

## Red Oak Community School District Vocal Music Education

VOCAL MUSIC				Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			<b>INTEGRATIONS:</b> CE=Career Education; CM=Communication Skills; GE=Global Education; HOTS=Higher Order Thinking Skills; LS=Learning & Studying; MCGF=Multicultural/Gender Fair; T=Technology													
<b>Vocal Music Program Standards and Benchmarks</b>																
<b>I</b>	*	*	<b>STANDARD: Students demonstrate singing, alone and with others, a varied repertoire of music</b>													
<b>K-5</b>																
>	1		<b>Students will sing independently, on pitch and rhythm, with appropriate timbre, diction, posture, and maintain a steady tempo. (CM, LS)</b>													
		a	Use singing, speaking, whispering and shouting voices discriminately	I	D	R	M	M	M							
		b	Use a developmentally appropriate singing voice with a head tone	I	I	R	M	M	M							
		c	Accurately echo short melodic patterns	I	I	D	R	R	M							
		d	Differentiate appropriate and inappropriate posture for singing	I	I	D	R	M	M							
		e	Echo singing patterns of various sound durations	I	D	R	D	D	M							
>	2		<b>Students will sing expressively, with appropriate dynamics, phrasing, and interpretation. (CM, LS)</b>													
		a	Discriminate between loud and soft sounds	I	R	M	M	M	M							
		b	Echo appropriate dynamic levels	I	R	D	M	M	M							
		c	Show contour and flow of phrases while singing	I	I	R	M	M	M							
		d	Identify phrases in music	I	I	D	M	M	M							
>	3		<b>Students will sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. (CM, HOTS, LS)</b>													
		a	Identify stylistic differences of songs from various genres and cultures	I	I	D	R	R	R							
		b	Model stylistic differences when singing songs by memory from various genres and cultures	I	I	D	D	D	D							
>	4		<b>Students will sing ostinatos, partner songs, and rounds. (CM, LS)</b>													
		a	Differentiate between unison and harmony	I	I	D	R	M	M							
		b	Sing unison melodies with vocal ostinati accompaniments by the teacher and/or students	I	I	D	D	D	D							
		c	Sing without evidence of distraction from a differing part	I	I	D	D	D	D							

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>	5		<b>Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (CM, HOTS, LS)</b>													
		a	Voices blend without listener discerning individual voices	I	I	D	D	D	D							
		b	Perform with a steady beat throughout	I	I	D	D	D	D							
		c	Vocalize the notes of the pentatonic scale.	I	I	D	D	D	D							
		d	Demonstrate knowledge of solfege syllables and Curwen hand signs	I	I	D	D	D	D							
<b>Grades 6-8</b>																
>	1		<b>Students will sing accurately and with good breath control throughout their singing ranges, alone and in small ensembles. (CM, LS)</b>													
		a	Demonstrate good intonation, rhythm, and diction							I	D	D				
		b	Demonstrate effective singing range of an octave to a tenth							I	D	D				
		c	Demonstrate good habits of breathing and breath control; breathes only at the end of phrases							I	D	D				
>	2		<b>Students will sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of two, on a scale of one to six, including some songs performed from memory. (CM, LS)</b>													
		a	Sing with good intonation, rhythm, and diction							I	D	D				
		b	Able to convey the meaning of the words and vary dynamics, style and expression							I	D	D				
>	3		<b>Students will sing music written in two and three parts. (CM, LS)</b>													
		a	Perform the complete song and maintains his or her part							I	D	D				
		b	Demonstrate good intonation, rhythm, and tone quality							I	D	D				
>	4		<b>Students (who sing in a choral ensemble) will sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of three, on a scale of one to six, including some songs performed from memory. (CM, LS)</b>													
		a	Sing correct pitches with a good rhythm and steady beat							I	D	D				
		b	Demonstrate knowledge of dynamics, phrasing, expression, and style appropriate to the music							I	D	D				
		c	Maintain his or her part and sings from memory							I	D	D				

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<b>Grades 9-12</b>																
>	1		<b>Students will sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of four, on a scale of one to six, including some songs performed from memory. (CM, HOTS, LS)</b>													
		a	Model satisfactory tone quality, intonation and can sing pitches with little technical difficulty										D	D	D	D
		b	Demonstrate acceptable formation of vowels and consonants										D	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										D	D	D	D
		d	Perform at least two major vocal work from memory										D	D	D	D
>	2		<b>Students will sing music written in four parts, with and without accompaniment. (LS)</b>													
		a	Sing the correct pitches and rhythms										D	D	D	D
		b	Maintain a steady beat and sings with appropriate dynamics, phrasing, and expression										D	D	D	D
		c	Able to maintain his/her part in four-part music										D	D	D	D
>	3		<b>Students will demonstrate well-developed ensemble skills. (CE, LS)</b>													
		a	Respond to cues of the conductor with respect to tempo, dynamics, and style										D	D	D	D
		b	Able to blend their voices in a unified sonority										D	D	D	D
		c	Maintain balance among the parts and recognize importance of the various parts and adjust accordingly										D	D	D	D
		d	Sing with good intonation, posture, and breath control										D	D	D	D
<b>II</b>	*	*	<b>STANDARD: Students perform on instruments, alone and with others, a varied repertoire of music.</b>													
<b>K-5</b>																
>	1		<b>Students will perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. (CE, HOTS, LS)</b>													
		a	Identify/play high/low sounds			I	I	R	M	M	M					
		b	Play phrases and short songs				I	D	D	R	M					
		c	Respond to and demonstrate steady beat			I	D	R	M	M	M					
		d	Echo/play rhythmic patterns independently in simple meters				I	D	R	M	M					

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		e	Play degrees of loud and soft	I	I	D	R	M	M						
		f	Play instruments imitating modeled techniques	I	I	D	D	R	M						
>	2		<b>Students will perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. (CE, HOTS, LS)</b>												
		a	Independently perform rhythm patterns in duple/triple meter		I	D	R	M	M						
		b	Independently perform ascending, descending, and repeating patterns	I	I	D	R	M	M						
		c	Play, independently, an ostinato on classroom instruments		I	D	R	M	M						
		d	Alternate hands for broken or rapid patterns on barred instruments		I	D	R	M	M						
		e	Perform crossover patterns on barred instruments			I	D	R	M						
>	3		<b>Students will perform expressively a varied repertoire of music representing diverse genres and styles. (CM, GE, LS, MCGF)</b>												
		a	Identify stylistic characteristics of music from various genres, cultures, and periods	I	I	D	D	R	M						
		b	Perform stylistic characteristics of music from various genres, cultures, and periods	I	I	D	D	R	M						
>	4		<b>Students will echo short rhythms and melodic patterns. (LS)</b>												
		a	Play patterns using quarter notes, eighth notes and quarter rests	I	I	D	R	M	M						
		b	Play patterns using half notes, sixteenth notes and combinations of eighth notes and sixteenth notes			I	R	M	M						
		c	Play patterns containing two and three pitches (sol-mi-la)		I	D	R	M	M						
		d	Perform patterns containing all pitches in the pentatonic scale (do-re-mi-sol-la)			I	D	R	M						
>	5		<b>Students will perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor. (CM, LS)</b>												
		a	Differentiate among the various instrumental timbres	I	I	D	D	R	M						
		b	Identify the dynamic levels of the music	I	I	D	R	M	M						
		c	Play designated dynamics to the cues of the conductor	I	I	D	D	R	M						
		d	Perform in various classroom instrumental combinations with appropriate timbre and blend	I	I	D	D	R	M						

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>	6		<b>Students will perform independent instrumental parts while other students play or sing contrasting parts. (CM, LS)</b>												
		a	I	I	D	R	M	M							
		b		I	D	R	M	M							
		c			I	D	R	M							
<b>III</b>	*	*	<b>STANDARD: Students will improvise melodies, variations, and accompaniments.</b>												
<b>K-5</b>															
>	1		<b>Students will improvise "answers" in the same style to given rhythmic and melodic phrases. (CM, LS, HOTS)</b>												
		a		I	D	D	R	M							
		b	I	I	D	D	R	M							
		c	I	I	D	D	R	M							
		d		I	D	D	R	M							
		e	I	I	D	D	R	M							
>	2		<b>Students will improvise simple rhythmic and melodic ostinato accompaniments. (CM, LS, HOTS)</b>												
		a		I	D	R	M	M							
		b	I	I	D	D	R	M							
		c	I	I	D	R	M	M							
		d		I	D	R	M	M							
		e			I	D	R	M							
>	3		<b>Students will improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds. (CM, LS, HOTS)</b>												
		a	I	I	D	D	R	R							
		b	I	I	D	D	R	R							
		c	I	I	D	D	R	R							

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<b>Grades 6-8</b>															
>	1		<b>Students will improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. (LS, HOTS)</b>												
		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		<b>Students will improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. (LS, HOTS)</b>												
		a	Perform improvisation with consistency throughout in meter, tonality, and style							I	D	D			
		b	Perform improvisation with repetition and contrast							I	D	D			
<b>IV</b>	<b>*</b>	<b>*</b>	<b>STANDARD: Students will compose and arrange music within specified guidelines.</b>												
<b>K-5</b>															
>	1		<b>Students will create and arrange short songs and instrumental pieces within specific guidelines. (CM, LS, HOTS)</b>												
		a	Vary the rhythm of a known piece					I	I	D	D	R			
		b	Create a simple rhythmic interlude or ostinato to a known piece			I	I	D	D	D	R				
		c	Create and perform a simple rhythmic composition or accompaniment			I	I	D	D	D	R				
		d	Vary the melody of a known piece			I	I	D	D	D	R				
		e	Create and perform a simple melody using the pentatonic scale					I	D	D	R				
>	2		<b>Students will use a variety of sound sources when composing. (CM, LS, HOTS)</b>												
		a	Identify possible sound sources for use in composition			I	I	D	D	D	R				
		b	Compare/contrast appropriate sound sources			I	I	D	D	D	R				
		c	Create, perform, and evaluate a short piece using a variety of sound sources			I	I	D	D	D	R				
<b>Grades 6-8</b>															
>	1		<b>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)</b>												
		a	Compose a work in ABA, AABA, or ABACA form								I	D	D		
		b	Perform a work as a solo or with a group of students								I	D	D		

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<b>Grades 9-12</b>															
>	1		<b>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)</b>												
		a	Demonstrate ability to preserve melodic, rhythmic, or harmonic features of the original work closely but not literally									D	D	D	M
		b	Create an arrangement that is consistent with the original work									D	D	D	M
>	2		<b>Students compose and arrange music for voices, demonstrating knowledge of the ranges and traditional usages of the sound sources. (LS, HOTS)</b>												
		a	Create piece of work for all voices that demonstrate familiarity with voice ranges and traditional uses									D	D	D	M
		b	Create piece of work that clearly uses repetition to provide unity and contrast to provide variety									D	D	D	M
V	*	*	<b>STANDARD: Students will read and notate music.</b>												
<b>K-5</b>															
>	1		<b>Students will read whole, half, quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (LS)</b>												
		a	Identify and read steady beat symbols			I	I	R	M	M	M				
		b	Identify and perform quarter note, eighth note, and quarter rest patterns				I	D	R	M	M				
		c	Identify and perform sixteenth note patterns						I	R	M				
		d	Label and notate bar lines, double bar lines, meter signatures, and repeat signs				I	D	R	M	M				
>	2		<b>Students will use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys. (CM, LS)</b>												
		a	Respond to visual (pictorial) representation of sounds and notate, on the staff, simple pitch icons using steps, skips, repeats (same)				I	D	R	M	M				
		b	Name the lines and spaces of the treble (g) clef					I	D	R	M				
		c	Read and notate, on the staff, traditional notation in keys of C, G, and F using solfege and letter names						I	R	M				

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>	3		<b>Students will identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. (CM, LS)</b>												
		a	I	I	D	M	M	M							
		b	I	I	D	M	M	M							
		c	I	I	D	M	M	M							
>	4		<b>Students will use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. (LS)</b>												
		a		I	D	R	M	M							
		b		I	D	R	M	M							
		c			I	D	R	M							
		d		I	D	D	R	M							
		e		I	D	D	R	M							
<b>Grades 6-8</b>															
>	1		<b>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)</b>												
		a							I	D	D				
		b							I	D	D				
>	2		<b>Students will read at sight simple melodies in both the treble and bass clefs. (LS, HOTS)</b>												
		a							I	D	D				
		b							I	D	D				
>	3		<b>Students will identify and define standard notation symbols for pitch, rhythm, dynamics, temps, articulation, and expression. (CM, LS, HOTS)</b>												
		a							I	D	D				
		b							I	D	D				
>	4		<b>Students will use standard notation to record their musical ideas and the musical ideas of others. (LS)</b>												
		a							I	D	D				
		b							I	D	D				

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>	5		<b>Students (in a choral ensemble or class) will sight read, accurately &amp; expressively, music with a level of difficulty of two, on a scale of one to six. (LS, HOTS)</b>												
		a	Perform the correct pitches, rhythms, dynamics, phrasing and style												
		b	Demonstrate sensitivity to dynamics, phrasing expression and style												
<b>Grades 9-12</b>															
>	1		<b>Students will demonstrate the ability to read a vocal score or up to four staves by describing how the elements of music are used. (CM, LS, HOTS)</b>												
		a	Identify almost all the melodies and countermelodies												
		b	Identify the large form in two four-staff score and can describe internal form of the sections												
		c	Identify any unusual rhythmic or metric features												
		d	Able to discuss the rhythmic and metric features of the full scores												
>	2		<b>Students (in a choral ensemble or class) will sight read, accurately, &amp; expressively, music with a level of difficulty of three, on a scale of one to six. (CM, LS)</b>												
		a	Perform the correct pitches												
		b	Perform the correct rhythms												
<b>VI</b>	<b>*</b>	<b>*</b>	<b>STANDARD: Students will listen to, analyze, and describe music.</b>												
<b>K-5</b>															
>	1		<b>Students will identify simple music forms when presented aurally. (CM, LS, HOTS)</b>												
		a	Compare patterns of music as same or different (phrase structure).												
		b	Compare/contrast sections as same or different												
		c	Recognize and label sections by icon or letter (AB, ABA and Rondo form)												
>	2		<b>Students will demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (CM, LS, HOTS, GE)</b>												
		a	Demonstrate the unique musical characteristics of a given culture through movement												
		b	Explore the predominant elements of music from various cultures through teacher questioning												

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>	3		<b>Students will use appropriate terminology in explaining music, music notation, music instruments and voices and music performances. (CM, LS)</b>												
		a	I	I	D	D	R	M							
		b	I	I	D	D	R	M							
>	4		<b>Students will identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. (CM, LS)</b>												
		a	I	I	D	D	D	D							
		b	I	I	D	D	D	D							
		c	I	I	D	D	D	D							
>	5		<b>Students will respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. (CM, LS)</b>												
		a	I	I	D	D	R	M							
		b	I	I	D	D	R	M							
		c	I	I	D	D	R	M							
		d	I	I	D	D	R	M							
<b>Grades 6-8</b>															
>	1		<b>Students will describe specific music events in a given aural example, using appropriate terminology. (CM, LS, HOTS)</b>												
		a							I	D	D				
		b							I	D	D				
>	2		<b>Students will analyze the uses of elements of music in aural examples representing diverse genres and cultures. (CM, LS, HOTS)</b>												
		a							I	D	D				
		b							I	D	D				

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>	3		<b>Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals and chords in their analyses of music. (CM, LS, HOTS)</b>													
		a	Recognize what is happening when listening to a piece of work							I	D	D				
		b	Demonstrate an understanding of what is happening in the music							I	D	D				
<b>Grades 9-12</b>																
>	1		<b>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)</b>													
		a	Identify the medium for a piece of work										D	D	D	M
		b	Describe the melodic characteristics of the work										D	D	D	M
		c	Describe the rhythmic characteristics of the work										D	D	D	M
		d	Describe the expressive devices										D	D	D	M
>	2		<b>Students will demonstrate extensive knowledge of the technical vocabulary of music. (LS)</b>													
		a	Able to identify fifty from a total of one hundred terms and symbols commonly used in music (e.g. mezzopiano, fortissimo, key, a cappella, chromatic, etc.)										D	D	D	M
>	3		<b>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)</b>													
		a	Identify the large form of all three works										D	D	D	M
		b	Able to cite two specific examples of another work that is similar in genre or style and that uses similar techniques or devices										D	D	D	M
		c	Describes the extent to which each work is unique, interesting, or expressive										D	D	D	M

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<b>VII</b>	*	*	<b>STANDARD: Students will evaluate music and music performances.</b>														
<b>K-5</b>																	
>	1		<b>Students will devise criteria for evaluating performances and compositions. (CM, LS, HOTS)</b>														
		a	Identify musical elements selected by teacher	I	I	D	R	M	M								
		b	Generate a list of descriptors for selected musical elements	I	I	D	R	M	M								
		c	Compare/contrast descriptors for performances and compositions	I	I	D	R	M	M								
		d	Select most appropriate criteria for evaluation purposes	I	I	D	D	R	M								
<b>Grades 6-8</b>																	
>	1		<b>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)</b>														
		a	Create own evaluation and is able to justify the evaluation assigned							I	D	D					
		b	Able to evaluate performance consistently with teacher's evaluation							I	D	D					
>	2		<b>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)</b>														
		a	Articulate what is well done in a musical piece and includes two positive features							I	D	D					
		b	Identify two features in a musical piece in need of improvement							I	D	D					
		c	Demonstrate knowledge of what is desirable in a musical piece and explains what is possible in that style or genre of music							I	D	D					
<b>Grades 9-12</b>																	
>	1		<b>Students evolve 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)</b>														
		a	Evaluate technical qualities of a performance											D	D	D	D
		b	Evaluate expressive or musical qualities of a performance											D	D	D	D
		c	Evaluate overall effect of a performance											D	D	D	D
		d	Able to evaluate performance consistently with teacher's evaluation											D	D	D	D

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>	2		<b>Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (CM, LS, HOTS)</b>													
		a	Distinguish between two interpretations by describing several of the most important distinguishing features of each, using appropriate music terminology										D	D	D	D
		b	Identify a setting in which each interpretation would be appropriate and explain why										D	D	D	D
>	3		<b>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)</b>													
		a	Evaluate a musical work by making one or two relevant and meaningful comments on the aesthetic meaning of the work										D	D	D	D
		b	Demonstrate ability to comment accurately and meaningfully on the musical means by which the work conveys feeling, emotion, and aesthetic meaning										D	D	D	D
<b>VIII</b>	*	*	<b>STANDARD: Students will understand relationships between music, the other arts, and disciplines outside the arts.</b>													
<b>K-5</b>																
>	1		<b>Students will identify similarities and differences in the meanings of common terms used in the various arts. (CM, LS)</b>													
		a	Respond to selected terms common to music and another art form	I	I	I	D	D	D							
		b	Identify selected terms common to music and other art forms	I	I	I	D	D	D							
>	2		<b>Students will identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (LS, HOTS)</b>													
		a	Identify the conceptual elements of a selected discipline or disciplines in the school	I	I	I	D	D	D							
		b	Respond to the conceptual elements of another discipline as it relates to the conceptual elements of music.	I	I	I	D	D	D							

Red Oak Community School District Vocal Music Education

VOCAL MUSIC			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
<b>Grades 6-8</b>																
>	1		<b>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)</b>													
		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				
		c	Familiar with the characteristic materials of the other arts							I	D	D				
>	2		<b>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)</b>													
		a	Explain ways in which the skills and knowledge learned in music might be helpful in learning reading, math, science, history, etc.							I	D	D				
<b>Grades 9-12</b>																
>	1		<b>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)</b>													
		a	Demonstrate knowledge of each of the arts discussed										D	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										D	D	D	M
<b>IX</b>	*	*	<b>STANDARD: Students will understand music in relation to history and culture.</b>													
<b>K-5</b>																
>	1		<b>Students will identify by genre or style aural examples of music from various historical periods and cultures. (CM, LS, GE, HOTS, MCGF)</b>													
		a	Hear, identify, and perform patterns which characterize cultures and/or historical periods			I	I	D	D	R	M					
		b	Hear and identify instruments of various cultures and/or historical periods			I	I	D	D	R	M					

## Red Oak Community School District Vocal Music Education

VOCAL MUSIC			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
>	2		<b>Students will identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. (CM, LS, CE, HOTS)</b>												
		a	I	I	D	D	R	M							
		b	I	I	D	D	R	M							
		c	I	I	D	D	R	M							
>	3		<b>Students will identify and describe roles of musicians in various music settings and cultures. (CM, LS, CE, GE, HOTS, MCGF)</b>												
		a	I	I	D	R	M	M							
		b	I	I	D	D	D	M							
>	4		<b>Students will demonstrate audience behavior appropriate for the context and style of music performed. (CM, LS, GE)</b>												
		a	I	I	D	D	R	M							
		b	I	I	D	D	R	M							
<b>Grades 6-8</b>															
>	1		<b>Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (CM, LS, MCGF)</b>												
		a							I	D	D				
		b							I	D	D				
>	2		<b>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)</b>												
		a							I	D	D				

**Red Oak Community School District Vocal Music Education**

<b>VOCAL MUSIC</b>			Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
<b>Grades 9-12</b>																
>	1		<b>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)</b>													
		a	Identify the genre or style and the historical period or culture of two works										D	D	D	M
		b	Able to justify identification by means of relevant and accurate comments (medium, form, rhythm, melody, harmony or texture)										D	D	D	M
>	2		<b>Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. (LS, CE)</b>													
		a	Identify three roles and provides basic and correct information about each										D	D	M	R