

Red Oak Community School District Instrumental Music Education

INSTRUMENTAL MUSIC				Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			INTEGRATIONS: CE=Career Education; CM=Communication Skills; GE=Global Education; HOTS=Higher Order Thinking Skills; LS=Learning & Studying; MCGF=Multicultural/Gender Fair; T=Technology							
Instrumental Music Program Standards and Benchmarks										
I	*	*	STANDARD: Performing on instruments, alone and with others, a varied repertoire of music							
Grades 6-8										
>	1		Students will perform with good breath control throughout their instrument's range, alone and in small ensembles. (CM, LS)							
		a	Demonstrate good tone quality, intonation, rhythm, and articulation	I	D	D				
		b	Demonstrate good habits of breathing and breath control; breathes only at the end of phrases	I	D	D				
>	2		Students will perform with expression and technical accuracy on at least one wind or percussion instrument a repertoire of age-appropriate instrumental literature of 1 to 3. (CM, LS)							
		a	Performs with good tone quality, intonation, rhythm, and articulation	I	D	D				
		b	Will convey the meaning of the words and vary dynamics, style and expression	I	D	D				
>	3		Students will perform music written for full band instrumentation. (CM, LS)							
		a	Performs an appropriate part in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.	I	D	D				
		b	Demonstrate good intonation, rhythm, articulation, and tone quality	I	D	D				
>	4		Student will perform with expression and technical accuracy a varied repertoire of age-appropriate instrumental literature on a scale of 1 to 3, including solos. (CM, LS)							
		a	Performs correct pitches with good rhythm and steady beat	I	D	D				
		b	Performs dynamics, phrasing, expression, and style appropriate to the music	I	D	D				
Grades 9-12										
>	1		Students will perform with expression and technical accuracy on at least one wind or percussion instrument on a repertoire of Grade 4 instrumental literature on a scale of 1-6. (CM, HOTS, LS)							
		a	Model satisfactory tone quality, intonation, rhythm, and technique with little difficulty				I	D	D	D
		b	Exhibit proper embouchure, playing position, and posture				I	D	D	D
		c	Demonstrate familiarity with repertoire performed, including knowledge of composers and knowledge of how some of the elements of music are used in each work				I	D	D	D
		d	Perform marching band music from memory				I	D	D	D

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>	2		Students will perform music written for full band instrumentation. (LS)							
		a	Demonstrate good tone quality, intonation, rhythm, and articulation				I	D	D	D
		b	Demonstrate good habits of breathing and breath control; breathes only at the end of phrases				I	D	D	D
		c	Understands his/her part and its context in the larger ensemble				I	D	D	D
>	3		Students will demonstrate well-developed ensemble skills. (CE, LS)							
		a	Responds to cues of the conductor with respect to tempo, dynamics, and style				I	D	D	D
		b	Blends on instrument within the ensemble's unified sonority				I	D	D	D
		c	Performs with respect to balance among the parts and recognizes importance of the various parts/adjusts accordingly				I	D	D	D
		d	Performs with good intonation, posture, technique, tone quality, and breath control				I	D	D	D
II	*	*	STANDARD: Students will improvise melodies, variations, and accompaniments.							
Grades 6-8										
>	1		Students will improvise "answers" in the same style to given rhythmic and melodic phrases. (CM, LS, HOTS)							
		a	Able to play the correct chords with a steady beat	I	D	D				
		b	Demonstrate ability to improvise a melodic variation on an original melody	I	D	D				
>	2		Students will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. (CE, CM, HOTS, GE, LS)							
		a	Performs improvisation with consistency throughout in meter, tonality, and style	I	D	D				
		b	Performs improvisation with repetition and contrast	I	D	D				
Grades 9-12										
>	1		Students will improvise "answers" in the same style to given rhythmic and melodic phrases. (CM, LS, HOTS)							
		a	Create short rhythmic phrases within specified guidelines				I	D	D	D
		b	Create appropriate rhythmic answers to given rhythmic questions				I	D	D	D
		c	Play or sing a pitched response to short melodic phrases				I	D	D	D
		d	Improvise short melodic patterns within specified guidelines				I	D	D	D
		e	Respond to a given phrase using various expressive elements in a question/answer format				I	D	D	D

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>	2		Students will improvise simple rhythmic and melodic ostinato accompaniments. (CM, LS, HOTS)						
		a				I	D	D	D
		b				I	D	D	D
		c				I	D	D	D
		d				I	D	D	D
		e				I	D	D	D
>	3		Students will improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. (CE, CM, HOTS, GE, LS)						
		a				I	D	D	D
		b				I	D	D	D
III	*	*	STANDARD: Students will compose and arrange music within specified guidelines.						
Grades 6-8									
>	1		Students will compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. (CM, HOTS)						
		a							
			I	D	D				
Grades 9-12									
>	1		Students will arrange pieces for voices other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music. (LS, HOTS)						
		a				I	D	D	D
		b				I	D	D	D
>	2		Students compose and arrange music for voices or instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources. (LS, HOTS)						
		a				I	D	D	D
		b				I	D	D	D

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IV	*	*	STANDARD: Students will read and notate music.							
Grades 6-8										
>	1		Students will read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures. (LS)							
		a	Able to sightread the rhythms with minimal errors per excerpt	I	D	D				
		b	Demonstrate a steady beat	I	D	D				
>	2		Students will read at sight simple melodies in both the treble and bass clefs. (LS, HOTS)							
		a	Read unfamiliar melodies with few errors	I	D	D				
		b	Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the appropriate clef in major and minor keys.	I	D	D				
>	5		Students will sight read, accurately, & expressively, music with a level of difficulty of two to three, on a scale of one to six. (LS, HOTS)							
		a	Performs the correct pitches, rhythms, dynamics, phrasing and style	I	D	D				
		b	Demonstrate sensitivity to dynamics, phrasing expression and style	I	D	D				
Grades 9-12										
>	1		Students will demonstrate the ability to read music by describing how the elements of music are used. (CM, LS, HOTS)							
		a	Identifies the melodies and countermelodies				I	D	D	D
		b	Identifies the large form and can describe internal form of the sections				I	D	D	D
		c	Identify any unusual rhythmic or metric features				I	D	D	D
		d	Discusses the rhythmic and metric features of the full scores				I	D	D	D
>	2		Students will sight read, accurately, & expressively, music with a level of difficulty of four, on a scale of one to six. (CM, LS)							
		a	Performs the correct pitches				I	D	D	D
		b	Performs the correct rhythms				I	D	D	D
		c	Performs with quality tone, rhythm, dynamic contrast, phrasing, and articulation				I	D	D	D

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V	*	*	STANDARD: Students will listen to, analyze, and describe music.							
Grades 6-8										
>	1		Students will describe specific music events in a given aural example, using appropriate terminology. (CM, LS, HOTS)							
		a	Analyze the uses of elements of music in aural examples representing diverse genres and cultures.	I	D	D				
		b	Uses appropriate terminology in explaining music, music notation, music instruments, and music performances.	I	D	D				
>	2		Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals and chords in their analyses of music. (CM, LS, HOTS)							
		a	Students will accurately analyze a simple musical example	I	D	D				
		b	Identifies the sounds of a variety of instruments	I	D	D				
Grades 9-12										
>	1		Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. (CM, LS)							
		a	Identify the medium for a piece of work				I	D	D	D
		b	Describe the melodic characteristics of the work				I	D	D	D
		c	Describe the rhythmic characteristics of the work				I	D	D	D
		d	Describe the expressive devices				I	D	D	D
>	2		Students will demonstrate extensive knowledge of the technical vocabulary of music. (LS)							
		a	Identify terms and symbols commonly used in music (e.g. mezzopiano, fortissimo, key, a cappella, chromatic, etc.)				I	D	D	D
>	3		Students identify and explain compositional devices and techniques used to provide unity, variety, tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques. (CM, LS, HOTS)							
		a	Identify various large formal structure characteristics in various pieces of music				I	D	D	D
		b	Able to cite two specific examples of another work that is similar in genre or style and that uses similar techniques or devices				I	D	D	D
		c	Describes the extent to which each work is unique, interesting, or expressive				I	D	D	D

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VI	*	*	STANDARD: Students will evaluate music and music performances.							
Grades 6-8										
>	1		Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. (CM, LS, HOTS)							
		a	Create own evaluation and is able to justify the evaluation assigned	I	D	D				
		b	Evaluate performance consistently with teacher's evaluation	I	D	D				
>	2		Students will evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. (CM, LS, HOTS)							
		a	Describe positive aspects of a performance	I	D	D				
		b	Describe two or three areas of needed improvement from a performance video or audio source	I	D	D				
Grades 9-12										
>	1		Students develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply criteria in their personal participation in music. (CM, LS)							
		a	Evaluate technical qualities of a performance				I	D	D	D
		b	Evaluate expressive or musical qualities of a performance				I	D	D	D
		c	Evaluate overall effect of a performance				I	D	D	D
		d	Evaluate performance consistently with teacher's evaluation				I	D	D	D
>	2		Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (CM, LS, HOTS)							
		a	Distinguishes between two interpretations by describing the most distinguishing features of each, using appropriate music terminology				I	D	D	D
		b	Identifies a setting in which each interpretation would be appropriate and explain why				I	D	D	D
>	3		Students will evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. (CM, LS, HOTS)							
		a	Evaluate a musical work by making one or two relevant and meaningful comments on the aesthetic meaning of the work				I	D	D	D
		b	Comment meaningfully on the musical means by which the work conveys feeling, emotion, and aesthetic meaning				I	D	D	D

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VII	*	*	STANDARD: Students will understand relationships between music, the other arts, and disciplines outside the arts.							
Grades 6-8										
>	1		Students compare arts as to how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art. (CM, LS, CE, HOTS, T)							
		a	Identify a particular event, scene, emotion, or concept as part of another art (theatre, dance, music or visual arts)	I	D	D				
		b	Demonstrate how an event, scene, emotion, or concept might be represented as part of another art (theatre, dance, music or visual arts)	I	D	D				
>	2		Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (CM, LS, CE, HOTS)							
		a	Explain ways in which the skills and knowledge learned in music be helpful in learning reading, math, science, history, etc.	I	D	D				
Grades 9-12										
>	1		Students explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in various arts and cite examples. (CM, LS, CE, GE, HOTS, MCGF)							
		a	Demonstrate knowledge of each of the arts discussed				I	D	D	D
		b	Identifies examples in which the imagination and the craftsmanship of the writer, choreographer, painter or composer are used effectively to create an image or emotion				I	D	D	D
VIII	*	*	STANDARD: Students will understand music in relation to history and culture.							
Grades 6-8										
>	1		Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (CM, LS, MCGF)							
		a	Identify the distinguishing characteristics of different genres or styles of music	I	D	D				
		b	Give examples of genres and styles from different cultures	I	D	D				
>	2		Students will compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (CM, LS, GE, HOTS, MCGF)							
		a	Identifies three roles and provides basic and correct information about each	I	D	D				

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Grades 9-12									
>	1	Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. (CM, LS, GE, HOTS)							
		a				I	D	D	D
		b				I	D	D	D
>	2	Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. (LS, CE)							
		a				I	D	D	D