Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(A) experience and explore exemplary musical examples using technology and available live performances	(iv) explore exemplary musical examples using available live performances
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees	(i) identify melodic parts when listening to music using a melodic reading system
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees	(ii) identify melodic parts when performing music using a melodic reading system

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(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C) define concepts of music notation, intervals, and chord structure using appropriate terminology	(ii) define concepts of music intervals using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C) define concepts of music notation, intervals, and chord structure using appropriate terminology	(iii) define concepts of music chord structure using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(D) define concepts of rhythm and meter using appropriate terminology and counting system	(i) define concepts of rhythm using appropriate terminology

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(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(D) define concepts of rhythm and meter using appropriate terminology and counting system	(ii) define concepts of rhythm using appropriate counting system
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(D) define concepts of rhythm and meter using appropriate terminology and counting system	(iii) define concepts of meter using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(D) define concepts of rhythm and meter using appropriate terminology and counting system	(iv) define concepts of meter using appropriate counting system

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(ii) interpret music symbols referring to tempo
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(iii) interpret music symbols referring to articulation
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(iv) interpret expressive terms referring to dynamics

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(v) interpret expressive terms referring to tempo
(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(vi) interpret expressive terms referring to articulation
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:	(A) demonstrate mature, characteristic sound appropriate for the genre	(i) demonstrate mature, characteristic sound appropriate for the genre

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:	(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics	(i) demonstrate correct intonation
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:	(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics	(ii) demonstrate appropriate phrasing

Knowledge and Skills Statement	Student Expectation

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:	(F) create and notate or record original musical phrases	(ii) notate or record original musical phrases
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:	(A) demonstrate mature, characteristic sound appropriate for the genre while sight reading	(i) demonstrate mature, characteristic sound appropriate for the genre while sight reading

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:	(B) demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(i) demonstrate psychomotor skills while sight reading
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:	(B) demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(ii) demonstrate kinesthetic skills while sight reading

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:	(E) demonstrate use of a melodic reading system	

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student relates music to history, culture, and the w student is expected to:	(C) identify and describe uses of music in societies and cultures	(iii) desribe the uses of music in societies

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The stude relates music to history, culture, and the wo student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(iii) identify the impact of technologies on performances
(5) Historical and cultural relevance. The stude relates music to history, culture, and the wo student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(iv) identify the impact of ethical issues on music
(5) Historical and cultural relevance. The stude relates music to history, culture, and the wo student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(v) identify the impact of ethical issues on performers

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xii) explore the impact of technologies on performances
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xiii) explore the impact of ethical issues on music
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xiv) explore the impact of ethical issues on performers

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xv) explore the impact of ethical issues on performances
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xvi) explore the impact of economic factors on music
(5) Historical and cultural relevance. The student	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xvii) explore the impact of economic factors on performers

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(ii) practice informed concert etiquette as a performer during recorded performances in a variety of settings
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(iii) practice informed concert etiquette as an audience member during live performances in a variety of settings
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(A) practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(iv) practice informed concert etiquette as an audience member during recorded performances in a variety of settings

Knowledge and Skills Statement	Student Expectation	Breakout