Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C8.3(k)isi sounds.	

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. 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) analyze concepts of rhythm and meter using appropriate terminology and counting system	(iv) analyze concepts of meter using appropriate counting system
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(E) analyze musical forms in music selected for performance and listening	(i) analyze musical forms in music selected for performance and listening
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(F) analyze concepts of balance and blend using appropriate terminology	(i) analyze concepts of balance using appropriate terminology

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(F) analyze concepts of balance and blend using appropriate terminology	(ii) analyze concepts of blend using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(G) analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals	(i) analyze musical styles
(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(G) analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals	(ii) analyze musical genres

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(A) read and notate music that incorporates advanced melodies and rhythms	(iii) notate music that incorporates advanced melodies
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(A) read and notate music that incorporates advanced melodies and rhythms	(iv) notate music that incorporates advanced rhythms
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms	(i) interpret music symbols
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms	(ii) interpret expressive terms

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student demonstrates		

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 increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:	(B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(ii) analyze kinesthetic skills
(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 increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:	(B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(iii) apply psychomotor skills

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 increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, 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 increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, 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	Breakout
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs		

Knowledge and Skills Statement

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 increasing level of difficulty in a variety of styles. The student is expected to:	(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(i) refine 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 increasing level of difficulty in a variety of styles. The student is expected to:	(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(ii) refine 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 increasing level of difficulty in a variety of styles. The student is expected to:	(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(iii) apply 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 increasing level of difficulty in a variety of styles. The student is expected to:	(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(iv) apply 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 increasing level of difficulty in a variety of styles. The student is expected to:	(C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo	(i) demonstrate correct articulation while sight reading using a counting system within an appropriate tempo
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo	(ii) demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(D) demonstrate observance of multiple key signatures and changing modalities while sight reading	(i) demonstrate observance of multiple key signatures 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 increasing level of difficulty in a variety of styles. The student is expected to:	(D) demonstrate observance of multiple key signatures and changing modalities while sight reading	(ii) demonstrate observance of changing modalities 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 increasing level of difficulty in a variety of styles. The student is expected to:	(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while	

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of	

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xi) evaluate the impact of technologies on performers
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xii) evaluate the impact of technologies on performances
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xiii) evaluate the impact of ethical issues on music

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xvii) evaluate the impact of economic factors on performers
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xviii) evaluate the impact of economic factors on performances
(5) Historical cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(F) generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques	(i) generate tools for college preparation

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

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:		

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:	(E) evaluate musical performances and compositions by comparing them to similar or	

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:	(E) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement	(iii) evaluate musical performances by offering constructive suggestions for improvement
(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:	(E) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement	(iv) evaluate musical compositions by offering constructive suggestions for improvement