

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(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:</p>	<p>(A) experience and explore exemplary musical examples using technology and available live performances</p>	<p>(iv) explore exemplary musical examples using available live performances</p>
<p>(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:</p>	<p>(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</p>	<p>(i) identify melodic parts when listening to music using a melodic reading system</p>
<p>(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:</p>	<p>(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</p>	<p>(ii) identify melodic parts when performing music using a melodic reading system</p>

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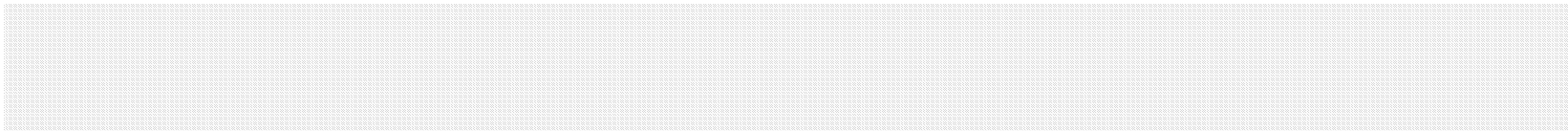
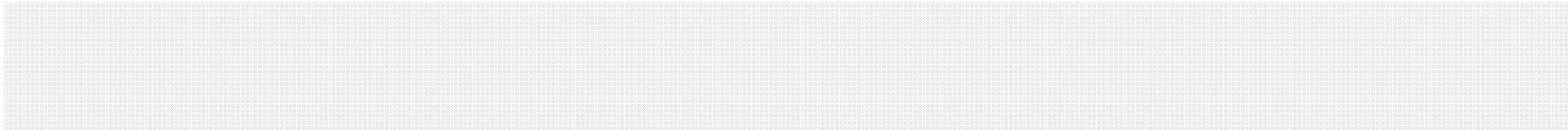
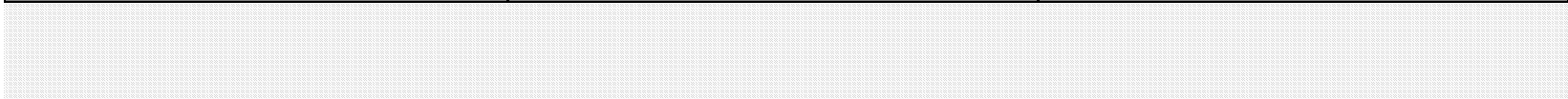
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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(E) explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance</p>	<p>(i) explore elements of music through literature selected for performance</p>
<p>(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:</p>	<p>(F) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices</p>	<p>(i) apply health and wellness concepts related to music practice</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(A) read notation systems or manipulate sounds as appropriate to the course of study</p>	<p>(i) read notation systems or manipulate sounds as appropriate to the course of study</p>

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<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(B) read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate</p>	<p>(i) read and notate or record and produce music that incorporates rhythmic patterns in simple meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(B) read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate</p>	<p>(ii) read and notate or record and produce music that incorporates rhythmic patterns in compound meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(B) read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate</p>	<p>(iii) read and notate or record and produce music that incorporates rhythmic patterns in asymmetric meters as appropriate</p>

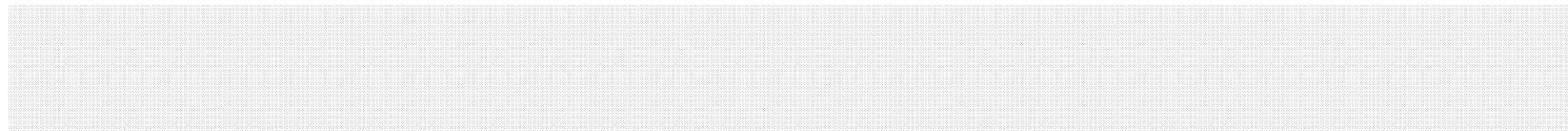
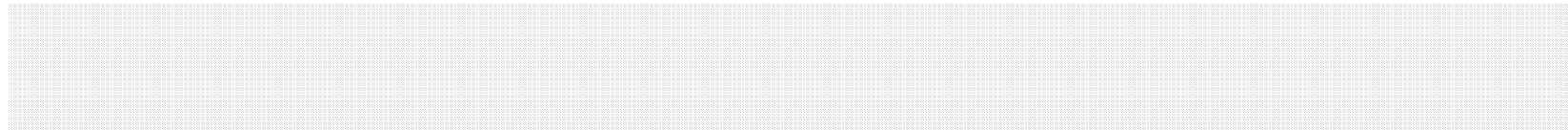
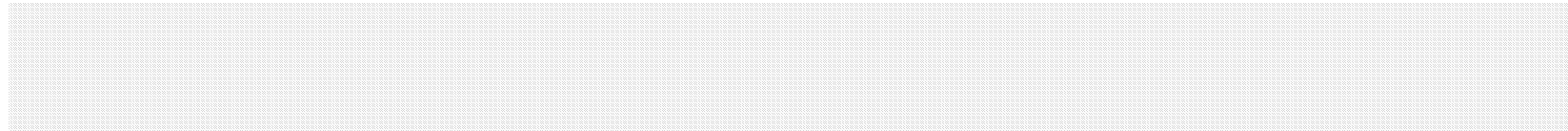
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<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(C) interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate</p>	<p>(i) interpret music symbols referring to concepts as appropriate</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(C) interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate</p>	<p>(ii) interpret expressive terms referring to concepts as appropriate</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(D) demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty</p>	<p>(i) demonstrate cognitive skills, including observance of key signature, while studying or producing music at an appropriate level of difficulty</p>

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(3) Creative expression. The student, individually



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<p>(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:</p>	<p>(E) demonstrate understanding of correct intonation</p>	<p>(i) demonstrate understanding of correct intonation</p>
<p>(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:</p>	<p>(F) exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions</p>	<p>(i) exhibit appropriate performance techniques for formal concerts or recording sessions</p>
<p>(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:</p>	<p>(F) exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions</p>	<p>(ii) exhibit appropriate performance techniques for informal concerts or recording sessions</p>

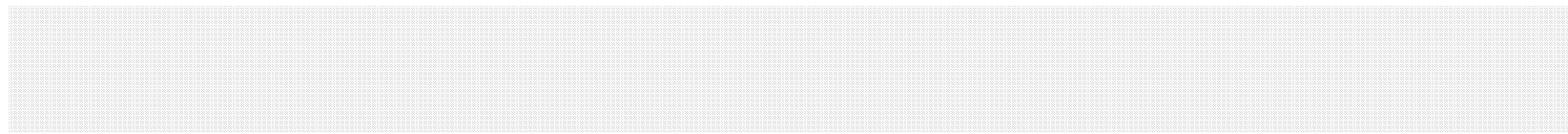
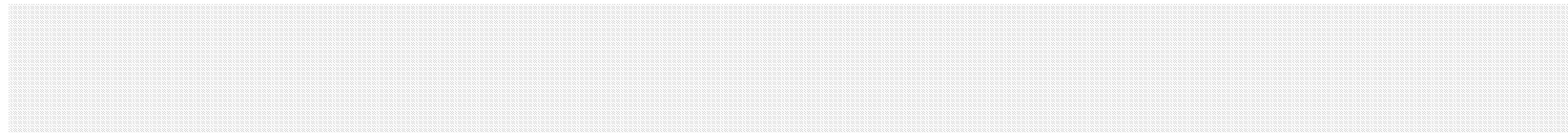
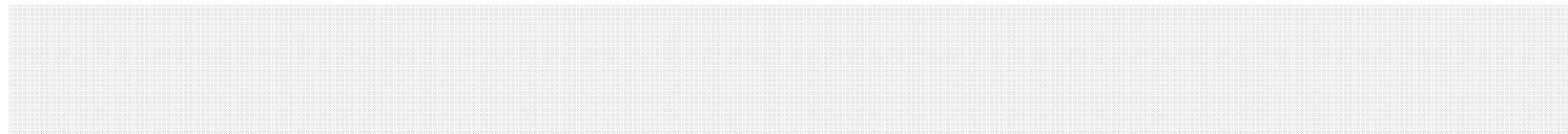
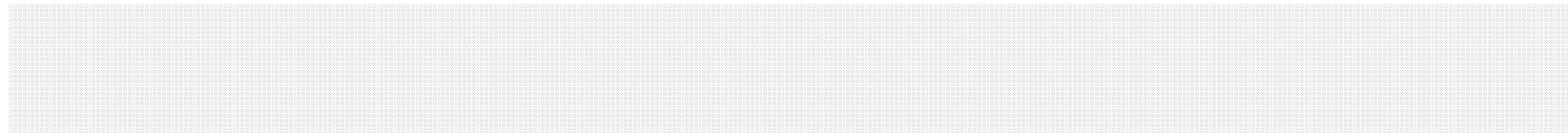
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(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) compare and contrast music by genre, style, culture, and historical period	(i) compare and contrast music by genre
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) compare and contrast music by genre, style, culture, and historical period	(ii) compare and contrast music by style
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) compare and contrast music by genre, style, culture, and historical period	(iii) compare and contrast music by culture

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(i) identify the impact of technologies on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(ii) identify the impact of technologies on musicians
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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(x) explore the impact of technologies on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(xi) explore the impact of technologies on musicians
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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:

(A) practice informed concert etiquette as a performer and an audience member during

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