish capturing details of small objects. (11.1.A.4, 11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-IP-5:**

**Students will create an effective advertisement using their own photographs and headlines.**

- VA-IP-5-1 Identify the propose and defend preferences for various successful advertisements. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4,11.3.A.1, 11.3.A.2,11.4.A.1, 11.4.A.3)
- VA-IP-5-2 Discuss what makes an advertisement successful or unsuccessful. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1, 11.3.A.2, 11.4.A.1, 11.4.A.3)
- VA-IP-5-3 List possible advertisement (e.g. product, service, event, place).
- VA-IP-5-4 Take photographs for an advertisement. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-5-5 Create an effective headline to work with the photograph that is catchy and has an emotional appeal and merge with the photograph(s) for the final advertisement. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-5-6 Critique as a class the success of the advertisement and ways it could be improved. (11.1.A.4, 11.1.A.6,11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4,11.4.A.4)

**Outcome VA-IP-6:**

**Students will create a series of panoramic photographs including partial, cylindrical, and spherical.**

- VA-IP-6-1 Identify different partial, cylindrical, and spherical panoramic images and describe when they are best used. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4)
- VA-IP-6-2 Determine what and where you want to take panoramic images for each type.
- VA-IP-6-3 Properly setup and dismantle a tripod using the provided level.
- VA-IP-6-4 Take a series of photographs for each type of panorama. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-6-5 Import and stitch panoramic images together to create a single seamless photograph. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-6-6 Critique the success of stitching each panoramic photograph and how the photos could be enhanced (e.g. color, stitching, lighting, exposure, scenery). (11.1.A.4, 11.1.A.6,11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-IP-7:**

**Students will take a series of portraits in various settings.**

- VA-IP-7-1 Identify and describe various styles of portrait photography and their use in other disciplines. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1, 11.3.A.2, 11.3.A.3, 11.4.A.1, 2, 3)
- VA-IP-7-2 Identify and describe lighting and posing techniques used in various types of portrait photography. (11.2.A.1)
- VA-IP-7-3 Take a series of portrait photographs. 11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-7-4 Import and edit photos to enhance lighting, composition, color, etc. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-IP-7-5 Critique successful aspects and possible improvements for portrait photography. (11.1.A.4, 11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-IP-8:**

**Students will create a portfolio that gives examples and descriptions of what they have learned throughout the year.**

- VA-IP-8-1 Critique previously made photographic portfolios and identify what has worked or not worked in the past. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1)
- VA-IP-8-2 Describe how a portfolio is used and can be beneficial in various careers and disciplines. (11.4.A.1, 11.4.A.2, 11.4.A.3)
- VA-IP-8-3 Select pictures that exemplify each type of photography used this year.
- VA-IP-8-4 Create a portfolio that displays the photographs and techniques used this year. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5, 11.1.A.6)

## Advanced Photography

### Outcome VA-AP-1:

**Students will take a series of photographs that have a cohesive theme or idea to express their understanding of thematic photography.**

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| VA-AP-1-1 | Research, identify and describe various photographers who create thematic work to express a unified message, idea or meaning. (11.2.A.1, 11.2.A.2, 11.3.A.1, 11.3.A.2) |
| VA-AP-1-3 | List various themes or ideas and ways to express them through photography.   |
| VA-AP-1-4 | Take a series of photographs that will work together to create a thematic presentation. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)                                       |
| VA-AP-1-5 | Import and use editing techniques to enhance the photographs and help to create a thematic series of images. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)                  |
| VA-AP-1-6 | Critique the photographs and determine other factors that could assist in creating thematic photography. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)            |

### Outcome VA-AP-2:

**Students will demonstrate an advanced photo editing technique to the class.**

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| VA-AP-2-1 | Research new editing techniques online and identify how they are used in various disciplines. (11.4.A.1, 11.4.A.2) |
| VA-AP-2-2 | Create a series of manipulated photographs that use the advanced editing technique. (11.1.A.2, 11.1.A.5)           |
| VA-AP-2-3 | Create before and after images of the editing technique. (11.1.A.2)  |
| VA-AP-2-4 | Present the before and after images to the class.  |
| VA-AP-2-5 | Act as a teacher and walk the class through the advanced photo editing technique. (11.1.A.4, 11.2.A.1)             |

**Outcome VA-AP-3:**

**Students will take a series of photographs of a particular types of photography (e.g. portraiture, commercial, sports, macro, nature).**

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| VA-AP-3-1 | Research various types of photography and identify their use in various careers. (11.2.A.1, 11.2.A.2, 11.3.A.1, 11.3.A.2, 11.4.A.1, 11.4.A.2, 11.4.A.3)                      |
| VA-AP-3-2 | Choose a specific type of photography to be the focus for this project.  |
| VA-AP-3-3 | Research and take notes on what techniques are used as well as likes and dislikes in the chosen type of photography. (11.2.A.1, 11.2.A.3, 11.2.A.4)                          |
| VA-AP-3-4 | Take a series of photographs of the chosen type of photography. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-AP-3-5 | Import and edit photos to enhance photographs and create desired effects. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)   |
| VA-AP-3-6 | Critique each other's work based on overall success of the photographs and how well the type of photography was captured. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-AP-4:**

**Students will create a series of work that uses light as painting in photography.**

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| VA-AP-4-1 | Identify and describe light painting as used in photography and its relationship to other art forms. (11.2.A.1, 11.2.A.2, 11.4.A.1)              |
| VA-AP-4-2 | Research and take note of camera settings used to capture light painting.  |
| VA-AP-4-3 | Brainstorm places and lighting devices to be used to capture light painting.   |
| VA-AP-4-4 | Take a series of photographs that use light as a form of painting. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)                                      |
| VA-AP-4-5 | Critique as a class the success of the advertisement and ways it could be improved. (11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4) |

**Outcome VA-AP-5:**

**Students will create a photo montage of someone or something else that represents what change or actions it goes through (its life).**

- VA-AP-5-1 Identify and describe different photomontages and their use in various disciplines. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.4.A.1, 11.4.A.2)
- VA-AP-5-2 Decide who, what, where, etc. the photomontage will represent.
- VA-AP-5-3 Take photographs of the person, place or thing that will be represented.
- VA-AP-5-4 Create a photomontage to express the lifecycle of the person, place, or thing. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-AP-5-5 Write a letter from the perspective of the person, place or thing about its life. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5)
- VA-AP-5-6 Critique the success of the letter, photomontage and their relationship to one another. (11.1.A.6, 11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.4.A.4)

**Outcome VA-AP-6:**

**Students will create a digital portfolio that expresses the techniques and types of photography learned through beginning, intermediate, and advanced photography.**

- VA-AP-6-1 Critique examples of digital portfolios and describe your preference of what has worked or not worked in the past. (11.2.A.1, 11.2.A.2, 11.2.A.3, 11.2.A.4, 11.3.A.1)
- VA-AP-6-2 Take note of what is liked or disliked. (11.2.A.4)
- VA-AP-6-3 Select exemplar photographs to use in the portfolio.
- VA-AP-6-4 Compile a digital portfolio that includes various types of photography taken throughout beginning, intermediate, and advanced photography. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.5, 11.1.A.6)
- VA-AA-6-5 Write a self-reflection of the overall cohesiveness and effectiveness of the portfolio. (11.1.A.1, 11.1.A.2, 11.1.A.3, 11.1.A.6)

## Kindergarten Music

### Outcome MU-K-1:

**Students will perform the steady beat, responding to meter (duple and triple) and tempo (fast and slow) using body percussion and classroom instruments.**

- MU-K-1-1 Perform the steady beat using body percussion and classroom percussion instruments. (4.1.M.1, 4.1.M.2)
- MU-K-1-2 Identify rhythmic patterns from iconic notation representing one and two sounds per beat. (4.1.M.5)
- MU-K-1-3 Compare/contrast different pieces/performances of music to differentiate between fast and slow tempos. (4.2.M.2, 4.2.M.3)
- MU-K-1-4 Perform music at fast and slow tempos. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.2.M.3)
- MU-K-1-5 Identify visually and aurally the names and timbres of the different classroom percussion instruments and describe the qualities of each. (4.2.M.1, 4.2.M.2)
- MU-K-1-6 Demonstrate correct playing technique on different classroom percussion instruments. (4.1.M.1, 4.1.M.2, 4.2.M.3)

### Outcome MU-K-2:

**Students will perform musical literature appropriate to vocal range demonstrating pitch matching, loud and soft dynamics, and singing/speaking voices. Students will compare/contrast different pitches/pieces of music to differentiate between high and low sounds.**

- MU-K-2 -1 Identify and perform singing and speaking voices. (4.1.M.1, 4.1.M.2, 4.2.M.1)
- MU-K-2-2 Identify and vocally perform high and low registers. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.1.M.4, 4.2.M.1)
- MU-K-2-3 Identify and perform loud and soft dynamics. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.3, 4.2.M.3)
- MU-K-2-4 Match pitches by performing simple songs and echo songs appropriate to range. (4.1.M.1, 4.1.M.2, 4.2.M.3)
- MU-K-2-5 Compare/contrast different pitches/pieces of music to differentiate between high and low sounds. (4.2.M.2, 4.2.M.4)
- MU-K-2-6 Compare/contrast different pieces of music to differentiate between loud and soft sounds. (4.2.M.2, 4.2.M.3, 4.2.M.4)



**Outcome M-K-3:**

**Through practice and rehearsal students will prepare for performance appropriate musical literature demonstrating vocal technique and performance protocol. Through examination of musical literature students will identify historical purpose and/or connections between the arts and other disciplines.**

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|----------|--|
| MU-K-3-1 | Sing songs appropriate to vocal range alone and with others demonstrating pitch matching. (4.1.M.1, 4.1.M.2)                           |
| MU-K-3-2 | Demonstrate, evaluate, and describe proper posture, enunciation, and tone production for singing. (4.1.M.1, 4.1.M.2, 4.3.M.3, 4.4.M.1) |
| MU-K-3-3 | Analyze musical literature to identify historical purpose and connections. (4.3.M.1, 4.3.M.2, 4.3.M.3)                                 |
| MU-K-3-4 | Analyze musical literature to identify connections between the arts and other disciplines. (4.4.M.2, 4.4.M.3, 4.4.M.4)                 |

## First Grade Music

### Outcome MU-1-1:

**Students will read (from iconic and/or traditional notation) and perform the steady beat and rhythm (quarter notes, paired eighth notes, and quarter rest) using body percussion, movement, and/or classroom percussion.**

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|----------|--|
| MU-1-1-1 | Compare/contrast different pieces/ performances of music to differentiate between beat and no beat. (4.1.M.1, 4.2.M.2)   |
| MU-1-1-2 | Identify rhythm from iconic and traditional notation: quarter note, paired eighth notes, and quarter rest. (4.1.M.2, 4.1.M.5)  |
| MU-1-1-3 | Perform from traditional and iconic notation: quarter note, paired eighth notes, and quarter rest. (4.1.M.3, 4.1.M.4.4.1.M.5)  |
| MU-1-1-4 | Compare/contrast different pieces/performances of music to differentiate between tempos that are getting faster and getting slower. (4.1.M.1, 4.1.M.2, 4.2.M.2, 4.2.M.3) |
| MU-1-1-5 | Aurally and visually identify selected classroom percussion instruments (pitched and non-pitched). (4.1.M.1, 4.1.M.2, 4.2.M.1, 4.2.M.2)                                  |
| MU-1-1-6 | Demonstrate proper performance technique on selected classroom percussion (pitched and non-pitched). (4.1.M.1, 4.2.M.3)  |
| MU-1-1-7 | Combine classroom percussion timbres in original compositions/ improvisations and/or accompaniments and explain their choices. (4.1.M.3, 4.1.M.4, 4.1.M.5)               |

### Outcome MU-1-2:

**Students will perform musical literature appropriate to vocal range identifying patterns using sol, la and mi. Students will create and perform patterns using sol, la, and mi, explaining the relationships and melodic direction.**

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|----------|---|
| MU-1-2-1 | Identify/explain relationships between sol, la, and mi. (4.1.M.1, 4.1.M.2,)   |
| MU-1-2-2 | Identify patterns using sol, la, and mi from iconic and/or traditional notation on the staff. (4.1.M.1, 4.1.M.2)  |
| MU-1-2-3 | Compare/ contrast different performances/ pieces of music to differentiate between the vocal qualities: sing, speak, whisper, shout + man, woman, and child. (4.1.M.1, 4.2.M.1) |
| MU-1-2-4 | Compare and contrast different performances/pieces of music to differentiate between getting louder and getting softer. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.2, 4.2.M.3)           |

**Outcome MU-1-3:**

**Through listening, singing, and/or moving students will analyze phrases or sections of music to identify repetition and contrast to distinguish between A/AB forms and introduction/interlude.**

- MU-1-3-1 Identify phrases or sections of music. (4.1.M.5, 4.2.M.1, 4.2.M.4, 4.3.M.2, 4.3.M.3)
- MU-1-3-2 Define A/AB forms, introduction, and interlude. (4.2.M.1, 4.2.M.2, 4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-1-3-3 Through listening, singing, and/or moving, analyze music aurally to distinguish between introduction and interlude. (4.2.M.1, 4.2.M.2)
- MU-1-3-4 Through listening, singing, and/or moving, analyze music aurally to distinguish between AB and A form. (4.2.M.1, 4.2.M.2)

**Outcome MU-1-4:**

**Through practice and rehearsal students will prepare for performance appropriate musical literature demonstrating appropriate vocal qualities and timbre, incorporating dynamic control, vocal technique, and performance protocol. Through examination of musical literature students will identify historical purpose and connections between the arts and other disciplines.**

- MU-1-4-1 Sing songs appropriate to vocal range alone and with others demonstrating appropriate vocal qualities and timbre. (4.1.M.1, 4.1.M.2)
- MU-1-4-2 Demonstrate, evaluate, and describe proper posture, enunciation, and tone production for singing. (4.1.M.1, 4.1.M.2, 4.3.M.3, 4.4.M.1)
- MU-1-4-3 Compare and contrast different pieces or performances of music to differentiate between dynamic levels. (4.2.M.2, 4.2.M.3, 4.2.M.4)
- MU-1-4-4 Perform loud, soft, getting louder, and getting softer. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.2, 4.2.M.3)
- MU-1-4-5 Analyze musical literature to identify historical purpose and connections. (4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-1-4-6 Analyze musical literature to identify connections between the arts and/or other disciplines. (4.4.M.2, 4.4.M.3, 4.4.M.4)

## Second Grade Music

### Outcome MU-2-1:

**Students will create, perform, and assess an original composition using known rhythms (paired eighth notes, quarter note, quarter rest, half note, half rest). Combine classroom percussion timbres and/or expression (tempo), in original compositions, improvisations, or accompaniments and explain their choices.**

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|----------|---|
| MU-2-1-1 | Compare and contrast pieces or performances of music to differentiate between beat and rhythm (4.1.M.1, 4.2.M.2)  |
| MU-2-1-2 | Identify rhythms from iconic and/or traditional notation including half note and half rest. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.2)                        |
| MU-2-1-3 | Perform from traditional and iconic notation rhythms including half note and half rest. (4.1.M.2, 4.1.M.5)  |
| MU-2-1-4 | Classify classroom percussion into families (skins, metals, shakers/scrapers, woods). (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.2.M.1)                     |
| MU-2-1-5 | Combine classroom percussion timbres in original compositions, improvisations, or accompaniments and explain their choices. (4.1.M.3, 4.1.M.4, 4.1.M.5) |

### Outcome MU-2-2:

**Students will perform music literature appropriate to vocal range demonstrating the ability to identify and accurately sing patterns, including do and re, to complete the pentatonic scale. Students will create and perform patterns from iconic and/or staff notation using known pitches, explaining relationships and melodic direction. Students will combine piano and forte to create dynamic variation in compositions and improvisations and explain their choices.**

- |          |   |
|----------|---|
| MU-2-2-1 | Identify visually and aurally melodic patterns including do and re. Explain relationships and melodic direction. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)                |
| MU-2-2-2 | Perform vocally or instrumentally melodic patterns including do and re using hand signs with solfege. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.3)                                    |
| MU-2-2-3 | Define piano and forte. (4.2.M.1)   |
| MU-2-2-4 | Perform vocally and/or instrumentally piano and forte. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.2, 4.2.M.3, 4.2.M.4)   |
| MU-2-2-5 | Compare and contrast performances or pieces of music to differentiate between piano and forte and justify personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.3, 4.2.M.4) |
| MU-2-2-6 | Combine dynamic expressions, piano and forte, in compositions and/or improvisations and justify choices or preferences. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.3, 4.2.M.4)         |

**Outcome MU-2-3:**

**Through listening, singing, or moving students will analyze phrases or sections of music to identify repetition and contrast and distinguish between call and response and/or AB, ABAB, ABA forms.**

- MU-2-3-1 Identify phrases or sections of music. (4.1.M.5, 4.2.M.1, 4.2.M.4, 4.3.M.2, 4.3.M.3)
- MU-2-3-2 Analyze phrases or sections of music and identify repetition and contrast (patterns). (4.2.M.1, 4.2.M.2)
- MU-2-3-3 Identify call and response and/or AB, ABAB, ABA forms, and. (4.2.M.1, 4.2.M.2, 4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-2-3-4 Analyze music to distinguish between call and response and/or AB, ABAB, and ABA forms. (4.2.M.1, 4.2.M.2)

**Outcome MU-2-4:**

**Through practice and rehearsal students will prepare for performance appropriate musical literature demonstrating appropriate vocal qualities and timbre, incorporating dynamic control, vocal technique, and performance protocol. Through examination of musical literature students will identify historical purpose and/or connections between the arts and other disciplines.**

- MU-2-4-1 Sing songs appropriate to vocal range alone and with others demonstrating appropriate vocal qualities and timbre. (4.1.M.1, 4.1.M.2)
- MU-2-4-2 Demonstrate, evaluate, and describe proper posture, enunciation, and tone production for singing. (4.1.M.1, 4.1.M.2, 4.3.M.3, 4.4.M.1)
- MU-2-4-3 Identify and perform piano and forte in age appropriate musical literature and explain personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.2, 4.2.M.3, 4.2.M.3)
- MU-2-4-5 Analyze musical literature to identify historical purpose or connections. (4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-2-4-6 Analyze musical literature to identify connections between the arts and other disciplines. (4.4.M.2, 4.4.M.3, 4.4.M.4)

## Third Grade Music

### Outcome MU-3-1:

**Students will read and perform rhythms (including sixteenth notes and/or dotted half notes, and whole notes). Students will identify visually and/or aurally 2/4, 3/4 and 4/4 meter. Students will incorporate expression, (tempo), in compositions, improvisations, and/or accompaniments and explain their choices.**

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|----------|--|
| MU-3-1-1 | Compare or contrast different pieces to match the text to traditional notation using known rhythms. (4.1.M.1, 4.2.M.2)   |
| MU-3-1-2 | Create compositions, ostinatos, or improvisations using text and/or traditional notation. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)  |
| MU-3-1-3 | Identify and perform tempo markings, including allegro, moderato, adagio, and explain personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.2, 4.2.M.3, 4.2.M.4)                   |
| MU-3-1-4 | Identify, read, and/or perform known rhythms including sixteenth notes and/or dotted half notes, and whole notes in 2/4, 3/4, and 4/4 time. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.2)     |
| MU-3-1-5 | Identify and perform piano, mezzo piano, mezzo forte and forte in age appropriate musical literature and explain personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.2, 4.2.M.3) |

### Outcome MU-3-2:

**Students will perform musical literature appropriate to vocal range demonstrating ability to read, identify and accurately sing and/or play pentatonic patterns. Students will read, improvise, create, notate or perform patterns vocally or instrumentally using known pitches. Students will combine pianissimo, piano, mezzo piano, mezzo forte, forte, to create dynamic variation in compositions or improvisations and explain their choices.**

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|----------|---|
| MU-3-2-1 | Identify visually and aurally melodic patterns from the pentatonic scale. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)   |
| MU-3-2-2 | Perform melodic patterns using hand signs, solfege and/or instruments. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.3)   |
| MU-3-2-3 | Match the symbols <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , with the terms they represent. (4.2.M.1)  |
| MU-3-2-4 | Perform vocally or instrumentally <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> . (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.2, 4.2.M.3, 4.2.M.4)  |
| MU-3-2-5 | Compare and contrast different performances or pieces of music to differentiate between <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> and explain personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.3, 4.2.M.4) |
| MU-3-2-6 | Combine different dynamics in compositions or improvisations and explain their choices. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.3, 4.2.M.4)   |

- MU-3-2-7 Perform or improvise, using do-centered pentatonic scales.  
(4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.5, 4.3.M.1)

**Outcome MU-3-3:**

**Students will analyze listening selections to identify visually and/or aurally selected orchestral instruments, classify instruments according to family, and describe the qualities of the instruments and their families.**

- MU-3-3-1 Identify visually and/or aurally selected instruments in the strings, brass, woodwinds, and percussion families. (4.2.M.1, 4.2.M.2)
- MU-3-3-2 Classify selected orchestral instruments according to family (strings, brass, woodwinds, percussion). (4.2.M.1)
- MU-3-3-3 Describe the qualities of selected orchestral instruments and families. (4.2.M.2)

**Outcome MU-3-4:**

**Students will analyze phrases or sections of music to identify and distinguish between forms of repetition and contrast (including ABA, AABA, and rondo forms) through listening, singing, moving, or performing.**

- MU-3-4-1 Identify ABA, AAB A, rondo forms, and *DC al Fine*. (4.2.M.1, 4.2.M.2, 4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-3-4-2 Identify phrases or sections of music visually, aurally, or through movement. (4.1.M.5, 4.2.M.1, 4.2.M.4, 4.3.M.2 4.3.M.3)
- MU-3-4-3 Analyze phrases or sections of music for patterns of repetition and contrast. (4.2.M.1, 4.2.M.2)
- MU-3-4-4 Analyze music for AB, ABAB, ABA, or rondo forms. (4.2.M.1, 4.2.M.2)

**Outcome MU-3-5:**

**Students will prepare appropriate musical literature for performance demonstrating appropriate vocal qualities and timbre, incorporating dynamic control, vocal technique, and performance protocol. Students will explain historical purpose and connections between the arts and other disciplines.**

- MU-3-5-1 Sing songs appropriate to vocal range alone and with others demonstrating appropriate vocal qualities, timbre, and expression. (4.1.M.1, 4.1.M.2)
- MU-3-5-2 Demonstrate, evaluate, and describe proper posture, enunciation, and tone production for singing. (4.1.M.1, 4.1.M.2, 4.3.M.3, 4.4.M.1)
- MU-3-5-3 Compare and contrast pieces or performances of music to differentiate between dynamic levels and tempos. (4.2.M.2, 4.2.M.3, 4.2.M.4)

- MU-3-5-4 Perform dynamic expression and tempo in musical literature and explain personal preferences. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.2, 4.2.M.3, 4.2.M.3)
- MU-3-5-5 Examine musical literature to explain historical purpose and connections. (4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-3-5-6 Examine musical literature to explain connections between the arts and other disciplines. (4.4.M.2, 4.4.M.3, 4.4.M.4)



## Fourth Grade Music

### Outcome MU-4-1:

**Students will create, perform, and evaluate an original composition integrating rhythms, meter, note values, dynamics, and tempo. Students will justify their musical choices.**

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| MU-4-1-1 | Match the text of musical selections to traditional rhythmic notation using known and new rhythms (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)  |
| MU-4-1-2 | Identify, read, and perform, quarter note, two eighths, quarter rest, half rest, half note, whole note, whole rest. (4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.2)  |
| MU-4-1-3 | Create compositions or improvisations using text and traditional notation. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)   |
| MU-4-1-4 | Use musical vocabulary to describe dynamics and tempo in their own compositions and/or other musical works and provide rationale for musical choices. (4.1.M.1, 4.1.M.2, 4.1.M.4, 4.2.M.2, 4.2.M.3, 4.2.M.4) |

### Outcome MU-4-2:

**Students will read, identify, and accurately sing or play pitches from the treble clef staff, including B, A, G, and/or E, C, and D. Students will incorporate expression (dynamics) in improvisations and/or compositions using correct musical terminology and explain their choices.**

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|----------|---|
| MU-4-2-1 | Identify visually and aurally melodic patterns on the treble clef staff using known pitches. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)                              |
| MU-4-2-2 | Perform melodic patterns vocally and/or instrumentally from the treble clef staff using pitch names and/or solfege and hand signs. (4.1.M.3, 4.1.M.4, 4.1.M.5, 4.2.M.3) |
| MU-4-2-3 | Read and notate pitches on the treble clef staff, and explain relationships and melodic direction. (4.1.M.1, 4.1.M.2, 4.1.M.3, 4.1.M.4, 4.1.M.5)                        |
| MU-4-2-4 | Use correct musical vocabulary and abbreviations to create dynamic and tempo variations in compositions or improvisations and explain their choices.                    |
| MU-4-2-5 | Improvise and/or compose using known pitches. (4.1.M.3, 4.2.M.3)  |
| MU-4-2-6 | Evaluate self and others' improvisations and compositions. (4.1.M.3, 4.2.M.3)   |

### Outcome MU-4-3:

**Students will analyze listening selections to compare, contrast, classify, and categorize selected orchestral instruments according to family, and describe the qualities of the instruments and their families.**

- MU-4-3-1 Listen or view orchestral instruments to differentiate between the instruments and their families. (4.2.M.1, 4.2.M.2)
- MU-4-3-2 Describe the qualities of individual orchestral instruments and their families. (4.2.M.2)
- MU-4-3-3 Analyze listening selections and describe personal interpretation of the composer's orchestration. (4.2.M.1, 4.2.M.2)

**Outcome MU-4-4:**

**Students will analyze phrases or musical selections to identify repetition and contrast, to distinguish between ABA, AABA, rondo forms, or rounds.**

- MU-4-4-1 Differentiate between ABA, AAB A, rondo, *DC al Fine*, and coda. (4.2.M.1, 4.2.M.2, 4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-4-4-2 Identify phrases or sections in printed music. (4.1.M.5, 4.2.M.1, 4.2.M.4, 4.3.M.2, 4.3.M.3)
- MU-4-4-3 Analyze phrases or sections of music to identify patterns of repetition and contrast and describe their function in the music. (4.2.M.1, 4.2.M.2)

**Outcome MU-4-5:**

**Students will prepare appropriate musical literature for performance demonstrating appropriate vocal qualities and timbre, incorporating dynamic control, vocal technique, and performance protocol. Students will explain historical purpose and connections between the arts and other disciplines.**

- MU-4-5-1 Sing songs appropriate to vocal range alone and with others demonstrating appropriate vocal qualities, timbre, and expression. (4.1.M.1, 4.1.M.2)
- MU-4-5-2 Demonstrate, evaluate, and describe proper posture, enunciation, and tone production for singing. (4.1.M.1, 4.1.M.2, 4.3.M.3, 4.4.M.1)
- MU-4-5-3 Describe the use of dynamics and tempo in different forms and genres. (4.2.M.2, 4.2.M.3, 4.2.M.4)
- MU-4-5-4 Identify dynamic expression, tempo, and articulation in literature performed. (4.1.M.1, 4.1.M.2, 4.1.M.5, 4.2.M.2, 4.2.M.3, 4.2.M.3)
- MU-4-5-5 Examine musical literature to identify historical or cultural purposes or connections. (4.2.M.4, 4.3.M.1, 4.3.M.2, 4.3.M.3)
- MU-4-5-6 Examine musical literature to identify connections between the arts and other disciplines. (4.4.M.2, 4.4.M.3, 4.4.M.4)

## Fifth Grade Music

### Outcome MU-5-1:

**Students will identify, describe, and perform vocal and/or instrumental literature, demonstrating an understanding of meter and note values, using musical vocabulary to define dynamics and tempo, and giving rationale for their musical preferences.**

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|----------|---|
| MU-5-1-1 | Read, perform and count known rhythms using numbers and/or syllables. (8.1.M.1, 8.1.M.5)  |
| MU-5-1-2 | Identify, analyze or write known rhythmic from dictation, demonstrating understanding of meter, note values, and pattern identification. (8.1.M.1, 8.1.M.5)   |
| MU-5-1-3 | Identify compound meters and rhythms (including 6/8, 3/8, eighth notes in compound meter, dotted quarter, quarter/eighth, eighth rest). (8.1.M.5)             |
| MU-5-1-4 | Compare and contrast compound and simple meters and rhythms. (8.1.M.5, 8.2.M.1, 8.2.M.2)  |
| MU-5-1-5 | Create compositions or improvisations using text and/or traditional notation using compound rhythms and meters. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5) |
| MU-5-1-6 | Perform and evaluate their own and other's compositions or improvisations. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)   |

### Outcome MU-5-2:

**Students will identify and perform vocally and/or instrumentally a major scale, demonstrating an understanding of melodic direction and pitch relationships. Students will integrate musical vocabulary to define dynamics and tempo, providing rationale for their musical preference.**

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|----------|--|
| MU-5-2-1 | Identify half steps and whole steps using manipulatives and/or instruments. (8.1.M.5)  |
| MU-5-2-2 | Describe the structure (patterns of half-steps and whole steps) of the major scale. (8.1.M.5)  |
| MU-5-2-3 | Perform the major scale by singing or playing an instrument using solfege, numbers, and/or staff notation. (8.1.M.1, 8.1.M.2, 8.1.M.5)         |
| MU-5-2-6 | Create or improvise simple pieces using the major scale and evaluate their composition. (8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1, 8.2.M.3, 8.2.M.4) |

**Outcome MU-5-3**

**Students will perform independently and with others age appropriate repertoire in two parts (e.g. rounds, partner songs, or soprano/alto) with expression and articulation.**

- MU-5-3-1 Analyze music to classify textures as rounds, partner songs, or soprano/alto. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.2, 8.2.M.3)
- MU-5-3-2 Perform rounds, partner songs, or soprano/alto using notated expression and articulation and evaluate their performance. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.2, 8.2.M.3)
- MU-5-3-3 Differentiate in written music between piano, soprano, and alto. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-5-3-4 Perform from written music the soprano/alto parts using notated expression and articulation and evaluate their performance. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3)

**Outcome MU-5-4:**

**Students will prepare appropriate musical literature for performance demonstrating appropriate vocal qualities and timbre, incorporating expression, articulation, vocal technique, two part singing, and performance protocol. Students will identify and explain historical purpose and connections between the arts and other disciplines.**

- MU-5-4-1 Rehearse and perform, alone and with others, repertoire appropriate to vocal range. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-5-4-2 Demonstrate, evaluate and describe appropriate vocal qualities and timbre. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-5-4-3 Identify and explain markings for expression and articulation to incorporate in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-5-4-4 Demonstrate, evaluate, and describe proper enunciation, tone production, and balance in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.3)
- MU-5-4-5 Compare and contrast different pieces or performances to describe the use of expression, articulation, and texture in different forms or genres. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-5-4-6 Examine musical literature to identify historical or cultural purpose or connections. (8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3)
- MU-5-4-7 Examine musical literature to identify connections between the arts and other disciplines. (8.4.M.2, 8.4.M.3, 8.4.M.4)

## Sixth Grade Music

### Outcome MU-6-1:

**Students will create, perform, and assess an original rhythmic exercise demonstrating an understanding of meter and note values, using musical vocabulary to notate dynamics and tempo, giving rationale for their choices.**

- |          |   |
|----------|---|
| MU-6-1-1 | Read, perform and count known rhythms using numbers and/or syllables. (8.1.M.1, 8.1.M.5)  |
| MU-6-1-2 | Identify, analyze, or write known rhythmic patterns from dictation, demonstrating understanding of meter, note values, and pattern identification. (8.1.M.1, 8.1.M.5) |
| MU-6-1-4 | Perform and evaluate their own and other's rhythmic exercises, giving rationale for choices. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)                                     |

### Outcome MU-6-2:

**Students will perform, compose, and/or improvise using the major scale, incorporating I IV V chord progression. Students will integrate music vocabulary or symbols to notate dynamics and tempo, providing rationale for their musical choices.**

- |          |  |
|----------|--|
| MU-6-2-1 | Identify the structure (patterns of half-steps and whole steps) of the major scale. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)                  |
| MU-6-2-2 | Perform the major scale by singing or playing an instrument using solfege, hand signs, numbers, or staff notation. (8.1.M.1, 8.1.M.2, 8.1.M.5)     |
| MU-6-2-3 | Create and/or improvise simple pieces using the major scale and evaluate their composition. (8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1, 8.2.M.3, 8.2.M.4) |
| MU-6-2-4 | Identify and perform chordal accompaniments in the major scale using I. (8.1.M.1, 8.1.M.2, 8.1.M.5)  |
| MU-6-2-5 | Compare and contrast major and minor scale. (8.2.M.1, 8.2.M.2)   |

### Outcome MU-6-3:

**Students will perform, alone and with others, age appropriate repertoire in parts (e.g., rounds, partner songs, descant, and/or soprano/alto) with expression and articulation.**

- |          |   |
|----------|---|
| MU-6-3-1 | Analyze texture in instrumental and/or vocal music. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.2, 8.2.M.3)   |
| MU-6-3-2 | Perform rounds, partner songs, descant, and/or soprano/alto using notated expression and articulation and evaluate performance. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.2, 8.2.M.3) |
| MU-6-3-3 | Differentiate in written music between piano, alto, soprano, and descant parts. (8.1.M.1, 8.1.M.2, 8.1.M.5)   |

- MU-6-3-4 Perform age appropriate soprano, alto, and/or descant parts using notated expression and articulation and evaluate performance. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3)

**Outcome MU-6-4:**

**Students will prepare musical literature for performance demonstrating appropriate vocal qualities, timbre, expression, articulation, vocal technique, part singing, and performance protocol. Students will examine musical literature to identify and explain historical purpose and connections between the arts and other disciplines.**

- MU-6-4-1 Rehearse and perform, alone and with others, repertoire appropriate to vocal range including part singing. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-6-4-2 Demonstrate, evaluate, and describe proper articulation, tone production, expression and balance in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.3)
- MU-6-4-3 Identify, evaluate, and explain the use of expression, articulation, and texture in vocal or instrumental literature in different forms and genres. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.3, 8.4.M.1)
- MU-6-4-4 Examine musical literature to identify historical/cultural purpose and connections. (8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3)
- MU-6-4-5 Examine musical literature to identify connections between the arts and other disciplines. (8.4.M.2, 8.4.M.3, 8.4.M.4)

## Elementary Band

### Outcome MU-EB-1:

**Students will demonstrate correct playing technique while playing alone and in small and large ensembles.**

- MU-EB-1-1 Introduce range: notes through scales played in one or two octaves. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-EB-1-2 Use repetition to develop fine motor skills increasing note recall and playing technique. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-EB-1-3 Introduce and practice tonguing, articulation, or technique skills through the use of a method book. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1)
- MU-EB-1-4 Identify characteristics of tone quality, balance, blend, or intonation. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-EB-1-5 Evaluate the quality or effectiveness of their own and others performances. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-EB-1-6 Identify and use appropriate terminology to evaluate musical elements in listening and performance selections. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.2.M.2, 8.3.M.3)
- MU-EB-1-7 Identify and demonstrate proper care and cleaning of instruments. (8.1.M.2)

### Outcome MU-EB-2:

**Students, alone and with others, will create, perform, or assess rhythmic patterns using simple meter.**

- MU-EB-2-1 Identify or play rhythmic patterns of standard notation including quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and four sixteenth notes, demonstrating understanding of meter, note values, and pattern identification. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-2-2 Perform time signatures of 2/4, 3/4, 4/4, or common time. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-2-3 Introduce to identify time signature or key signature. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-2-4 Identify, recognize, or play F, Bb, and Eb concert scales on an individual instrument. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-2-5 Introduce expression and playing technique of instrumental literature. (8.1.M.1, 8.1.M.2, 8.1.M.5)

- MU-EB-2-6 Identify or evaluate rhythmic patterns. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)

**Outcome MU-EB-3:**

**Students will identify or apply music vocabulary or symbols pertaining to various tempos, dynamics, articulations, or expressions.**

- MU-EB-3-1 Identify symbols for tempo, dynamics, or articulation. (8.1.M.1, 8.1.M.2)
- MU-EB-3-2 Sight-read instrumental music or excerpts while playing in a large or small ensemble identifying tempo markings, rhythmic patterns, time signatures, key signature, or musical terms. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-3-3 Identify music vocabulary, definitions, or symbols pertaining to various musical elements. (8.3.M.1, 8.2.M.2)
- MU-EB-3-4 Identify music representing diverse cultures or heritages. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.2.M.2)
- MU-EB-3-5 Introduce tempo markings, dynamics, phrasing, or style relevant to the cultures represented in the music performed. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.2.M.2)
- MU-EB-3-6 Evaluate their own and other's musical performances. Form or defend personal preferences. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-EB-3-7 Identify the use or purpose of musical elements in aural examples representing diverse genres, cultures, career opportunities, or economics. (8.2.M.1, 8.2.M.2, 8.2.M.2, 8.3.M.3, 8.4.M.3, 8.4.M.4)

**Outcome MU-EB-4:**

**Students will prepare or perform instrumental music from various historical periods using appropriate style(s).**

- MU-EB-4-1 Analyze instrumental compositions or performances to identify connections between the arts and other disciplines. (8.4.M.2, 8.4.M.3, 8.4.M.4)
- MU-EB-4-2 Identify elements of music in performances or personal listening to transfer elements to personal performance. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.1, 8.4.M.4, 8.4.M.4)
- MU-EB-4-3 Compare distinguishing characteristics of music in relation to history or world cultures. (8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3)
- MU-EB-4-4 Identify conditions under which music is typically performed. (8.3.M.1, 8.3.M.2)
- MU-EB-4-5 Identify a particular event, scene, emotion, or concept or explain how it might be represented throughout the arts. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.2)

**Outcome MU-EB-5:**



**Students will prepare age appropriate musical literature for performance incorporating expression, articulation, technique, or performance etiquette.**

- MU-EB-5-1 Rehearse and perform age appropriate repertoire alone and with others, demonstrating appropriate qualities and timbre, incorporating expression, articulation, and technique for ensemble playing. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-EB-5-2 Identify or describe proper articulation, tone production, expression and balance in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.3)
- MU-EB-5-3 Compare and contrast different pieces, performances, or genres of music to identify expression, articulation, or texture. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.3 8.4.M.1)
- MU-EB-5-4 Analyze concert and rehearsal etiquette. Identify behaviors that contribute to a safe, responsible, and cohesive rehearsal or performance. (8.4.M.1)

## Jr. High Band

### Outcome MU-JB-1:

**Students will demonstrate playing technique; proper embouchure, breath control and support, tone quality, stick or hand position, or posture while performing, alone and with others.**

- MU-JB-1-1 Increase range: notes through scales played in one or two octaves. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-JB-1-2 Use repetition to develop fine motor skills increasing note recall and playing technique. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-JB-1-3 Perform tonguing, articulation, or technique etudes. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1)
- MU-JB-1-4 Identify characteristics of tone quality, balance, blend, or intonation. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JB-1-5 Evaluate the quality or effectiveness of their own and others performances. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JB-1-6 Analyze or evaluate listening and performance selections while using appropriate terminology to identify musical elements. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.2.M.2, 8.3.M.3)

### Outcome MU-JB-2:

**Students will create, perform, or assess rhythmic patterns using simple meter. Students will identify, recognize, or play in key signatures including F, B $\flat$ , or E $\flat$  concert.**

- MU-JB-2-1 Identify, analyze, or play rhythmic patterns of standard notation including quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and four sixteenth notes, demonstrating understanding of meter, note values, and pattern identification. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-2-2 Perform time signatures of 2/4, 3/4, 4/4, or common time. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-2-3 Perform rhythmic exercises including meter changes, key changes, technical etudes, or call and response. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-2-4 Identify, recognize, or play F, B $\flat$ , and E $\flat$  concert scales on an individual instrument. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-2-5 Perform with expression and technical accuracy a repertoire of instrumental literature with a grade level of 1-2.5 on a difficulty scale of .5-5 (Appendix A). (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-2-6 Evaluate their own and other's rhythmic patterns. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JB-2-7 Compare and contrast key signatures or time signatures. (8.2.M.2, 8.4.M.2)

- MU-JB-2-8      Improvise or compose rhythms in B $\flat$  concert using simple meter.  
(8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4)

**Outcome MU-JB-3:**

**Students will identify, demonstrate, or perform music vocabulary or symbols pertaining to various tempos, dynamics, articulations, or expressions.**

- MU-JB-3-1      Identify symbols for tempo, dynamics, or articulation with a grade level of .5-2 on a difficulty scale of .5-5 (Appendix A). (8.1.M.1, 8.1.M.2)
- MU-JB-3-2      Sight-read instrumental music or excerpts while playing in a large or small ensemble identifying tempo markings, rhythmic patterns, time signatures, key signature, or musical terms. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-3-3      Identify music vocabulary, definitions, and symbols pertaining to various musical elements. (8.3.M.1, 8.2.M.2)
- MU-JB-3-4      Identify, perform, or create music representing diverse cultures or heritages with style appropriate for the work being performed. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.2.M.2)
- MU-JB-3-5      Follow tempo markings, dynamics, phrasing, and style relevant to the cultures represented in the music performed. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.2.M.2)
- MU-JB-3-6      Evaluate their own and other's musical performances. Form or defend personal preferences. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JB-3-7      Analyze the use or purpose of musical elements in aural examples representing diverse genres, cultures, career opportunities, or economics. (8.2.M.1, 8.2.M.2, 8.2.M.2, 8.3.M.3, 8.4.M.3, 8.4.M.4)

**Outcome MU-JB-4:**

**Students will prepare or perform music from various historical periods using appropriate style(s).**

- MU-JB-4-1      Analyze instrumental compositions or performances to identify connections between the arts and other disciplines. (8.4.M.2, 8.4.M.3, 8.4.M.4)
- MU-JB-4-2      Identify elements of music in performances or personal listening to transfer elements to personal performance. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.1, 8.4.M.4, 8.4.M.4)
- MU-JB-4-3      Compare distinguishing characteristics of music in relation to history or culture. (8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3)
- MU-JB-4-4      Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (8.3.M.1, 8.3.M.2)

- MU-JB-4-5 Identify a particular event, scene, emotion, or concept to demonstrate how it might be represented throughout the arts. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.2)

**Outcome MU-JB-5:**

**Students will prepare appropriate musical literature for performance demonstrating appropriate instrumental qualities and timbre, incorporating expression, articulation, technique, or performance etiquette.**

- MU-JB-5-1 Rehearse and perform repertoire appropriate to instrument range, alone and with others, demonstrating appropriate qualities and timbre, incorporating expression, articulation, and technique for ensemble playing. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JB-5-2 Demonstrate, evaluate, or describe proper articulation, tone production, expression and balance in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.2.M.1, 8.2.M.3)
- MU-JB-5-3 Compare and contrast different pieces or performances of music to differentiate between expression, articulation, and texture to describe how the elements are used in different forms or genres. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JB-5-4 Identify, perform, or evaluate texture in instrumental literature and explain how it is used in different forms or genres. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.3, 8.4.M.1)
- MU-JB-5-5 Analyze concert and rehearsal etiquette. Identify behaviors that contribute to a safe, responsible, and cohesive rehearsal or performance. (8.4.M.1)

## Jr. High Choir

### Outcome MU-JC-1:

**Students will sing with accurate pitch, rhythm and singing technique, alone and in small and large ensembles.**

- MU-JC-1-1 Increase range and build consistency of sound throughout range. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-JC-1-2 Use repetition to develop muscle memory increasing pitch recall, posture, and singing technique. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5)
- MU-JC-1-3 Perform various styles or genres using musical articulations including legato, staccato, marcato, tenuto, or accent. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1)
- MU-JC-1-4 Identify characteristics of tone quality, balance, blend, or intonation. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JC-1-5 Evaluate the quality or effectiveness of their own and others performances. Form and defend personal preferences. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JC-1-6 Analyze or evaluate listening and performance selections while using appropriate terminology to identify musical elements. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.2.M.2, 8.3.M.3)

### Outcome MU-JC-2:

**Students will create, perform, or assess rhythmic patterns using simple meter. Students will identify, recognize, or sing in major key signatures.**

- MU-JC-2-1 Identify, analyze, or sing rhythmic patterns of standard notation including quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and four sixteenth notes, demonstrating understanding of meter, note values, and pattern identification. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-2-2 Perform times signatures of 2/4, 3/4, 4/4, or common time. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-2-3 Perform rhythmic exercises including meter changes, key changes, or call and response. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-2-4 Identify, recognize, or sing using the major scale and the DMS triad. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-2-5 Perform with expression and technical accuracy a repertoire of choral literature with a grade level of 1-3 on a difficulty scale of 1-6 (Appendix B). (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-2-6 Evaluate their own and other's rhythmic patterns. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)

- MU-JC-2-7 Compare and contrast key signatures or time signatures. (8.2.M.2, 8.4.M.2)
- MU-JC-2-8 Improvise or compose rhythms within the major scale using simple meter. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4)

**Outcome MU-JC-3:**

**Student will identify, demonstrate, or perform music vocabulary or symbols pertaining to various tempos, dynamics, articulations, and expressions.**

- MU-JC-3-1 Identify symbols for tempo, dynamics, or articulation with a grade level of 1-3 on a difficulty scale of 1-6 (Appendix B). (8.1.M.1, 8.1.M.2)
- MU-JC-3-2 Sight-read vocal music or excerpts while singing in a large or small ensemble identifying tempo markings, rhythmic patterns, time signatures, key signatures, or musical terms. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-3-3 Identify music vocabulary, definitions, and symbols pertaining to various musical elements. (8.3.M.1, 8.2.M.2)
- MU-JC-3-4 Identify, perform, or create music representing diverse cultures or heritages with stylistic techniques appropriate for the work being performed. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.2.M.2)
- MU-JC-3-5 Follow tempo markings, dynamics, phrasing, and style relevant to the cultures represented in the music performed. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.2.M.2)
- MU-JC-3-6 Evaluate their own and other's musical performances. Form or defend personal preferences. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JC-3-7 Analyze aural examples representing diverse genres, to recognize musical elements, purpose in cultures, or career opportunities. (8.2.M.1, 8.2.M.2, 8.2.M.2, 8.3.M.3, 8.4.M.3, 8.4.M.4)

**Outcome MU-JC-4:**

**Students will prepare or perform vocal literature from various historical periods using appropriate style(s).**

- MU-JC-4-1 Analyze vocal compositions or performances to identify connections between the arts and other disciplines. (8.4.M.2, 8.4.M.3, 8.4.M.4)
- MU-JC-4-2 Identify elements of music in performances and apply them to personal performance. Form or defend preferences. (8.1.M.1, 8.1.M.2, 8.1.M.3, 8.1.M.4, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.1, 8.4.M.4, 8.4.M.4)
- MU-JC-4-3 Compare distinguishing characteristics of music in relation to history or culture. (8.2.M.4, 8.3.M.1, 8.3.M.2, 8.3.M.3)
- MU-JC-4-4 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (8.3.M.1, 8.3.M.2)

- MU-JC-4-5 Identify a particular event, scene, emotion, or concept to demonstrate how it might be represented throughout the arts. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.3.M.1, 8.3.M.2, 8.3.M.3, 8.4.M.2)

**Outcome MU-JC-5:**

**Students will prepare music incorporating expression, articulation, technique, or performance etiquette, alone and with others, a repertoire of music with a grade level of 1-2.5 on a music scale of 1-6 (Appendix B).**

- MU-JC-5-1 Rehearse and perform repertoire appropriate to voice types, range, alone and with others, demonstrating appropriate qualities and timbre, incorporating expression, diction, articulation, or technique for ensemble singing. (8.1.M.1, 8.1.M.2, 8.1.M.5)
- MU-JC-5-2 Demonstrate, evaluate, or describe proper diction, posture, articulation, tone production, expression, and balance in rehearsals and performances. (8.1.M.1, 8.1.M.2, 8.1.M.5, 8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JC-5-3 Compare and contrast musical selections or performances to differentiate between expression, articulation, and texture and to describe how elements are used in different forms or genres. (8.2.M.1, 8.2.M.2, 8.2.M.3, 8.2.M.4)
- MU-JC-5-4 Analyze concert and rehearsal etiquette. Identify behaviors that contribute to a safe, responsible, and cohesive rehearsal or performance. (8.4.M.1)

## Sr. High Band

### Outcome MU-HB-1:

**Students will demonstrate playing technique; proper embouchure, breath control and support, tone quality, stick or hand position, or posture while performing, alone and with others.**

- MU-HB-1-1 Increase range: notes through scales played in one or two octaves, with exposure to the third octave where applicable. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5)
- MU-HB-1-2 Use repetition to develop fine motor skills increasing note recall in upper or lower ranges to improve playing technique. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5)
- MU-HB-1-3 Perform advanced tonguing, articulation, or technique etudes in various styles. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1)
- MU-HB-1-4 Analyze characteristics of tone quality, balance, blend, or intonation. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HB-1-5 Evaluate their own and other's musical performances. Form or defend personal preferences. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HB-1-6 Analyze or evaluate listening and performance selections while using appropriate terminology to identify musical elements. Form and defend preferences. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.3.M.1, 11.2.M.2, 11.3.M.3)

### Outcome MU-HB-2:

**Students will create, perform, or assess rhythmic patterns using simple or complex meter. Students will identify, recognize, or play in key signatures including F, B $\flat$ , E $\flat$ , A $\flat$  concert.**

- MU-HB-2-1 Identify, analyze, or play rhythmic patterns of standard notation including sixteenth notes and rests, triplets, quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and four sixteenth notes demonstrating understanding of meter, note values, and pattern identification. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HB-2-2 Perform time signatures 2/4, 3/4, 4/4, 6/8, common, and cut time. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HB-2-3 Perform rhythmic exercises including meter changes, key changes, technical etudes, or call and response. (11.1.M.1, 11.1.M.2, 11.1.M.5)



- MU-HB-2-4 Identify, recognize, or play concert scales F, B $\flat$ , E $\flat$ , A $\flat$ , or the chromatic scale on individual instrument. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HB-2-5 Perform with expression and technical accuracy a repertoire of instrumental literature with a grade level of 1-3 on a difficulty scale of .5-5. (Appendix A)(11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HB-2-6 Evaluate their own and other's rhythmic patterns. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HB-2-7 Compare and contrast key signatures or time signatures. (11.2.M.2, 11.4.M.2)
- MU-HB-2-8 Improvise or compose rhythms in major keys and simple meter. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4)

**Outcome MU-HB-3:**

**Students will identify or apply music vocabulary concepts or symbols pertaining to various tempos, dynamics, articulations, and expressions.**

- MU-HB-3-1 Identify symbols for tempo, dynamics, articulation, or expression with a grade level of 1-3 on a difficulty scale of .5-5. (Appendix A) (11.1.M.1, 11.1.M.2)
- MU-HB-3-2 Sight-read instrumental music or excerpts while playing in a large or small ensemble identifying tempo markings, rhythmic patterns, time signatures, key signature or musical elements. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HB-3-3 Analyze definitions of music vocabulary and symbols pertaining to various tempos, dynamics, articulations, to identify genre or style. (11.3.M.1, 11.2.M.2)
- MU-HB-3-4 Identify, perform, or create music representing diverse cultures or heritages with style appropriate for the work being performed. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.2.M.2)
- MU-HB-3-5 Follow tempo markings, dynamics, phrasing, and style relevant to the cultures represented in music performed. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.2.M.2)
- MU-HB-3-6 Evaluate their own and other's musical performances. Form or defend personal preferences. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HB-3-7 Analyze aural examples representing diverse genres, to recognize musical elements, purpose in cultures, or career opportunities. (11.2.M.1, 11.2.M.2, 11.2.M.2, 11.3.M.3, 11.4.M.3, 11.4.M.4)

**Outcome MU-HB-4:**

**Students will analyze instrumental literature from historic time periods to identify appropriate style(s).**

- MU-HB-4-1 Analyze instrumental compositions or performances to identify connections between the arts and other disciplines. (11.4.M.2, 11.4.M.3, 11.4.M.4)
- MU-HB-4-2 Identify elements of music in performances or listening examples to transfer elements to personal performance. Form or defend preferences. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.1, 11.4.M.4, 11.4.M.4)
- MU-HB-4-3 Identify and compare basic principles and distinguishing characteristics associated with music from different eras or cultures. (11.2.M.4, 11.3.M.1, 11.3.M.2, 11.3.M.3)
- MU-HB-4-4 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (11.3.M.1, 11.3.M.2)
- MU- HB-4-5 Identify a particular event, scene, emotion, or concept to demonstrate how that event, scene, emotion or concept might be represented throughout the arts. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.2)
- MU-HB-4-6 Compare or contrast 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. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.2, 11.4.M.3, 11.4.M.4)

**Outcome MU-HB-5:**

**Students will prepare musical literature for performance demonstrating appropriate instrumental qualities and timbre, incorporating expression, articulation, technique, or performance etiquette, alone and with others, a repertoire of music with a grade level of 1.5-3 on a music scale of .5-5.**

- MU-HB-5-1 Rehearse and perform repertoire according to performance purpose, alone and with others, demonstrating appropriate qualities and timbre, incorporating expression, articulation, and technique for ensemble playing. (11.1.M.1, 11.1.M.2, 11.1.M.5)

- MU-HB-5-2 Demonstrate, evaluate, or describe proper articulation, tone production, expression or balance in rehearsals or performances. Form and defend personal preferences. (11.1.M.1, 11.1.M.2, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HB-5-3 Compare and contrast musical selections or performances to differentiate between expression, articulation, and texture to describe element use in different forms or genres. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.4.M.2, )
- MU-HB-5-4 Identify, perform, or evaluate expression, articulation, and texture in instrumental literature and explain how the elements are used in different forms and genres. (11.1.M.1, 11.1.M.2, 11.1.M.5, 11.2.M.3, 11.4.M.1, 11.4.M.4, 11.4.M.4)
- MU-HB-5-5 Analyze concert and rehearsal etiquette. Identify behaviors that contribute to a safe, responsible, and cohesive rehearsal or performance. (11.4.M.1)

## Sr. High Choir

### Outcome MU-HC-1:

**Students will demonstrate proper singing technique with accurate pitch, or rhythm, alone and in small and large ensembles.**

- MU-HC-1-1 Increase range, strengthen consistency of sound through vocal registers. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5)
- MU-HC-1-2 Use repetition to develop muscle memory increasing pitch recall in upper or lower ranges to improve singing technique. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5)
- MU-HC-1-3 Perform a, e, i, o, u, with accurate vowel placement or modified diction to create a focused tone production from the oropharynx. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1)
- MU-HC-1-4 Analyze characteristics of tone quality, balance, blend, or intonation. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HC-1-5 Evaluate the quality or effectiveness of their own and others performances. Form and defend personal preferences. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HC-1-6 Analyze or evaluate listening and performance selections while using appropriate terminology to identify musical elements. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.3.M.1, 11.2.M.2, 11.3.M.3)

### Outcome MU-HC-2:

**Students will create, perform, or assess rhythmic patterns using simple or complex meter. Students will identify, recognize, or sing in major and minor key signatures.**

- MU-HC-2-1 Identify, analyze, or sing rhythmic patterns of standard notation up through sixteenth notes and rests, including triplets quarter notes, eighth notes, quarter rests, half notes, half rests, whole notes, whole rests, dotted half notes, and four sixteenth notes. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-2-2 Perform time signatures 2/4, 3/4, 4/4, 6/8, common, or cut time. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-2-3 Perform rhythmic exercises including meter changes, key changes, or call and response. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-2-4 Identify, recognize, or sing the major, minor, or chromatic scale, alone or with others. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-2-5 Perform with expression and technical accuracy a repertoire of vocal literature with a grade level of 2-5 on a difficulty scale of 1-6 (Appendix B). (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-2-6 Evaluate their own and other's rhythmic patterns. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)

- MU-HC-2-7 Examine the creative use of key signatures or time signatures. (11.2.M.2, 11.4.M.2)
- MU-HC-2-8 Improvise or compose rhythms in major, minor, or chromatic scales using simple or compound meter. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4)

**Outcome MU-HC-3:**

**Student will identify or demonstrate music vocabulary concepts or symbols pertaining to various tempos, dynamics, articulations, and expressions.**

- MU-HC-3-1 Identify symbols for tempo, dynamics, articulation, or expression with a grade level of 2-5 on a difficulty scale of 1-6 (Appendix B). (11.1.M.1, 11.1.M.2)
- MU-HC-3-2 Sight-read vocal music or excerpts while singing in a large or small ensemble, following various tempo markings, rhythmic patterns, time signatures, key signatures, or musical elements. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-3-3 Identify music vocabulary, definitions, and symbols pertaining to various musical elements. (11.3.M.1, 11.2.M.2)
- MU-HC-3-4 Identify, perform, or create music representing diverse cultures or heritages with expression and styles appropriate for the work being performed. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.2.M.2)
- MU-HC-3-5 Accurately perform tempo markings, dynamics, diction, phrasing, and style relevant to the cultures represented in music performed. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.2.M.2)
- MU-HC-3-6 Evaluate their own and other's musical performances. Form or defend personal preferences. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HC-3-7 Analyze aural examples representing diverse genres, to recognize musical elements, purpose in cultures, or career opportunities. (11.2.M.1, 11.2.M.2, 11.2.M.2, 11.3.M.3, 11.4.M.3, 11.4.M.4)

**Outcome MU-HC-4:**

**Students will analyze, prepare, or perform vocal literature from historic time periods to identify appropriate style(s).**

- MU-HC-4-1 Analyze vocal compositions or performances to identify connections to other art forms and disciplines. (11.4.M.2, 11.4.M.3, 11.4.M.4)
- MU-HC-4-2 Identify elements of music in performances and apply them to personal performance. Form or defend preferences. (11.1.M.1, 11.1.M.2, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.1, 11.4.M.4, 11.4.M.4)
- MU-HC-4-3 Compare distinguishing characteristics of music in relation to history or culture. (11.2.M.4, 11.3.M.1, 11.3.M.2, 11.3.M.3)

- MU-HC-4-4 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (11.3.M.1, 11.3.M.2)
- MU-HC-4-5 Identify a particular event, scene, emotion, or concept to demonstrate how it might be represented throughout the arts. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.2)
- MU-HC-4-6 Compare or contrast how the roles of composers, performers, and others involved in the production and presentation of music are similar to and different from roles throughout the arts. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.3.M.1, 11.3.M.2, 11.3.M.3, 11.4.M.2, 11.4.M.3, 11.4.M.4)

**Outcome MU-HC-5:**

**Students will prepare or perform musical literature demonstrating appropriate vocal qualities and timbre, incorporating expression, diction, articulation, technique, or performance etiquette, alone and with others, a repertoire of music with a grade level of 2-5 on a music scale of 1-6 (Appendix B).**

- MU-HC-5-1 Rehearse or perform repertoire according to performance purpose, demonstrating appropriate qualities and timbre, incorporating expression, diction, articulation, and technique for ensemble singing. (11.1.M.1, 11.1.M.2, 11.1.M.5)
- MU-HC-5-2 Demonstrate, evaluate, or describe proper articulation, tone production, expression, and balance in rehearsals or performances. (11.1.M.1, 11.1.M.2, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4)
- MU-HC-5-3 Compare and contrast musical selections or performances to differentiate between expression, articulation, and texture and to describe how elements are used in different forms or genres. (11.2.M.1, 11.2.M.2, 11.2.M.3, 11.2.M.4, 11.4.M.2)
- MU-HC-5-4 Analyze concert and rehearsal etiquette. Identify behaviors that contribute to a safe, responsible, and cohesive rehearsal or performance. (11.4.M.1)

## Music Theory & Technology

### Outcome MU-TT-1:

**Students will identify fundamental terminology and fundamental notational skills.**

- |            |   |
|------------|---|
| MU-TT-1-1  | Notate and identify pitch in four clefs: treble, bass, alto, and tenor. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)  |
| MU-TT-1-2  | Notate and identify simple and compound meters. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)  |
| MU-TT-1-3  | Notate and identify major and minor key signatures. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)  |
| MU-TT-1-4  | Notate and identify the following scales: chromatic, major, and the three forms of the minor. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)                        |
| MU-TT-1-5  | Name and recognize scale degree terms, e.g., tonic, supertonic, etc.  |
| MU-TT-1-6  | Notate and transpose the following modes: Dorian, (Frigyian)Phrygian, Lydian, and Mixolydian (authentic forms only). (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3) |
| MU-TT-1-7  | Notate and identify whole tone and pentatonic scales. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)  |
| MU-TT-1-8  | Notate and identify all perfect, major, minor, diminished, and augmented intervals inclusive of an octave. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)           |
| MU-TT-1-9  | Notate and identify triads including inversions. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)   |
| MU-TT-1-10 | Define and identify common tempo and expression markings. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)  |

### Outcome MU-TT-2:

**Students will create works of music using traditional compositional skills**

- |           |   |
|-----------|---|
| MU-TT-2-1 | Compose a bass line for a given melody to create simple two-part counterpoint and analyze the implied harmonies. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)                 |
| MU-TT-2-2 | Compose short melodies using any major or minor key, using any of the following devices: diatonic triads and seventh chords, inversions, nonharmonic tones, and secondary-dominant and dominant seventh |

- chords. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-2-3 Research a culture and/or functional work of art (e.g., stained glass, pottery, textiles) that reflects the styles seen in different cultures. (11.4.M.2, 11.4.M.3, 11.4.M.4, 11.2.M.1, 11.2.M.2, 11.3.M.1, 11.3.M.2, 11.3.M.3)

**Outcome MU-TT-3:**

**Students will analyze scores to different selections of music to identify how music is created.**

- MU-TT-3-1 Notate and identify authentic, plagal, half, Phrygian half, and deceptive cadences in major and minor keys. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-2 Identify in score the following nonharmonic tones: passing tone (accented and unaccented), neighboring tone, anticipation, suspension, retardation, appoggiatura, escape tone, changing tone (cambiata), and pedal tone. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-3 Identification of cadence types, Roman-numeral and figured-bass analysis, including nonharmonic tones, seventh chords, and secondary-dominant chords. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-4 Identification of key centers and key relationships; recognition of modulation to closely related keys. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-5 Melodic organization and developmental procedures: i) Identify in score scale types and modes ii) Identify melodic patterning iii) Identify motivic development and relationships (e.g., inversion, retrograde, sequence, imitation) e) Rhythmic/metric organization: i) Identification of meter type (e.g., duple, triple, quadruple) and beat type (e.g., simple, compound) (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-6 Identify rhythmic devices and procedures (e.g., augmentation, diminution, hemiola). (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-3-7 Identify texture and identify monophony, homophony, polyphony and imitation used to create public works of art to contribute to community or holiday celebrations. (11.4.M.2, 11.4.M.3, 11.4.M.4, 11.2.M.1, 11.2.M.2, 11.3.M.1, 11.3.M.2, 11.3.M.3)



**MU-TT-4:****Students will listen and analyze music using aural skills:**

- MU-TT-4-1 Detect pitch and rhythm errors in written music from given aural excerpts. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-2 Notate a melody from dictation, 6 to 8 bars, MAJOR key, mostly diatonic pitches, simple or compound time, treble or bass clef. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-3 Notate a melody from dictation, 6 to 8 bars, MINOR key, chromatic alteration from harmonic/melodic scales, simple or compound time, treble or bass clef. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-4 Sight-sing a melody, 4 to 8 bars long, major or minor key, duple or triple meter, simple or compound time, treble or bass clef, using solfege, pitch names, numbers, or any comfortable vocal syllable(s). (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-5 Hear the following nonharmonic tones: passing tone (accented and unaccented), neighboring tone, anticipation, suspension, retardation, appoggiatura, escape tone, changing tone (cambiata), and pedal tone. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-6 Notate the soprano/alto and tenor/bass pitches in an octavo using solfege. (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)
- MU-TT-4-7 Identify processes and materials in the context of music literature representing a broad spectrum of genres, media, and styles: i) Melodic organization (e.g., scale-degree function of specified tones, scale types, mode, melodic patterning, sequences, motivic development) ii) Harmonic organization (e.g., chord function, inversion, quality) iii) Tonal organization (e.g., cadence types, key relationships) iv) Meter and rhythmic patterns v) Instrumentation (i.e., identification of timbre) vi) Texture (e.g., number and position of voices, amount of independence, presence of imitation, density) vii) Formal procedures (e.g., phrase structure; distinctions among literal repetition, varied repetition, and contrast; small forms). (11.1.M.1, 11.1.M.3, 11.1.M.4, 11.1.M.5, 11.2.M.1, 11.2.M.2, 11.2.M.3)

MU-TT-4-8      Investigate a musician or composer from history and recreate a work using the same style. (11.4.M.2, 11.4.M.3, 11.4.M.4, 11.2.M.1, 11.2.M.2, 11.3.M.1, 11.3.M.2, 11.3.M.3)

## Appendix A

For purposes of this curriculum, music is classified into 5 grades of difficulty:

Grade .5 – Beginning. Using the first 6 notes

Grade 1- Very easy. One year of playing experience

Grade 2- Easy. Two years of playing experience

Grade 3- Medium. Three to four years of playing experience

Grade 4- Medium Advanced

Grade 5- Advanced

## Appendix B

For purposes of this curriculum, music is classified into six levels of difficulty:

Level 1- Very easy. Easy keys, meters, and rhythms; limited ranges.

Level 2- Easy. May include changes of tempo, key, and meter; modest ranges.

Level 3- Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Level 4- Moderately difficult. Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5- Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements.

Level 6- Very difficult. Suitable for musically mature students of exceptional competence.