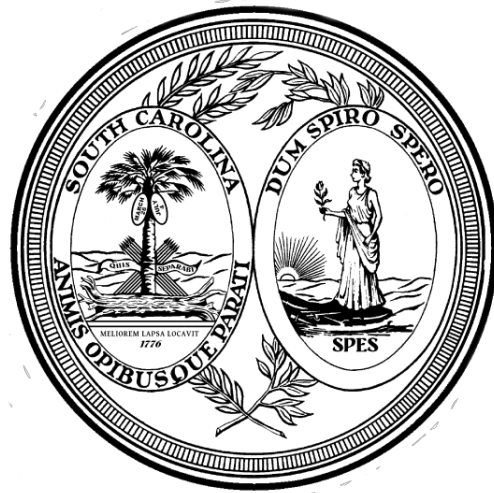


South Carolina College- and Career-Ready Standards for General Music Proficiency



**South Carolina Department of Education
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General Music

Introduction

The new South Carolina Visual and Performing Arts Standards provide proficiency levels for student expectations. It should be noted that the nature of general music within a proficiency model demands a balance of each of the artistic processes to provide the South Carolina student with a comprehensive arts education in music. It should also be noted that further study in choral and instrumental music is essential to complete one's music education experience, as well as study in music theory, composition, and music history. This proficiency approach to learning music provides a continuum of artistic processes and skills that assist to prepare students from a novice (beginning) level to college- and career-ready (advanced high) level and builds state and national capacity to improve knowledge and competencies of future adults as musicians and consumers. Equally, it answers the growing need for the critical skills of higher order thinking and cultural competencies for relationship building in a safe and authentic way—a keystone for success in global endeavors and diverse social environments.

Given the research of the importance and contributions of music to the cognitive development (MacDonald, Kreutz, & Mitchell, 2012), and the positive correlations for student growth (Catterall, 2009), music is a necessary subject for the 21st century. Given the economic impact of the arts in South Carolina, music should also be viewed as a viable career option for South Carolina's students. However, learners begin new music experiences at different ages and progress toward proficiency at different rates. While the amount of quality time spent in each course of study is a determining factor in the proficiency level that learners will reach, learners at similar ages still frequently demonstrate varying proficiency levels. Acknowledging this continuum permits flexibility in how students will developmentally progress through the artistic processes. The South Carolina Standards for General Music outlines the progression of learner skills, which makes it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

Demonstrating proficiency in music has potential benefits for learners. Musical knowledge and skill proficiency can be documented through a variety of assessments and skills to be transferred directly to a career path. Colleges and universities often require at least one credit of music for entrance. Research supports that prolonged and sustained study in the arts produces not only better artists and critical thinkers, but also greater contributors to society as a whole (Catterall, 2009).

The rationale for the creation of this document stems from the need to provide a more transparent, learner friendly document that clearly describes benchmarks for learners at various stages, provide pathways for meeting these benchmarks, and suggest possible

strategies for a learning approach. Its intent is to recognize that everyone can learn music, to motivate learning, to increase achievement through goal setting and self-assessment, and to facilitate building functional knowledge of the role of music in a global society. The artistic processes, standards, benchmarks, indicators, and learning targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

The four artistic processes of Creating, Responding, Performing, and Connecting provide the framework for the standards that represent a comprehensive K–12 course of study and are interconnected and aligned with the National Core Arts Standards. This document also acknowledges the varied resources available throughout the state and provides possible strategies to meet the standard at each level of proficiency. The indicators can be viewed as units of study that support the standards. It should be noted that the learning targets are examples of appropriate lesson material to address the indicators leading to the benchmarks and are meant to serve as possible suggestions for the construction of lessons. The use of technology as a strategic tool through musical apps, digital recorders, computers, interactive boards, stereos, keyboards, phones, and Smart TV devices can enhance learning, increase engagement, and should be a part of the instructional toolbox for addressing the general music standards. The standards document helps motivate learning by showing how to set achievable goals, self-assess, and chart progress by using “I can” statements that facilitate this process. Learners take ownership of their individual development as a musician. The document guides the facilitation of music learning toward more functional, interactive, and culturally diverse processes. It provides examples of learning targets that can measure student growth at a defined proficiency level and describes the standard and indicator in terms of individual lessons. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next. The ultimate goal of general music is to provide foundational support for the development of each student as a musician and leads them to continued participation in choral and/or instrumental music, as well as expanding their knowledge and interest as composers, theorists, and consumers of music.

General Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new musical ideas and works.</i>								
Anchor Standard 1: <i>I can arrange and compose music.</i>								
Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High	Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CR NH.1	Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1	Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can imitate a musical statement by sight and sound.	I can answer a musical question .	I can arrange a musical idea.	I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add harmony to compose or arrange phrases for a given mood.	I can arrange, compose, and explain intent using melody, rhythm, and harmony .	I can collaborate with others to compose or arrange a variety of musical styles .	I can compose music within expanded forms .
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1	Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1	Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can match sound and pattern.	I can identify simple forms .	I can use rhythm patterns, songs or words to create a musical idea.	I can explain the use of ostinato to arrange a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify key signatures in melodic phrases.	I can use the circle of fifths to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independently.

Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2	Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2	Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.	I can construct arrangements of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.	I can use and explain compositional techniques to compose works in a music form .	I can work with others to compose an original composition.	I can create a new arrangement from a given composition.
Anchor Standard 2: <i>I can improvise music.</i>								
Benchmark GM.CR NL.2	Benchmark GM.CRN.2	Benchmark GM.CRNH.2	Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2	Benchmark GM.CR AL.2	Benchmark GM.CRAM.2	Benchmark GM.CR AH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and tonality .	I can improvise responses to given rhythmic patterns.	I can improvise short melodic question and answer patterns.	I can improvise a rhythm pattern to embellish a given a harmonic phrase.	I can improvise a simple melodic phrase given a harmonic phrase.	I can perform a brief improvisation given a chord progression and meter.	I can perform an improvisation given a motive, chord progression, and meter.	I can perform and refine an extended spontaneous improvisation independently
Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1	Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1	Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can improvise simple ostinati patterns within a given meter.	I can improvise simple tonal patterns within a given key .	I can embellish a bass line with improvised rhythm from an instrument or music software.	I can identify chord changes.	I can improvise harmonizing parts.	I can perform an improvisation on a given motive .	I can improvise responding to aural cues.

Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2	Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2	Indicator GM.CR AL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CR AH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can improvise rhythm patterns, songs or chants to create a musical idea.	I can improvise rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an improvised rhythm.	I can embellish a given melodic phrase that corresponds with simple chord changes.	I can improvise short melodies using accurate and consistent style , meter, and tonality .	I can improvise extended passages using consistent style , meter, and tonality .	I can demonstrate and refine musicality during improvisational solos.
Artistic Processes: Performing - <i>I can perform a variety of music with fluency and expression.</i>								
Anchor Standard 3: <i>I can sing alone and with others.</i>								
Benchmark GM.PNL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3	Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3	Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.	I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.	I can sing expressively and apply technical and stylistic criteria in a variety of songs alone and in various ensembles .	I can collaborate with others make technical and stylistic decisions.	I can make technical and stylistic choices about my performance as a singer alone and in various ensembles.

Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1	Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1	Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing songs in my range.	I can match pitch when I sing.	I can sing or move using a steady beat.	I can sing 2-part songs.	I can sing with proper intonation alone and in different ensembles.	I can sing phrasing while responding to a director's cues.	I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2	Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2	Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can use my voice to imitate other sounds.	I can sing with my head voice and chest voice .	I can use good posture and breath support when I sing.	I can sing with appropriate diction and articulation .	I can apply dynamics and expression when I sing.	I can sight read in multiple tonalities and rhythms.	I can blend with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
Anchor Standard 4: <i>I can play instruments alone and with others.</i>								
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4	Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4	Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and chord patterns.	I can play accompaniments and simple songs on classroom instruments.	I can play and read complementary, contrasting instrumental parts accurately , and independently.	I can play and read my part with an ensemble using accurate technique and posture .	I can play an instrument expressively and apply technical and stylistic techniques in variety of music alone and in various ensembles .	I can collaborate with others to apply technical and stylistic techniques in a variety of music alone and in various ensembles .	I can make technical and stylistic choices about my performance as an instrument-a list alone and in various ensembles .

Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1	Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1	Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can use my body to make sounds.	I can echo an ostinato rhythm pattern.	I can use music notation to play instruments.	I can play accompaniments and songs in major and minor tonalities .	I can play my part independently in an ensemble.	I can rehearse for improvement in an ensemble .	I can play in various musical styles on instruments.	I can collaborate with others to improve my ensemble .	I can control my instrument across expanded dynamic ranges using stylistic nuances and expressive inflections.
Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2	Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2	Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can play pitched and unpitched instruments.	I can play melodic patterns using steps and skips.	I can play pentatonic scales on instruments.	I can play using proper technique and posture .	I can play my instrument with technical accuracy.	I can use proper technique to express music.	I can balance my sound with others in an ensemble .	I can control pitch and tone quality with proper dynamics .	I can adjust my intonation relative to chord tones.
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3	Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3	Indicator GM.P AL.4.3		
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic notation.	I can play in treble and bass clefs .	I can read from notation , songs I play.	I can play my part independently while others play.	I can sight read a musical part.		

Anchor Standard 5: *I can read and notate music.*

Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5	Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5	Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic notation .	I can read, write simple rhythmic and melodic standard notation .	I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and notate short musical works in a variety of clefs and meters.	I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1	Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1	Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read standard notation .	I can read all notes in treble and bass clefs	I can read alto/tenor clef.	I can read and use key signatures .	I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2	Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2	Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes and rests.	I can read meter in 4/4, 3/4, and 2/4.	I can read basic rhythms including dotted rhythms .	I can identify compound, complex, and syncopated rhythms.	I can read and use meter signatures.	I can respond to a director while sight-reading.	I can apply tempo and dynamic markings to my sight-reading.	I can apply expressive music markings to my sight-reading.

Artistic Processes: Responding- *I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6	Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6	Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can identify contrasts in music.	I can identify the elements of music .	I can describe how the music elements are used.	I can explain how the elements of music are used in a variety of genres, cultures, and time periods.	I can examine how the elements of music are used in a variety of genres , cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of genres , cultures, and time periods.	I can examine the use of compositional techniques within multiple musical works.	I can collaborate with others to justify the use of compositional techniques within musical works.	I can analyze compositional techniques , to explain a composer's intent.
Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1	Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1	Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, tempo and rhythm.	I can use appropriate vocabulary to describe pitch , tempo , and dynamics.	I can listen, identify and explain pitch , tempo , and dynamics to describe music of different styles .	I can examine the elements of pitch , tempo , and dynamics in a variety of musical styles presented aurally and visually.	I can listen, identify, and explain the elements of pitch , tempo , dynamics, and style used in different cultures and time periods.	I can describe and use meter, tonality , intervals , chords , and harmonic progressions when analyzing written and aural compositions.	I can collaborate with others to determine intent of changes in meter, tonality and harmony that contribute to musical style .	I can determine the intent of changes in meter, tonality and harmony in a variety of musical compositions to create tension and emotional response.

Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2	Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2	Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.	I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of timbre in a variety of musical instruments/voices to musical style and mood.	I can examine the use of timbre and texture in music from a variety of different genres .	I can examine and discuss culturally authentic practices found in musical works.	I can identify compositional techniques used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine timbre and the use of voices, instruments, and other sound sources in a variety of musical styles , cultures, and genres .
Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3	Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3	Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can name same and different sections.	I can identify examples of some basic musical forms .	I can identify examples of complex musical forms .	I can examine musical forms to describe a musical style .	I can identify musical forms presented aurally and visually.	I can examine the use of musical forms presented in a varied repertoire of music.	I can analyze and describe how the use of expressive devices and form are used in culturally and historically diverse genres .	I can examine the use of musical form and expressive devices in a variety of 20th & 21st Century compositions.	I can examine the use of musical form when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.

Anchor Standard 7: <i>I can evaluate music.</i>								
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7	Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7	Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.	I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.	I can collaborate to develop strategies for improvement of group performances.	I can make critical evaluations of performance, compositions, arrangements , and improvisations .	I can justify personal performance decisions.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1	Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1	Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.	I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, intonation , articulation , rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, intonation , articulation , rhythmic accuracy, musicality, posture, and stage presence to my personal performance.	I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improvement.	I can use multiple media sources to critique my personal performances.

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8	Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.C IH.8	Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform musical selections from multiple cultures and/or historical time periods.	I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can perform and modify a musical work using characteristic s from a culture or time period.	I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1	Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1	Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.C AH.8.1
I can recognize that all cultures and time periods use music.	I can find similar elements of music within a culture/time period.	I can find similar elements of music in different cultures/time periods.	I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as form, tempo, dynamics, etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the elements of music from a culture or time period.	I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in contemporary music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.

Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i>								
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9	Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.C IH.9	Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers including South Carolina.	I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.	I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal political and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1	Indicator GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.C IH.9.1	Indicator GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.C AH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.	I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.	I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideals that influence my artistic perspective and creative work.

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2	Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.C IH.9.2	Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify topics in music that interest me.	I can identify life skills necessary for a music career.	I can identify specific careers in music.	I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can compare similarities and differences in a variety of music careers and roles of musicians in those careers.	I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.

Novice General Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new musical ideas and works.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.CR NL.1	Benchmark GM.CR NM.1	Benchmark GM.CRNH.1
I can imitate a musical statement by sight and sound.	I can answer a musical question .	I can arrange a musical idea.
Indicator GM.CR NL.1.1	Indicator GM.CR NM.1.1	Indicator GM.CR NH.1.1
I can match sound and pattern.	I can identify simple forms .	I can use rhythm patterns, songs or words to create a musical idea.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can clap a repeated rhythm. • I can imitate sounds using my voice. • I can use found sounds to create a composition. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify call and response as a musical form. • I can identify AB/ABA form in simple songs. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can arrange a sound poem. • I can arrange a melodic idea on a barred instrument. • I can arrange rhythm patterns with flashcards. • I can use movement to show melodic contour. • I can...

Indicator GM.CR NL.1.2	Indicator GM.CR NM.1.2	Indicator GM.CR NH.1.2
I can imitate a given music rhythm or sound using symbols.	I can identify same and different patterns.	I can create a musical idea given specific instructions.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use symbols to show a rhythm pattern. • I can compose by drawing icons to represent music beats. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can give a rhythmic response to a rhythm question. • I can identify same/different melodic and rhythmic patterns. • I can identify patterns of same/different in simple songs and patterns. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can create rhythmic compositions using standard notation. • I can use notation technology to arrange musical patterns. • I can use movement to share a musical idea. • I can use technology to create musical ideas. • I can...
Anchor Standard 2: <i>I can improvise music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.CR NL.2	Benchmark GM.CR NM.2	Benchmark GM.CR NH.2
I can imitate simple rhythm patterns within a given meter.	I can imitate simple tonal patterns within a given key and tonality .	I can improvise responses to given rhythmic patterns.

Indicator GM.CR NL.2.1	Indicator GM.CR NM.2.1	Indicator GM.CR NH.2.1
I can identify same and different rhythms patterns.	I can identify same and different melodic patterns.	I can improvise simple ostinati patterns within a given meter.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a counting system to decide same and different. I can listen to two rhythm samples and label same and different. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can listen to two melodic samples and label same and different. I can sing a melodic pattern that is the same and one that is different from the one I hear. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can improvise an ostinato rhythm pattern on an instrument. I can use a counting system to improvise a rhythm pattern. I can...
Indicator GM.CR NL.2.2	Indicator GM.CR NM.2.2	Indicator GM.CR NH.2.2
I can echo simple rhythm patterns.	I can echo simple tonal patterns.	I can improvise rhythm patterns, songs or chants to create a musical idea.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use body percussion to echo a rhythm pattern. I can echo simple rhythm patterns on an instrument. I can use chants to echo a rhythm pattern. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can echo simple tonal patterns using tonal solfege or pitch name. I can echo simple tonal patterns on a neutral syllable. I can echo simple tonal patterns on an instrument. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write new words for a familiar tune. I can improvise a chant for a given rhythmic pattern. I can...

Artistic Processes: Performing-*I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can sing alone and with others.*

Novice Low	Novice Mid	Novice High
Benchmark GM.P NL.3	Benchmark GM.P NM.3	Benchmark GM.P NH.3
I can use my voice in many ways.	I can use my singing voice.	I can sing, chant, and move to demonstrate a steady beat.
Indicator GM.P NL.3.1	Indicator GM.P NM.3.1	Indicator GM.P NH.3.1
I can sing songs in my range.	I can match pitch when I sing.	I can sing or move using a steady beat.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can echo, speak, chant, sing and move to music. • I can sing songs from memory. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can match pitch with piano or my teacher. • I can sing songs in unison. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify beat/no beat. • I can use rhythm sticks to demonstrate steady beat. • I can move to a steady beat following a conductor. • I can...

Indicator GM.P NL.3.2	Indicator GM.P NM.3.2	Indicator GM.P NH.3.2
I can use my voice to imitate other sounds.	I can sing with my head voice and chest voice .	I can use good posture and breath support when I sing.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can make sound effects with my voice. I can sing with a group. I can explore different sounds with voice changing software. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sing patriotic songs. I can sing folk songs. I can echo short melodic patterns. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can demonstrate good singing posture. I can use basic dynamics (piano and forte) when I sing. I can...
Anchor Standard 4: <i>I can play instruments alone and with others.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.P NL.4	Benchmark GM.P NM.4	Benchmark GM.P NH.4
I can make sounds with classroom instruments and other sound sources.	I can imitate short rhythmic patterns.	I can play and read rhythmic, melodic, and chord patterns.
Indicator GM.P NL.4.1	Indicator GM.P NM.4.1	Indicator GM.P NH.4.1
I can use my body to make sounds.	I can echo an ostinato rhythm pattern.	I can use music notation to play instruments.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can echo your pattern by clapping. I can patch, clap, and stomp a pattern. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play classroom instruments to follow a rhythm pattern. I can play an ostinato on a classroom instrument. I can play djembes in a Drum circle. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play guitar following a chord sheet. I can play recorder from notation B, A, & G. I can...

Indicator GM.P NL.4.2	Indicator GM.P NM.4.2	Indicator GM.P NH.4.2
I can play pitched and unpitched instruments.	I can play melodic patterns using steps and skips.	I can play pentatonic scales on instruments.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can echo your patterns with my rhythm sticks. I can use instruments to make sound stories. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play xylophones and other pitched instruments. I can use classroom instruments or sound software to create sound stories. I can identify a skip and step on a barred instrument. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can select the correct notes to make a pentatonic scale on a barred instrument. I can play leaps/skips/steps on barred instruments. I can...
Indicator GM.P NL.4.3	Indicator GM.P NM.4.3	Indicator GM.P NH.4.3
I can follow the teacher when I use classroom instruments.	I can ask and answer musical questions using instruments.	I can identify rhythmic notation .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can follow my teacher's pattern on my rhythm instrument. I can start and stop with the conductor. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can respond to a musical question on a classroom instrument. I can write and perform a 4-beat answer to a 4-beat question. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify quarter, eighth, half, and whole notes and their rests. I can play a rhythm pattern from notation. I can...

Anchor Standard 5: <i>I can read and notate music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.P NL.5	Benchmark GM.P NM.5	Benchmark GM.P NH.5
I can read rhythm patterns.	I can read simple rhythmic and melodic notation .	I can read, write simple rhythmic and melodic standard notation .
Indicator GM.P NL.5.1	Indicator GM.P NM.5.1	Indicator GM.P NH.5.1
I can read rhythm patterns with my voice, body, and instruments.	I can name notes in treble clef.	I can read standard notation .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can read quarter notes/rests. • I can identify beat/no beat. • I can notate one and two sounds to a beat. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can read notes from the staff in treble clef. • I can use technology to practice reading and writing simple notation. • I can identify a second, third, fifth, and octave. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can write simple melodic and rhythmic notation. • I can write music notation using music software. • I can write the notes for “Twinkle, Twinkle Little Star” on staff paper. • I can...

Indicator GM.P NL.5.2	Indicator GM.P NM.5.2	Indicator GM.P NH.5.2
I can read basic rhythms.	I can read simple quarter, eighth, half, whole notes, and rests.	I can read meter in 4/4, 3/4, and 2/4.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can clap a rhythm pattern from traditional/non-traditional notation. I can play a rhythm pattern from notation on a non-pitched instrument. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can complete measures using the correct rhythmic notation for a given meter signature. I can add missing bar lines for given meters. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write simple melodic and rhythmic notation. I can conduct music in 4/4. I can write the counting for simple rhythms to include sixteenth notes. I can write music notation using music software. I can...
Artistic Processes: Responding- <i>I can respond to musical ideas as a performer and listener.</i>		
Anchor Standard 6: <i>I can analyze music.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.R NL.6	Benchmark GM.R NM.6	Benchmark GM.R NH.6
I can identify contrasts in music.	I can identify the elements of music .	I can describe how the music elements are used.

Indicator GM.R NL.6.1	Indicator GM.R NM.6.1	Indicator GM.R NH.6.1
I can identify dynamics and steady beat.	I can identify changes in dynamics, tempo and rhythm.	I can use appropriate vocabulary to describe pitch , tempo , and dynamics.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can clap or march to a steady beat. I can show loud and soft with body movements. I can ... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use movement to express dynamics in music. I can identify same and different rhythm patterns. I can move to changes of tempo from a recording or sound source. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify dynamic contrasts by sight and sound. Given two pitches, I can name the second as higher, lower, or the same as the first. I can...
Indicator GM.R NL.6.2	Indicator GM.R NM.6.2	Indicator GM.R NH.6.2
I can identify same and different sound sources.	I can name voice types and instrument families.	I can identify by sight and sound voice types and classroom instruments.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can name different sounds from my environment to create a sound poem. I can identify whisper, speaking, shouting, or singing voice. I can select a class instrument to imitate the sound of a clock, horse's feet, rain, etc. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify a child, adult woman, and adult male voice. I can name classroom instruments by sight and sound. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can classify classroom instruments into families by sight and sound (woods, metals, shakers, etc.). I can identify soprano, alto, and tenor, bass. I can...

Indicator GM.R NL.6.3	Indicator GM.R NM.6.3	Indicator GM.R NH.6.3
I can name same and different sections.	I can identify examples of some basic musical forms .	I can identify examples of complex musical forms .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can show movements to music to demonstrate same and different. I can use shapes to identify sections of music. I can ... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify ABA form. I can identify repeated sections to label simple forms. I can sing the response to a call and response song. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify verse and refrain from the music and by hearing it. I can identify motif, canon, rondo, AABA, and theme and variations as a musical form. I can...
Anchor Standard 7: <i>I can evaluate music.</i>		
Benchmark GM.R NL.7	Benchmark GM.R NM.7	Benchmark GM.R NH.7
I can use my words to talk about music.	I can demonstrate how to be an audience member in different musical settings.	I can use musical vocabulary to describe personal preference choices.
Indicator GM.R NL.7.1	Indicator GM.R NM.7.1	Indicator GM.R NH.7.1
I can listen and respond to music.	I can model and describe audience behavior in different settings.	I can talk and write about music using musical vocabulary.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can talk about music I listen to at home. I can use my words to tell you the music I like. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can applaud at appropriate times during a concert. I can sit quietly during a performance. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use music vocabulary to describe what I like in a song. I can talk about a performance using musical vocabulary. I can...

Artistic Processes: Connecting-*I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Novice Low	Novice Mid	Novice High
Benchmark GM.C NL.8	Benchmark GM.C NM.8	Benchmark GM.C NH.8
I can recognize and perform musical selections from my own culture and some time periods.	I can identify and perform musical selections from a culture other than mine and a historical time period.	I can identify and perform musical selections from multiple cultures and/or historical time periods.
Indicator GM.C NL.8.1	Indicator GM.C NM.8.1	Indicator GM.C NH.8.1
I can recognize that all cultures and time periods use music.	I can find similar elements of music within a culture/time period.	I can find similar elements of music in different cultures/time periods.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can share music ideas with friends. • I can name musical titles used for at least one cultural event. • I can name composers from the Classical Period (Mozart, Beethoven). • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can sing and talk about folk music. • I can name traditions from a culture other than mine that uses music. • I can identify patriotic music and its purpose. • I can describe characteristics of the Classical Period (balance, order, following rules). • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can name the historical periods of music. • I can identify instruments from multiple cultures. • I can define a variety of cultures and their use of music. • I can...

Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i>		
Novice Low	Novice Mid	Novice High
Benchmark GM.C NL.9	Benchmark GM.C NM.9	Benchmark GM.C NH.9
I can explore general music concepts among arts disciplines other content areas and related careers in familiar settings.	I can recognize general music concepts among arts disciplines, other content areas and related careers.	I can apply general music concepts to arts disciplines, other content areas and related careers.
Indicator GM.C NL.9.1	Indicator GM.C NM.9.1	Indicator GM.C NH.9.1
I can identify the relationship between music and another subject in my school.	I can make connections between music and another subject in my school.	I can demonstrate and describe the relationship between music and a concept from another subject in my school.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify songs that will help me in another subject (ex. alphabet song). • I can tell a story with found sounds or computer generated sound. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can write a parody to help me learn the continents. • I can sing the Alphabet song to alphabetize words. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can talk about music's relationship to the science of sound. • I can use music as a tool to learn about fractions. • I can name some South Carolina musicians. • I can...

Indicator GM.C NL.9.2	Indicator GM.C NM.9.2	Indicator GM.C NH.9.2
I can identify topics in music that interest me.	I can identify life skills necessary for a music career.	I can identify specific careers in music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can give examples of careers and events that use music. • I can describe special types of music for special events or times of year and the people involved. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can describe how my musical performance improved. • I can describe proper performer and audience behavior for a concert. • I can work with others to improve my performance. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name arts businesses and organizations that hire musicians. • I can describe music careers of community members. • I can make a list of music careers. • I can...

Intermediate General Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new musical ideas and works.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.CR IL.1	Benchmark GM.CR IM.1	Benchmark GM.CR IH.1
I can combine musical ideas to create phrases for voice, instruments, or body movement.	I can compose a rhythmic and melodic phrase.	I can add harmony to compose or arrange phrases for a given mood.
Indicator GM.CR IL.1.1	Indicator GM.CR IM.1.1	Indicator GM.CR IH.1.1
I can explain the use of ostinato to arrange a melodic idea.	I can organize rhythmic and melodic patterns into a musical phrase.	I can identify key signatures in melodic phrases.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use notation technology to arrange musical patterns. I can create an ostinato pattern to a simple song. I can use technology to create musical ideas. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write a musical phrase for an instrument. I can combine patterns to make a musical phrase. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can add harmony to a familiar tune to demonstrate knowledge of proper key structure. I can research appropriate keys for specific instruments. I can...

Indicator GM.CR IL.1.2	Indicator GM.CR IM.1.2	Indicator GM.CR IH.1.2
I can construct arrangements of simple pieces for voices or instruments.	I can create a melodic phrase over a given rhythmic idea.	I can construct a rhythmic, melodic and harmonic idea for a given mood.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can arrange a familiar song for an instrument. I can use standard notation to compose an arrangement of a tune. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can create a melody using the pentatonic scale. I can use sol, mi, do over an ostinato rhythm pattern to make a melody. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can add harmony to a familiar tune to change the mood. I can write a short chorale. I can use music writing software to compose or arrange my work. I can...
Anchor Standard 2: <i>I can improvise music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.CR IL.2	Benchmark GM.CR IM.2	Benchmark GM.CR IH.2
I can improvise short melodic question and answer patterns.	I can improvise a rhythm pattern to embellish a given a harmonic phrase.	I can improvise a simple melodic phrase given a harmonic phrase.

Indicator GM.CR IL.2.1	Indicator GM.CR IM.2.1	Indicator GM.CR IH.2.1
I can improvise simple tonal patterns within a given key .	I can embellish a bass line with improvised rhythm from an instrument or music software.	I can identify chord changes.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can improvise a scat tune. • I can improvise my own simple tonal patterns on my instrument. • I can improvise a new ending for a familiar tune. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can play an improvised bass line on a barred instrument. • I can improvise a rhythmic bass line for a folk song on instruments or using a music app. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify chord changes to improvise a short melody. • I can identify different chord patterns on a staff line. • I can write a I, IV, V chord progression using notation. • I can...
Indicator GM.CR IL.2.2	Indicator GM.CR IM.2.2	Indicator GM.CR IH.2.2
I can improvise rhythmic and melodic patterns to create a musical phrase.	I can sing on a neutral syllable an improvised rhythm.	I can embellish a given melodic phrase that corresponds with simple chord changes.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can scat to a jazz tune. • I can improvise my own simple tonal patterns on my instrument. • I can improvise a new ending for a familiar tune. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can sing a familiar song with new rhythmic patterns. • I can improvise a new rhythm to end a song. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can improvise a melody over a recorded 12 bar blues progression. <p>I can improvise a scat tune.</p> <ul style="list-style-type: none"> • I can...

Artistic Processes: Performing-*I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can sing alone and with others.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.P IL.3	Benchmark GM.P IM.3	Benchmark GM.P IH.3
I can sing a variety of simple part songs.	I can sing with expression and technical accuracy.	I can sing a variety of songs with expression and technical accuracy.
Indicator GM.P IL.3.1	Indicator GM.P IM.3.1	Indicator GM.P IH.3.1
I can sing 2-part songs.	I can sing with proper intonation alone and in different ensembles.	I can sing phrasing while responding to a director's cues.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can sing partner songs. • I can sing a round or canon. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can sing my part in an ensemble. • I can sing intervals. • I can match pitch with a teacher or pitch matching app. • I can sight read simple songs. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can follow a conductor's beat and dynamic direction. • I can recognize from a score and sing at various dynamic levels - p, mp, mf, f. • I can...

Indicator GM.P IL.3.2	Indicator GM.P IM.3.2	Indicator GM.P IH.3.2
I can sing with appropriate diction and articulation .	I can apply dynamics and expression when I sing.	I can sight read in multiple tonalities and rhythms.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can imitate my teacher's pronunciation. I can sing legato and staccato styles. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can respond to director cues to use dynamics and expression. I can recognize and respond to expressive markings in the music. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can sight read my part in tune. I can sing in 3-part harmony. I can sight read music selected for performance and pinpoint areas of needed improvement. I can...
Anchor Standard 4: <i>I can play instruments alone and with others.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.P IL.4	Benchmark GM.P IM.4	Benchmark GM.P IH.4
I can play accompaniments and simple songs on classroom instruments.	I can play and read complimentary and contrasting instrumental parts accurately and independently.	I can play and read my part with an ensemble using accurate technique and posture .

Indicator GM.P IL.4.1	Indicator GM.P IM.4.1	Indicator GM.P IH.4.1
I can play accompaniments and songs in major and minor tonalities .	I can play my part independently in an ensemble .	I can rehearse for improvement in an ensemble .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can play parts using notation. I can identify by sound - major/minor tonalities. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can read my part with correct rhythm and tempo. I can explain how to practice my part for improvement. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can practice in an ensemble using rhythmic and melodic notation. I can practice with a recording and improve my ensemble part. I can...
Indicator GM.P IL.4.2	Indicator GM.P IM.4.2	Indicator GM.P IH.4.2
I can play using proper technique and posture .	I can play my instrument with technical accuracy.	I can use proper technique to express music.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can play barred instruments with correct mallet technique. I can look at myself in the mirror to play with proper posture. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can complete a rubric that includes posture and intonation about my playing. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can use proper technique for a chosen instrument to perform in an ensemble. I can apply correct articulation to my music. (legato, staccato, etc.) I can...

Indicator GM.P IL.4.3	Indicator GM.P IM.4.3	Indicator GM.P IH.4.3
I can play in treble and bass clefs .	I can read from notation , songs I play.	I can play my part independently while others play.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify treble and bass clef notation. I can identify the correct clef to play a selected instrument. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can read my part with correct rhythm and tempo. I can play syncopated patterns from notation. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can read rhythmic and melodic notation. I can practice in an ensemble. I can...
Anchor Standard 5: <i>I can read and notate music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.P IL.5	Benchmark GM.P IM.5	Benchmark GM.P IH.5
I can explain note names and basic rhythms.	I can interpret musical symbols within multiple meters, clefs, and expressive symbols.	I can read and notate short musical works in a variety of clefs and meters.
Indicator GM.P IL.5.1	Indicator GM.P IM.5.1	Indicator GM.P IH.5.1
I can read all notes in treble and bass clefs.	I can read alto/tenor clef.	I can read and use key signatures.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can read treble clef notes. I can explain duple and triple meter. I can count 6/8 meter. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify the notes in all traditional clefs. I can rewrite a treble clef passage in another clef. I can... 	<u>Sample Learning Targets</u> <p>I can write the circle of fifths. I can identify appropriate accidentals for a given key.</p> <ul style="list-style-type: none"> I can identify enharmonic pitches. I can...

Indicator GM.P IL.5.2	Indicator GM.P IM.5.2	Indicator GM.P IH.5.2
I can read basic rhythms including dotted rhythms .	I can identify compound, complex, and syncopated rhythms.	I can read and use meter signatures .
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can read treble clef notes. I can explain duple and triple meter. I can count 6/8 meter. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can notate a syncopated phrase. I can apply a rhythmic counting system to compound rhythms. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can read songs in 5/8, 7/8, 9/8, and 2/2 meters. I can demonstrate basic conducting patterns. I can...
Artistic Processes: Responding - <i>I can respond to musical ideas as a performer and listener.</i>		
Anchor Standard 6: <i>I can analyze music.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.R IL.6	Benchmark GM.R IM.6	Benchmark GM.R IH.6
I can explain how the elements of music are used in a variety of genres , cultures, and time periods.	I can examine how the elements of music are used in a variety of genres , cultures, and time periods.	I can find evidence of how music is informed by the structure, elements in a variety of genres , cultures, and time periods.

Indicator GM.R IL.6.1	Indicator GM.R IM.6.1	Indicator GM.R IH.6.1
I can listen, identify, and explain pitch, tempo , and dynamics to describe music of different styles .	I can examine the elements of pitch, tempo , and dynamics in a variety of musical styles presented aurally and visually.	I can listen, identify, and explain the elements of pitch, tempo , dynamics, and style used in different cultures and time periods.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify and explain music characteristics from Native American and Hispanic cultures. • I can identify and explain music from the Baroque and Romantic Period. • I can write the common tempi terms in order. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • While listening, I can name characteristics of two different musical styles. • I can compare use of rhythm between at least 2 different cultures. • I can compare and contrast how elements of music are used in rap and jazz. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name the characteristics of the music from the Baroque Period. • I can explain the use of polyrhythms in African music examples. • I can identify major and minor tonality from aural and written examples. • I can...

Indicator GM.R IL.6.2	Indicator GM.R IM.6.2	Indicator GM.R IH.6.2
I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	I can examine the contribution of timbre in a variety of musical instruments/voices to musical style and mood.	I can examine the use of timbre and texture in music from a variety of different genres .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify electronic instruments by sight and sound. I can identify the common orchestra and band instruments by sight and sound. I can name instruments in each musical family. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can choose an instrument to best fit a musical style and mood. I can identify instruments that contribute to a variety of non-classical styles such as dobro, mandolin, fiddle. I can describe different vocal techniques that support mood in rap, country, pop, jazz. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare and contrast the timbre and texture of folk and opera. I can identify the differences between the timbre and texture of a string versus full orchestra. I can...
Indicator GM.R IL.6.3	Indicator GM.R IM.6.3	Indicator GM.R IH.6.3
I can examine musical forms to describe a musical style .	I can identify musical forms presented aurally and visually.	I can examine the use of musical forms presented in a varied repertoire of music.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify verse and refrain in a folk song. I can determine the form of the “Star Spangled Banner”. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use a labeling system to identify a musical form. I can identify the musical form from a musical score. I can name the musical form of familiar music. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use music vocabulary to justify my choice of music time period. I can study a score to cite examples of compositional techniques. I can...

Anchor Standard 7: <i>I can evaluate music.</i>		
Benchmark GM.R IL.7	Benchmark GM.R IM.7	Benchmark GM.R IH.7
I can use musical vocabulary to critique a performance.	I can evaluate the quality of musical performances and/ or compositions of others using assessment tools.	I can evaluate the quality of personal performances and/or compositions using assessment tools.
Indicator GM.R IL.7.1	Indicator GM.R IM.7.1	Indicator GM.R IH.7.1
I can describe the quality of a musical performance.	I can apply assessment tools to evaluate tone quality, intonation , articulation , rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	I can apply assessment tools to evaluate tone quality, intonation, articulation , rhythmic accuracy, musicality, posture, and stage presence to my personal performance.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can write a response to a music performance using music vocabulary. • I can name a strength and a weakness from a performance. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can apply a rubric/checklist to evaluate a performance. • I can name and define criteria from a rubric. • I can view or listen to recordings to complete a rubric and suggest ideas for improvement. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can respond appropriately to outside criticism of my performance. • I can discuss areas of needed practice to improve my performance. • I can...

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.C IL.8	Benchmark GM.C IM.8	Benchmark GM.C IH.8
I can examine relationships among musical selections from multiple cultures and/or historical time periods.	I can research the role of music within a specific culture or historical time period and present what I discovered.	I can perform and modify a musical work using characteristics from a culture or time period.
Indicator GM.C IL.8.1	Indicator GM.C IM.8.1	Indicator GM.C IH.8.1
I can identify similarities and differences in music from multiple cultures and time periods.	I can use music vocabulary terms such as form , tempo , dynamics, etc. to describe musical works from similar cultures and time periods.	I can change a musical work using the elements of music from a culture or time period.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can describe the difference between African and Native American music. • I can use music vocabulary to describe a culture (ex. African - polyrhythms, characteristic instruments). • I can compare and contrast the time period of Baroque and Classical. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can research an historical period and report it to the class including musical examples. • I can describe the music of historical composers using the elements of music in my descriptions. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use technology to arrange “Jingle Bells” to reflect a different culture. • I can apply changes to a Classical piece of music to reflect a different time period. • I can...

Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i>		
Intermediate Low	Intermediate Mid	Intermediate High
Benchmark GM.C IL.9	Benchmark GM.C IM.9	Benchmark GM.C IH.9
I can explore a range of skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can recognize specific skills shared among arts disciplines, other content areas and how they can be applied to a career in music.	I can analyze the tools, concepts, and materials used among arts disciplines, other content areas and how they are used in music careers.
Indicator GM.C IL.9.1	Indicator GM.C IM.9.1	Indicator GM.C IH.9.1
I can apply music concepts to other arts disciplines and content areas.	I can examine the relationship between music and specific content from another arts discipline and content area.	I can apply concepts from other arts disciplines and content areas to my music.
<u>Sample Learning Targets</u> I can make musical connections to the art works of Kandinsky. <ul style="list-style-type: none"> I can define words with multiple meanings in music and other subjects. I can use tone color, pattern, texture, etc.to talk about music and other arts disciplines. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare and contrast mood in music, art, dance, and drama. I can relate music of the ‘50s to its historical context. I can trace the connection of the American Revolution to army bands and their music. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use music to complete a STEM project. I can examine the relationship between an element of music and other disciplines including other arts disciplines. I can...

Indicator GM.C IL.9.2	Indicator GM.C IM.9.2	Indicator GM.C IH.9.2
I can demonstrate and describe the skills needed for careers in music.	I can examine the educational requirements needed for a variety of careers in music.	I can compare similarities and differences in a variety of music careers and roles of musicians in those careers.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can research skills needed for a variety of music careers. • I can investigate and report about music careers in SC. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can name careers in music and research the requirements for the chosen career. <p>I can examine the requirements of a music producer.</p> <ul style="list-style-type: none"> • I can identify college degree programs for music therapy. • I can name and describe skills necessary for college study of music leading to a job or profession. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can use technology to compare required skills for music careers. • I can identify common music skills needed in different music careers. • I can...

Advanced General Music Standards

Artistic Processes: Creating- <i>I can use the elements of music to communicate new musical ideas and works.</i>		
Anchor Standard 1: <i>I can arrange and compose music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR AL.1	Benchmark GM.CR AM.1	Benchmark GM.CR AH.1
I can arrange , compose, and explain intent using melody, rhythm, and harmony .	I can collaborate with others to compose or arrange a variety of musical styles .	I can compose music within expanded forms .
Indicator GM.CR AL.1.1	Indicator GM.CR AM.1.1	Indicator GM.CR AH.1.1
I can use the circle of fifths to explain transposition of a written musical work.	I can revise a composition based on the feedback from others to improve composed works.	I can create an original composition independently.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can use the circle of fifths to compose a work in complementary keys. I can use a technology system to notate and transpose my work. I can transpose a single part for two different instruments. 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can record my composition to revise based on feedback. I can use anchor compositions from known composers to compare stylistic techniques. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compose a concerto for my instrument. I can write a song. I can use technology storage systems to organize my compositions. I can...

Indicator GM.CR AL.1.2	Indicator GM.CR AM.1.2	Indicator GM.CR AH.1.2
I can use and explain compositional techniques to compose works in a musical form.	I can work with others to compose an original composition.	I can create a new arrangement from a given composition.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can explain common music forms, (for example: verse-refrain, AB, ABA). I can compose a short work in a given music form. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can use theme and variations to compose a work with others. I can use technology to collaborate with team members while composing. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can arrange a work for an ensemble. I can use technology to store and organize my compositions. I can arrange a composition for an alternative instrument. I can...
Anchor Standard 2: <i>I can improvise music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.CR AL.2	Benchmark GM.CR AM.2	Benchmark GM.CR AH.2
I can perform a brief improvisation given a chord progression and meter.	I can perform an improvisation given a motive, chord progression, and meter.	I can perform and refine an extended spontaneous improvisation independently.

Indicator GM.CR AL.2.1	Indicator GM.CR AM.2.1	Indicator GM.CR AH.2.1
I can improvise harmonizing parts.	I can perform an improvisation on a given motive .	I can improvise responding to aural cues.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can identify chord changes in an unfamiliar piece to improvise on an instrument. I can vocally improvise harmonic embellishments over a given melody. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise stylistically appropriate harmonizing parts. I can perform on an instrument, music apps, or sing an improvised part in an ensemble. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor keys. I can improvise with freedom and expression within a given key, tonality, meter, and style. I can...
Indicator GM.CRAL.2.2	Indicator GM.CR AM.2.2	Indicator GM.CRAH.2.2
I can improvise short melodies using accurate and consistent style , meter, and tonality .	I can improvise extended passages using consistent style , meter, and tonality .	I can demonstrate and refine musicality during improvisational solos.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can improvise a short passage using only a chord progression or lead sheet. I can create a lead sheet for a jazz tune. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can follow a lead sheet to perform an extended improvisation pattern. I can perform on an instrument, music apps, or sing an improvised part in an ensemble. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can show freedom of expression in my improvisation. I can critique and provide feedback for improvisation work. I can...

Artistic Processes: Performing- *I can perform a variety of music with fluency and expression.*

Anchor Standard 3: *I can sing alone and with others.*

Advanced Low	Advanced Mid	Advanced High
Benchmark GM.P AL.3	Benchmark GM.P AM.3	Benchmark GM.P AH.3
I can sing expressively and apply technical and stylistic criteria in a variety of songs alone and in various ensembles .	I can collaborate with others make technical and stylistic decisions.	I can make technical and stylistic choices about my performance as a singer alone and in various ensembles.
Indicator GM.P AL.3.1	Indicator GM.P AM.3.1	Indicator GM.P AH.3.1
I can sing in a group with balance.	I can sing in ensembles.	I can use a variety of technical and stylistic choices in my performance.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can identify the melodic line to balance my part with ensemble members. • I can respond to a conductor's cues to adjust balance during a performance. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can sing solos, duets, trios, etc. • I can use feedback of my performance to improve my skills. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can choose appropriate music for myself. • I can accept and use criticism of my personal choices to improve my work. • I can...

Indicator GM.P AL.3.2	Indicator GM.P AM.3.2	Indicator GM.P AH.3.2
I can blend with others in an ensemble.	I can rehearse with an ensemble to improve my work.	I can apply a variety of musical choices for performance.
<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can sing at various dynamic levels - p, mp, mf, f. to blend with the group. I can blend harmonic lines above the bass line to improve intonation. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can use song form to memorize lyrics. I can demonstrate appropriate ensemble behaviors to improve my group. I can rehearse and polish my part with a recording in sectionals. I can... 	<u><i>Sample Learning Targets</i></u> <ul style="list-style-type: none"> I can select music appropriate for my voice and the venue of performance. I can apply style decisions to my personal performance. I can...
Anchor Standard 4: <i>I can play instruments alone and with others.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.P AL.4	Benchmark GM.P AM.4	Benchmark GM.P AH.4
I can play an instrument expressively and apply technical and stylistic techniques in variety of music alone and in various ensembles .	I can collaborate with others to apply technical and stylistic techniques in a variety of music alone and in various ensembles .	I can make technical and stylistic choices about my performance as an instrumentalist alone and in various ensembles .

Indicator GM.P AL.4.1	Indicator GM.P AM.4.1	Indicator GM.P AH.4.1
I can play in various musical styles on instruments.	I can collaborate with others to improve my ensemble .	I can control my instrument across expanded dynamic ranges using stylistic nuances and expressive inflections.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify intonation tendencies for my instrument. I can respond to musical score markings in my part to improve stylistic intentions in the ensemble. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can listen to a recording of my ensemble and suggest areas for additional practice. I can compare a benchmark performance of my ensemble selection to my group's performance. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can decide how to improve my performance. I can incorporate vibrato in a stylistically appropriate manner. I can...
Indicator GM.P AL.4.2	Indicator GM.P AM.4.2	Indicator GM.P AH.4.2
I can balance my sound with others in an ensemble .	I can control pitch and tone quality with proper dynamics .	I can adjust my intonation relative to chord tones.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can perform the first four SCBDA Senior Scales (major and relative minor) for my instrument, in tune. I can perform the SCBDA Clinic chromatic range for my instrument, in tune. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can play repertoire with a vibrant tone on my instrument. I can play my part with an accompaniment app. I can identify and apply intonation tendencies for my instrument. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can accurately tune my instrument to other instruments. I can identify the tonic and dominant to adjust my pitch. I can use a pitch matching app to improve my practice and intonation. I can...

Indicator GM.P AL.4.3		
I can sight read a musical part.		
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can demonstrate accurate fingering, bow technique, or the instrument fingering system for my instrument. • I can perform the SCBDA Clinic chromatic range for my instrument, in tune. • I can sight read with accuracy two levels below my playing level. • I can... 		
Anchor Standard 5: <i>I can read and notate music.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.P AL.5	Benchmark GM.P AM.5	Benchmark GM.P AH.5
I can sight read a variety of music at Grade 2 with technical accuracy.	I can sight read a variety of music at Grade 3 with technical accuracy.	I can sight read a variety of music at Grade 4 with technical accuracy.

Indicator GM.P AL.5.1	Indicator GM.P AM.5.1	Indicator GM.P AH.5.1
I can sight read musical works in simple meters and tonalities with technical accuracy.	I can sight read musical works in a variety of keys and clefs.	I can sight read musical works in a variety of keys, clefs, meters.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sight read a musical work in duple meter. I can sight read a musical work in major tonality. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sight read a musical work with 2 or more key changes with accuracy. I can apply tempo markings when I sight read. I can identify challenging rhythms in my part during sight-reading. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can sight read a musical work with 2 or more meter changes with accuracy. I can apply dynamic markings when I sight read. I can use interactive sight-reading music software to increase my technical accuracy. I can...
Indicator GM.P AL.5.2	Indicator GM.P AM.5.2	Indicator GM.P AH.5.2
I can respond to a director while sight-reading.	I can apply tempo and dynamic markings to my sight-reading.	I can apply expressive music markings to my sight-reading.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can respond to dynamic cues from a conductor/director while sight-reading. I can respond to tempo cues from a conductor/director while sight-reading. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can apply tempo markings when I sight read. I can identify challenging rhythms in my part during sight-reading. I can accurately select a tempo for sight-reading based on cues in the score. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can interpret from the page, expressive cues while I sight read. I can apply dynamic markings when I sight read. I can use interactive sight-reading music software to increase my technical accuracy. I can...

Artistic Processes: Responding-*I can respond to musical ideas as a performer and listener.*

Anchor Standard 6: *I can analyze music.*

Advanced Low	Advanced Mid	Advanced High
Benchmark GM.R AL.6	Benchmark GM.R AM.6	Benchmark GM.R AH.6
I can examine the use of compositional techniques within multiple musical works.	I can collaborate with others to justify the use of compositional techniques within musical works.	I can analyze compositional techniques , to explain a composer's intent.
Indicator GM.R AL.6.1	Indicator GM.R AM.6.1	Indicator GM.R AH.6.1
I can describe and use meter, tonality , intervals , chords , and harmonic progressions when analyzing written and aural compositions.	I can collaborate with others to determine intent of changes in meter, tonality and harmony that contribute to musical style .	I can determine the intent of changes in meter, tonality and harmony in a variety of musical compositions to create tension and emotional response.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify and write a 12 bar blues progression. • I can identify intervals from an aural example. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can listen and respond to musical texture (thick/thin/ simple/complex). • I can define and recognize monophonic, polyphonic, and homophonic textures. • I can collaborate with others to identify elements that explain the musical style of a work. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can justify the aim or purpose of a composer's musical work. • I can research the background of a piece to determine possible composer's intent. • I can...

Indicator GM.R AL.6.2	Indicator GM.R AM.6.2	Indicator GM.R AH.6.2
I can examine and discuss culturally authentic practices found in musical works.	I can identify compositional techniques used to achieve unity, variety, tension and release in music to evoke an emotional response from the listener.	I can examine timbre and the use of voices, instruments, and other sound sources in a variety of musical styles , cultures, and genres .
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare the impact of cultural influences on musical works. I can research authentic examples of cultural music and compare it to current works. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can discuss a composer's intent and suggest a purpose for the musical work. I can cite examples of musical tension within a musical score or performance. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can write a critical analysis of a musical work or performance. I can analyze the instrument choice of a calypso band. I can...
Indicator GM.R AL.6.3	Indicator GM.R AM.6.3	Indicator GM.R AH.6.3
I can analyze and describe how the use of expressive devices and form are used in culturally and historically diverse genres .	I can examine the use of musical form and expressive devices in a variety of 20th & 21st Century compositions.	I can examine the use of musical form when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can identify sonata, concerto, and sonata allegro forms from various time periods. I can write an analysis of a composition about the influence of form on the overall work. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can discuss the impact of musical form on the overall intent and expression of a musical work. I can compare music forms from the 20th and 21st Centuries to earlier musical examples. I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> I can compare multiple works of one composer as to design, form, and justify my personal preferences. I can compare and contrast a musical work from two different composers of the same time period as to musical form. I can...

Anchor Standard 7: <i>I can evaluate music.</i>		
Benchmark GM.R AL.7	Benchmark GM.R AM.7	Benchmark GM.R AH.7
I can collaborate to develop strategies for improvement of group performances.	I can make critical evaluations of performance, compositions, arrangements , and improvisations .	I can justify personal performance decisions.
Indicator GM.R AL.7.1	Indicator GM.R AM.7.1	Indicator GM.R AH.7.1
I can compare a group performance to a benchmark to refine the performance.	I can listen or view a variety of performances and offer suggestions for improvement.	I can use multiple media sources to critique my personal performances.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can compare the group to a benchmark offering strategies for improvement. • I can critique the work of others in my group through collaboration. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can watch and respond to a digital recording of my performance. • I can analyze a score to make performance decisions. • I can offer positive feedback and suggest improvements of musical performances. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can research multiple examples of one musical work as points of comparison to my recorded performance. • I can write a critical analysis of a work. • I can...

Artistic Processes: Connecting- *I can relate music ideas to personal meaning, other arts disciplines, and content areas.*

Anchor Standard 8: *I can examine music from a variety of stylistic and historical periods and cultures.*

Advanced Low	Advanced Mid	Advanced High
Benchmark GM.C AL.8	Benchmark GM.C AM.8	Benchmark GM.C AH.8
I can analyze a diverse repertoire of music from a cultural or historical time period.	I can examine contemporary musical works to determine the influence of historical and cultural traditions.	I can examine, create, and perform music based on historical and cultural contributions.
Indicator GM.C AL.8.1	Indicator GM.C AM.8.1	Indicator GM.C AH.8.1
I can explain specific cultural and historical traditions and infuse these ideas into my music.	I can select musical elements in contemporary music that reflect cultural and historical influences.	I can use historical and cultural contributions to justify my musical choices.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can compare music of the same time periods from North America and Europe. • I can trace connections of history to musical style. • I can create a timeline of music history to other historical events. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can identify and research a musician from the last decade and discuss his/her impact in the music world. • I can name modern composers and describe their style influences from a historical context. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can trace influences from musical history to contemporary music styles as they relate to American music. • I can create a set of program notes that reflect my performance for a current program using historical and cultural contributions as points of interest. • I can...

Anchor Standard 9: <i>I can relate music to other arts disciplines, other subjects, and career paths.</i>		
Advanced Low	Advanced Mid	Advanced High
Benchmark GM.C AL.9	Benchmark GM.C AM.9	Benchmark GM.C AH.9
I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career.	I can explain how economic conditions, cultural values and location influence music and the need for music related careers.	I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator GM.C AL.9.1	Indicator GM.C AM.9.1	Indicator GM.C AH.9.1
I can explain ideas from other arts disciplines and content areas through music.	I can explain how my artistic choices are influenced by cultural and social values.	I can analyze complex ideals that influence my artistic perspective and creative work.
<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can explain how the elements of the arts have similarities and differences. • I can use a musical parody to explain the Pythagorean theorem. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can select music for a patriotic celebration. • I can describe the influence of social values found in selected musical works. • I can... 	<u>Sample Learning Targets</u> <ul style="list-style-type: none"> • I can analyze the lyrics of music that I purchase to determine the political and societal issues of today. • I can research and describe political and cultural issues influencing contemporary musical selections. • I can...

Indicator GM.C AL.9.2	Indicator GM.C AM.9.2	Indicator GM.C AH.9.2
I can identify and describe traditional and emerging careers in music.	I can discuss the impact of economic issues as they affect the impact on music careers.	I can analyze my personal career choices in the arts or non-arts disciplines.
<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I compare and contrast current performing artists and discuss their influences on our society. • I can investigate a famous musician and compare his/her career life to a possible career for myself. • I can explore careers in sound engineering, producing, or music video production using technology. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can prepare a feasibility study on the influence of arts investment in my community. • I can investigate the cost of live performances and professional musicians in a community. • I can research products designed to be competitive in the music market. • I can... 	<p><u>Sample Learning Targets</u></p> <ul style="list-style-type: none"> • I can use research to predict possible new careers for music. • I can evaluate my personal career choices in the arts or non-arts discipline. • I can...

General Music Glossary

AABA A design sometimes called rounded binary form it was sometimes originally used for short pieces such as dances. Also called song form, AABA is a variation of ABA in which the first section, A, is played twice before the middle section, B, and a third time to conclude the piece. During the late eighteenth century, the rounded binary form developed into the sonata form.

AB Binary form A basic musical form consisting of two sections, A and B; usually they are repeated, creating the form AABB.

ABATernary form A basic musical form consisting of three sections (A, B, and A), the third section being virtually identical to the first. If it is identical, the third section often is not written out, the performer simply being directed to repeat the first section (usually marked da capo or D.C.), as in the da capo aria and minuet or scherzo with trio.

Accompaniment A musical part that supports or partners a solo instrument, voice, or group.

Arrangement/Arrange Composition based on existing music (e.g., scoring for voices not used in the original piece, adding a percussion part to the original).

Articulation The manner or style in which the notes in a piece of music are sung. Attacking and releasing. Beginning and ending a sound clearly and distinctly.

Aural/Aurally By ear; without reference to or memorization of written music.

Blend To merge voices to form a unified resonant sound in which no individual timbre dominates.

Body Percussion The sounds created by using body parts as percussion instruments (for example, clapping hands, stamping feet).

Call and Response The alteration of musical phrases between groups of musicians. Three terms have been used to distinguish between different forms of call and response: adjacent (the response follows immediately after the call section); overlapping (the response begins before the call section has concluded; and interlocking (there is a continuous response with a counter solo passage over it, so that the call and response are “locked” together).

Canon Two or more voices in which one voice enters after another in exact imitation of the first. (See rounds.)

Characteristic Tone Quality The particular sound that is characteristic of a specific instrument at all dynamic and pitch levels and with all articulations.

Chord Three or more pitches sounded simultaneously or functioning as if sounded simultaneously. (See timbre, definition 1.)

Compositional Techniques Formal melodic, rhythmic, and harmonic techniques used by composers to create music. Combining music elements to form a whole including style, form, balance, complexity, and continuity.

Contour The shape of a melody or melodic line, contour can be seen by viewing a written piece, as well as heard as to the direction up, down, or staying the same pitch.

Cut Time Also called alla breve. Used for quick duple time in which the half note, or occasionally the whole note, is given one beat instead of two. Descants. Harmonizing voice parts added above the melody.

Developmentally Appropriate Taking into account the fact that developmental change is qualitative, sequential, directional, cumulative, multifactorial, and individual, diatonic A musical scale (major or minor) comprising intervals of five whole steps and two half steps.

Diction The choice and use of words and phrases in speech or writing.

Dotted Rhythms Rhythm patterns that contain dotted notes (a dot after the note indicates that the note should be extended by half as much again as the note's principal time value).

Dynamics Changes in volume; varying degrees of loudness and softness. Adjective form, dynamic.

Elements of Music Seven basic building blocks of music as follows:

1. Rhythm: (beat, meter, tempo, syncopation)
2. Dynamics: (forte, piano, [etc.], crescendo, decrescendo)
3. Melody: (pitch, theme, conjunct, disjunct)
4. Harmony: (chord, progression, consonance, dissonance, key, tonality, atonality)
5. Tone color: (register, range, instrumentation)

6. Texture: (monophonic, homophonic, polyphonic, imitation, counterpoint)

7. Form: (binary, ternary, strophic, through-composed)

Embellishments A group of notes or a single note added to a basic melody as ornamentation. In Orff-Schulwerk, embellishment is also a color part.

Ensemble Skills The abilities that allow a group of musicians to perform together with a refined degree of unanimity of phrasing, dynamics, and style.

Enunciation The clarity with which words are spoken or sung.

Form The structure or organization of a musical phrase or composition. AB, or binary, form (in which two contrasting sections are present) is the most basic. ABA, or ternary, form is derived from binary form and results from the repetition of the first section. Larger musical forms include rondo, theme and variation, sonata, and symphony.

Genre A type or style of music; an established form of musical composition such as ballad, concerto, folk music, lullaby, march, spiritual.

Good Posture The position of the body for singing. The chin should be parallel to the floor. The shoulders should be held back and down with the chest held high but not in a strained position. The abdomen should be flat and firm and held in an expandable position. The hands should be relaxed and still at the sides. Knees should be flexibly loose and never locked. The feet should be flat on the floor and held shoulder width apart. The weight of the body should be balanced on both feet and the body should be held slightly forward.

Harmony/Harmonic -(1) The pattern of intervals and chords in a composition. (2) The ways in which chords and intervals are related to one another and the ways in which one interval or chord can be connected to another. Adjective form, harmonic.

Head Voice A clear, open tone that resonates in the head and not in the throat or chest.

Improvisation/Improvise The creation of music in the course of performance. Verb form, improvise.

Intervals (1) Pairs of notes sounded at the same time. (2) The distances between two pitches. (Skip, steps, leaps).

Intonation The proper production of a musical tone so that it is played or sung in tune with characteristic tone for voice or instrument.

Improvise/Improvisation Create and perform (music, drama, or verse) spontaneously or without preparation.

Key Signatures The sharp, flat, or natural signs placed at the beginning of a staff indicating the tonality of the composition.

Major and Minor Tonality Keys based upon seven-tone diatonic scales and derived from ancient Greek modes and modalities. A pentatonic tonality is based upon a five-note scale usually made up of the pitches do, re, mi, so, and la.

Match the Pitch To sing (or play) the same pitch given by another instrument or person.

Meter The way beats of music are grouped, often in sets of two or three.

Motive A short tune or musical figure that characterizes and unifies a composition. It can be of any length but is usually only a few notes long. A motive can be a melodic, harmonic, or rhythmic pattern that is easily recognizable throughout the composition.

Notation/Notate A system used for writing down music showing aspects of music tones such as the tones to be sounded (pitch), the time each tone should be held in relation to the others (duration), and the degree of loudness (dynamics) at which the tone should be played. Verb form, notate.

Ostinati Short music patterns that are repeated persistently throughout a performance, composition, or a section of one. (Singular form, ostinato.)

Partner Songs Two or more different songs that are performed at the same time to create harmony.

Pentatonic A scale made up of five tones (usually do, re, mi, so and la) as opposed to the seven-tone diatonic scale and the twelve-tone chromatic scale. The pentatonic scale is found in the music of many Asian and African peoples, as well as in some European folk music. See tonality.

Pitch(1) The property of a musical tone that is determined by the frequency of the sound waves creating it. (2) The highness or lowness of a tone.

Pitched Adjective describing instruments that produce various tones; includes the families of brass, woodwinds, strings, and keyboards.

Question-and-Answer Adjective describing a pattern or phrase in which a pair of musical statements complement one another in rhythmic symmetry and harmonic balance.

Rhythm Syllables Musical training involving both ear training and sight singing. Whether the teacher chooses Kodály, Orff, Suzuki, or another method, it must be used appropriately, sequentially, and consistently.

Rondo The musical form in which the first section, A, recurs after each of several contrasting sections: ABACA.

Rounds Songs or instrumental pieces that begin with a single voice or instrument on the melody, followed at intervals by the other voices or instruments that enter individually and perform exactly the same melody, thus forming a polyphonic harmony out of a simple melody. (See canon.)

Solfège A music exercise involving both ear training and sight singing. Whether the teacher uses Kodály's methodology, John Feierabend's Conversational Solfege series, or the Alexander Technique, it must be used appropriately, sequentially, and consistently.

Style/Stylistic The composer's manner of treating the various elements that make up a composition—the overall form, melody, rhythm, harmony, instrumentation, and so forth—as well as for the performer's manner of presenting the composition. Adjective form, stylistic. Adverb form, stylistically. syncopation Stress on a normally unstressed beat.

Tempo(1) A steady succession of units of rhythm; the beat. (2) The speed at which a piece of music is performed or is written to be performed. Texture. The number and relationship of musical lines in a composition.

Theme and Variation A musical form consisting of a main idea followed by changed versions of that idea.

Timbre(1) The blend of overtones (harmonics) that distinguish a note played on a flute, for example, from the same note played on the violin. (2) The distinctive tone quality of a particular musical instrument.

Tonality The use of a central note, called the tonic, around which the other tonal material of a composition (notes, intervals, chords) is built and to which the music returns for a sense of rest and finality. The term tonality refers particularly to harmony and to chords and their relationships.

Triplets Three notes of equal length that are performed in the duration of two notes of equal length.

Two-and Three-part Songs written for two voices or three voices (for example, soprano and alto; soprano, alto, and baritone).

Unpitched Adjective describing instruments that do not produce various tones; includes such percussion instruments as claves, maracas, and wood blocks.

Verse and Refrain The verse section of the song is the section in which different sets of words are sung to the same repeated melody and contrasts with a refrain, where the words and melody are both repeated.

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