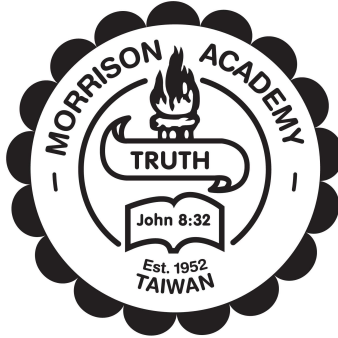


Visual and Performing Arts (Grades K - 12) Curriculum Guide





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PHILOSOPHY STATEMENT	4
VISION FOR OUR VISUAL AND PERFORMING ARTS LEARNERS	5
VPA HALLMARKS	7
VISUAL ARTS: K-12 Strands	11
VISUAL ARTS: Resources for Instruction	13
VISUAL ARTS: Overview by Grade/Course	14
VISUAL ARTS: Elementary School Benchmarks	18
VISUAL ARTS: Middle School Benchmarks – Art Core	21
VISUAL ARTS: High School Benchmarks - Animation	22
VISUAL ARTS: High School Benchmarks - Art Fundamentals	23
VISUAL ARTS: High School Benchmarks - Chinese Painting	24
VISUAL ARTS: High School Benchmarks - Graphic Design	25
VISUAL ARTS: High School Benchmarks - Paper Craft	26
VISUAL ARTS: High School Benchmarks - Pottery Basics	27
VISUAL ARTS: High School Benchmarks – Drawing	30
VISUAL ARTS: High School Benchmarks – Mosaics	31
VISUAL ARTS: High School Benchmarks – Painting	32
VISUAL ARTS: High School Benchmarks – Pottery	33
PERFORMING ARTS: K-12 Strands	34
PERFORMING ARTS: Outcomes	35
PERFORMING ARTS: K-12 Scope and Sequence	39
PERFORMING ARTS: Resources for Instruction	39
PERFORMING ARTS: Overview by Grade/Course	42
PERFORMING ARTS: Elementary Benchmarks - Kindergarten	49
PERFORMING ARTS: Elementary Benchmarks – Grade 1	50
PERFORMING ARTS: Elementary Benchmarks – Grade 2	51
PERFORMING ARTS: Elementary Benchmarks – Grade 3	52
PERFORMING ARTS: Elementary Benchmarks – Grade 4	53
PERFORMING ARTS: Elementary Benchmarks – Grade 5	54
PERFORMING ARTS: Middle School Benchmarks – MS Band	55
PERFORMING ARTS: Middle School Benchmarks – MS Choir	56
PERFORMING ARTS: Middle School Benchmarks – MS Orchestra	57
PERFORMING ARTS: Middle School Benchmarks – MS Drama/Speech	58
PERFORMING ARTS: High School Benchmarks – A Cappella Choir	58
PERFORMING ARTS: High School Benchmarks – Chamber Singers	59
PERFORMING ARTS: High School Benchmarks – Chamber Strings	61
PERFORMING ARTS: High School Benchmarks – Chamber Winds	62
PERFORMING ARTS: High School Benchmarks – Chorale	63
PERFORMING ARTS: High School Benchmarks – Concert Band	64
PERFORMING ARTS: High School Benchmarks – Flute Choir	65

PERFORMING ARTS: High School Benchmarks – Mixed Instrumental Ensemble (This ensemble will be offered as an alternative to HS Band and/or Orchestra when there are smaller number of students than traditional ensembles.)	66
PERFORMING ARTS: High School Benchmarks – Music History	67
PERFORMING ARTS: High School Benchmarks – Music Theory	68
PERFORMING ARTS: High School Benchmarks – String Orchestra	69
PERFORMING ARTS: High School Benchmarks – Violin Choir	70
PERFORMING ARTS: High School Benchmarks – Drama/Speech	71
APPENDIX A: Biblical Principles for Visual & Performing Arts	73
APPENDIX B: Co-Curricular Performing Arts Course Overviews	74
APPENDIX C: Co-Curricular Performing Arts Benchmarks	75

PHILOSOPHY STATEMENT

Morrison Academy's visual and performing arts program endeavors to use the arts to glorify and worship God, equip students to serve His church, and impact their world in a relevant and dynamic way.

Students are made in the image of their Creator who has endowed them all with His creativity. Training in visual and performing arts is an essential component of educating the whole person, therefore students must be given the opportunity to explore, develop, integrate, and enjoy their diverse God-given artistic abilities. Students will learn to express their creativity by experiencing, appreciating and discerning the arts from historical, contemporary, and multicultural perspectives.

VISION FOR OUR VISUAL AND PERFORMING ARTS LEARNERS

Moral and Ethical Citizen

1. Demonstrate self-control and self-discipline in attitude and behavior
2. Make decisions from a Biblical perspective (e.g. copyright, plagiarism)
3. Respect the arts of other cultures and genres
4. Create and present works of art that are honoring to God

Christ Follower

1. Appreciate who God is as a Creator who made us in His image and built creativeness into our being
2. Discern art that has noble intentions and that which has ill intentions
3. Understand the interaction between worldview and the arts
4. Find ways to use artistic gifts to honor God while serving community

Critical and Creative Thinker

1. Create and present works of art with high standards
2. Analyze, interpret, evaluate, and synthesize visual and performing arts
3. Recognize that works of art should be understood on many levels: technical, cultural, moral, expressive, and contextual

Life Long Learner

1. Develop discipline and perseverance
2. Maintain artistic curiosity and exploration
3. Participate in, enjoy, respect, and support the arts

Effective Communicator

1. Demonstrate competence in performing arts through reading, creating, and performing
2. Express emotions, ideas, and messages effectively through visual arts
3. Contribute collaboratively in groups (e.g. ensembles, worship teams, drama casts, etc.)

Wise and Responsible Steward

1. Cultivate persistence and self-discipline to develop God-given artistic gifts and talents
2. Use God-given artistic gifts and talents to generously and compassionately serve others
3. Use the arts to worship and honor God

VPA HALLMARKS

Biblical Integration

Morrison Academy recognizes that music and art are expressed in ways that reflect the participant or beholder's impressions of the world. Teachers therefore consider it of vital importance that students be equipped with the truth (2 Timothy 3:17) so they can be set free (John 8:32) to serve God and others responsibly. Teachers reflect on content in the visual and performing arts classes in order to integrate biblical truth about God, creation, mankind, moral order and purpose.

Specialized Teachers

Along with the excellent professional practices that are characteristic of all Morrison Academy teachers, our art and music teachers possess special skill sets pertaining to their fields. The talents and abilities of our teachers are unique and varied, and this variety within our teams of art and music teachers ensures that Morrison Academy students are getting well rounded training of the highest quality.

Cultural Sensitivity and Diversity

As an international school, Morrison endeavors to expose students to a wide variety of world music and multi-cultural art. As our world becomes more interconnected, our study of the art and music of various cultures will give us greater understanding towards others different than ourselves.

Individual Attention

Morrison Academy's arts programs give all our students access to individual learning opportunities.

In *music*, the private lesson program provides music students with one-on-one interaction with their teacher. This special teaching relationship affirms the students in their musical pursuits and provides them with immediate and personalized feedback.

In *art*, at the high school and middle school level, art electives' small class sizes allow a close working relationship between teacher and student. The teacher readily follows the progress of each student and the student receives immediate feedback and encouragement. Additionally in high school, students have the opportunity to take an independent study class, where they meet with their teacher one-on-one to study a subject of their choice. At the elementary level the nature of the classroom activities allows the teacher to circulate or sit side-by-side with students who are struggling with an

assignment, or who need further explanation or demonstration, or simply need some encouragement.

Well-Rounded Education

Morrison seeks to provide a well-rounded curriculum to all students. The arts are taught to exercise the right side of the brain and to give opportunity for each student to express themselves with an artistic outlet. Arts education is vital for stimulating imagination and creativity, innovative problem-solving and critical-thinking skills, and student achievement. By incorporating arts education with rigorous academic curricula, Morrison fosters a wide range of opportunities for students' futures.

Quality Presentations

Morrison Academy teachers recognize that presenting to an audience should be a positive learning experience for students. Therefore, the school provides opportunities for students to build confidence and bless others through performing and displaying their God-given gifts and talents throughout the year. These quality presentations teach students to aim for excellence and balance traditional concepts with innovative experiences while being meaningful for both the students and the intended audience. Students are exposed to a variety of genres in order to make informed judgments regarding the visual and performing arts in their world.

Innovation and Experiential Learning

Morrison Academy recognizes that arts education is an innovative and experiential process. Innovation embodies design, discovery, passion, taking risks, and trying something new.

Visual arts teachers give students hands-on opportunities to experience creating art works in many forms. They also help their students experience the creativity of other artists—including their peers—through on and off-campus exhibits and museums, published material, and the internet.

Performing arts teachers provide their students with the experience of publicly sharing music, drama, and dance with their parents, peers, and community. Students also experience the work of others—including their peers—through live on and off-campus performances as well as recorded works.

SAC APPROVED CHANGES for 2017

- Increasing the high school fine arts graduation requirement from 0.5 credit to 1 credit
- Adding a drama/speech course to the high school course offerings
- Pulling out a performing arts period for middle school (separate from exploratory courses)
- Adding a drama/speech course to the middle school performing arts selection
- Putting beginning band (and strings) in 5th grade

ENGAGED INSTRUCTIONAL TIME REQUIREMENTS

(Refer to Procedure 295)

VISUAL ARTS CURRICULUM GUIDE

VISUAL ARTS: K-12 Strands

1 **Create** - Identifying and using principles and elements of art. Learning skills, abilities, techniques while creating art.

2 **Communicate** - Through art, students learn to express themselves, tell stories, share ideas, or move hearts and minds.

3 **Appreciate** - Discovering and learning about the place of art and artists in society, in cultures, and in history. Interpreting meanings, symbols, ideas, statements, and themes found in specific artwork.

VISUAL ARTS: Outcomes

Elementary School

Children who complete the six grade levels of elementary art at Morrison Academy will be able to *create* art using a variety of art mediums in both the second and third dimensions and identify and use the common elements and principles of art. With confidence, they will create art that *communicates* their own thinking, tells stories, shares ideas, or evokes emotions. They will be led to *appreciate* the work of their peers, the art handed down through history, art from other cultures, and the place of art and artists in their world today.

Middle School

Students who complete the middle school visual arts program at Morrison Academy create artwork in both second and third dimensions and use different art mediums. They know and use each of the elements and principles of art. They safely and properly handle and use a variety of art tools and materials. They communicate, through their art, their own thoughts and emotions. They appreciate the art work of their peers, the art of both historical and contemporary artists, and the art from other cultures. They are aware of the place of art and artists in society.

High School

Students who complete a core high school art course at Morrison Academy create art in specific art mediums, hone specific skills and use a working knowledge of the elements and principles of art. They have proficiency using the art tools and materials specific to their selected areas of art. Students communicate through their art personal expression, ideas, and messages

and/or evoke specific emotions. Students appreciate and actively interpret the work of their peers, the work of both historical and contemporary artists, and art from other cultures. They are knowledgeable of a number of artists from history and from the present.

VISUAL ARTS: K-8 Scope and Sequence

Grade	CREATE	COMMUNICATE	APPRECIATE
K	<ul style="list-style-type: none"> • Explores and creates with color, line, shape, form and texture • Introduced to basic art tools and materials 	<ul style="list-style-type: none"> • Uses art to express things about themselves 	<ul style="list-style-type: none"> • Learns basic art terminology while looking at a piece of art
1	<ul style="list-style-type: none"> • Explores, creates and discovers art in all 7 elements • Continues to build skills with basic tools and materials 	<ul style="list-style-type: none"> • Uses art to express ideas and experiences 	<ul style="list-style-type: none"> • Begins to learn about art in other cultures
2	<ul style="list-style-type: none"> • Explores, creates, discovers and applies the 7 elements of art; introduction to principles of art • Shows an understanding of how to use basic tools and materials 	<ul style="list-style-type: none"> • Learns to use art to communicate personal interests and experiences 	<ul style="list-style-type: none"> • Can discuss a work of art with grade level terminology
3	<ul style="list-style-type: none"> • Continues to practice using the elements of art; explores principles of art • Continues to develop skills with materials and tools 	<ul style="list-style-type: none"> • Learns to use art to communicate a message, story or statement 	<ul style="list-style-type: none"> • Can recognize and describe various works of art and the tools used to create them
4	<ul style="list-style-type: none"> • Uses elements of art with confidence and expands understanding of principles of art • Uses tools and 	<ul style="list-style-type: none"> • Uses art to communicate a specific mood, emotion, feeling or reaction 	<ul style="list-style-type: none"> • Recognizes some art styles and/or movements from cultures and history

	materials safely and appropriately		
5	<ul style="list-style-type: none"> Shows mastery in identifying and using the elements of art; expands knowledge of the principles of art Demonstrates proper use of tools and materials in projects 	<ul style="list-style-type: none"> Can demonstrate or discuss how art can represent ideas and convey meaning 	<ul style="list-style-type: none"> Interprets messages or moods in art works and recognizes works by specific artists
MS (Art Core)	<ul style="list-style-type: none"> Understands and applies the principles and elements of art in their own work Uses a variety of mediums, techniques and tools to produce original artwork 	<ul style="list-style-type: none"> Uses art to express personal feelings, ideas and experiences and to clearly communicate to a target audience 	<ul style="list-style-type: none"> Analyzes and recognizes style and mediums used in works of art and can apply to own art Can discuss and critique art

VISUAL ARTS: Resources for Instruction

Grades K-12

The New Drawing on the Right Side of the Brain [Paperback]

Betty Edwards

Publisher: Tarcher, 2nd Revised & Enlarged Edition (August 30, 1999)

ISBN-10: 0874774241

ISBN-13: 978-0874774245

20 copies for each campus = total 60

Great Studio Projects in Art History [Paperback]

William Reid

Publisher: J Weston Walch; Revised Edition (February 1, 2000)

ISBN-10: 0825138523

ISBN-13: 978-0825138522

1 copy for each campus = total 3

VISUAL ARTS: Overview by Grade/Course

K-5 Program

Kindergarten

Kindergarten art class is a hands-on class in which children will draw, paint, glue, and work with clay to explore, discover and create art. The students will learn to identify textures, colors, shapes, and other elements of art. They will use art to express things about themselves. They will also see how digital technology is a tool for assisting artists.

First Grade

First Grade art is a hands-on class building on what students experienced in kindergarten art. First grade art students will draw, paint, cut, glue, and work with clay to create art safely using a variety of art materials and tools. The students will learn to identify patterns, repetition, primary colors, and other principles and elements of art. They will use art to express things about themselves, and learn about art from other cultures and in history. They will also learn how digital technology is a tool for assisting artists.

Second Grade

Second Grade art is a hands-on class building on what students experienced in kindergarten and first grade art. Second grade art students will draw, design, paint, cut, glue, print or stamp, and work with clay to create art safely

using a variety of art materials and tools. The students will learn to describe and use patterns, balance, secondary colors, and other principles and elements of art. They will use art to communicate their personal interests or events in their lives. They will use art to learn about other cultures and some art history. They will also have an opportunity to explore digital art.

Third Grade

Third Grade art is a hands-on class building on what students learned and experienced in the primary grades. Third grade art students will learn to design, draw, paint, print or stamp, make sculpture and work with clay to create art safely using a variety of art materials and tools. The students will learn to make art that explores form and space, balance and symmetry, secondary and tertiary colors, and many other principles and elements of art. They will use art to communicate and illustrate stories or ideas, and express their interests and experiences. They will make art that teaches them about art from other cultures and from different times in history. They will learn about and use digital technology in art class.

Fourth Grade

Fourth Grade art is a hands-on class. Fourth grade art students will develop skills in drawing, design, watercolors, printing and/or pottery. They will learn techniques and skills for safely using a variety of art materials and tools. The students learn principles and elements of art including line, form, balance, symmetry, contrast, or perspective. They may create posters or advertisements, both by hand and with digital tools to communicate specific messages or ideas. They will compare and contrast art from other cultures and from different times in history.

Fifth Grade

Fifth Grade art is a hands-on class. Fifth grade art students will further develop skills in drawing, design, watercolors, printing, sculpting and/or pottery. The students will apply advanced principles and elements of art such as value, emphasis, perspective drawing, and gradation. They may create presentations using a variety of art tools, including digital tools. They will interpret the art of artists from other cultures, other time periods, and of their own peers. They will begin to appreciate the positive role of art and artists in the community.

Middle School Program

Middle School students take art as part of the Middle School Exploratory Courses (EC). These courses include a wide variety of mediums and art experiences. In addition to these choices, students will take a one-quarter Art Core course once during their middle school years. Middle School students develop art skills and learn new skills while creating their own original artwork.

Students will use art to express themselves and communicate themes, ideas, or messages. They will learn to interpret and analyze their own art and appreciate the art of their peers, as well as the art of historical and contemporary artists.

High School Program

Animation

1 semester

Beginning to advanced students will learn to create animation of their own original work to communicate ideas, messages and emotions with viewers. Though this course does not attempt to teach students Adobe Flash, students will become acquainted with Flash for the purpose of producing their animation projects. Students will do some drawing by hand, use photography, and create computer graphics while completing 5 or more animation exercises and projects. Students will also learn about the historical and cultural impact on contemporary animation.

Art Fundamentals

1 semester

Open to all students. This course provides students with working experience in several different areas of art including design, painting, drawing, printing and pottery. Students will learn to express themselves, ideas and messages through their own original art pieces. Students will also learn about art history through the research of historical artists.

Audiovisual Production 1

1 semester

This elective course introduces the basics of audio and video production utilizing video cameras, audio recording devices, and digital editing software. Students will create original products like an informational video, news broadcast, documentary, or theatrical video. This course is open to all high school students.

Audiovisual Production 2

1 semester

This elective course follows up on the knowledge and skills learned in Audiovisual Production 1. Students will learn more about planning and production, green screening, digital effects, and editing software through collaborative projects. Students will also be required to complete an individual project from start to finish. This course is open to all high school students that have completed Audiovisual Production 1.

Chinese Painting

1 semester

This class meets twice a week. Beginning to advanced students will learn how to use Chinese writing and painting tools and materials to produce their own Chinese calligraphy and paintings. Students will use various methods and styles, including techniques in creating landscape, bamboo, flowers, fish and fruit paintings. Students will understand the historical and cultural significance of Chinese painting.

Drawing

1 semester

This is a drawing course for beginning to intermediate students. Students will learn four specific skills that will help them draw from observation. The course follows the well-known book, *Drawing on the Right Side of the Brain* by Betty Edwards. Students will also develop an appreciation for the significant draftsman in history.

Graphic Design

1 semester

Beginning to advanced students will apply the design elements and principles. They will develop and hone design skills and processes with an emphasis on communicating specific ideas to a specific target audience. The course includes layout design, typography, logo design, and graphic illustration.

Mosaics

1 semester

This class meets twice a week. Students will complete two or more original and expressive mosaic designs using glass and self-made clay tiles on plywood. Students will also develop an appreciation for the cultural and historical use of mosaics to communicate through design and art.

Painting

1 semester

This is a painting course for beginning to intermediate students. Students will learn the process of painting while learning to mix colors while completing six or more paintings. There will be emphasis placed on using painting to communicate ideas, emotions or messages. Students will also learn about famous historical and contemporary painters.

Paper Crafts

1 semester

This class meets twice a week. Students in paper crafts class will learn to do paper cutting in both traditional and contemporary styles, paper installation, 3-D paper construction, one-paper design, Paper Mache, piñata, polyhedrons, origami and silhouette. They will appreciate the historical and cultural backgrounds of the art of paper craft while creating many samples of their own paper art work.

Pottery

1 semester

Beginning to advanced students will learn to make various pottery pieces using several basic techniques such as pinch, slab, coil and wheel. Each student will take home several original pieces of pottery that have been glazed and fired. Students will also understand the historical and cultural background of pottery in Taiwan and other countries.

Pottery Basics

1 semester

This class meets twice a week. Beginning to advanced students will learn several basic techniques such as pinch, slab, coil and wheel. Each student will take home several original pieces that have been glazed and fired. Students will also develop their understanding of the historical and cultural significance of pottery in Taiwan and other countries.

VISUAL ARTS: Elementary School Benchmarks

Kindergarten through Second Grade

1. CREATE

- a. I can create art that explores the elements of art.
- b. I can create art that explores the principles of art.
- c. I can demonstrate improvement in my co-ordination and development of skills in the use of basic visual art tools and materials (ex. crayons, scissors, brushes).
- d. I can use art room tools and media safely (scissors, clay, paints, etc)
- e. I can create both two- and three- dimensional works of art.

2. COMMUNICATE

- a. I can express my own ideas using a variety of art materials and tools.
- b. I can make art inspired by my own experiences.

3. APPRECIATE

- a. I can describe art work using art terminology at my grade level.
- b. I can recognize, observe, and describe art I see in the community.
- c. I can describe the feelings a specific art work stirs up in me.
- d. I can discuss, with guidance, how a piece of art tells something about the place or community in which it was created.
- e. I understand that art can be different from one culture to the next.

Third Grade through Fifth Grade

1. CREATE

- a. I can create two- and three-dimensional works of art that are inspired by my own ideas, interests, points of view, environment, and community.
- b. I can create art that explores and demonstrates understanding of the elements of art.
- c. I can create art that explores and demonstrates understanding of the principles of art.
- d. I can demonstrate the proper use of visual art tools and mediums appropriate to the current project.
- e. I can create art in the same style as a professional artist or movement and identify connections to the original work.

2. COMMUNICATE

- a. I can create art that communicates or evokes a specific emotion, mood, feeling or reaction.
- b. I can create art that communicates about me, life events, family or community.
- c. I can, through my art, communicate a message, story or statement (e.g. advertisement, poster, a book)
- d. I can discuss how art can represent ideas and convey meaning verbally and non-verbally.

3. APPRECIATE

- a. I can describe art work using grade level art terminology.
- b. I can recognize and describe various works of art and the tools needed to create different types of art.
- c. I can name some art styles and/or movements of art from Asian and historical periods of art.
- d. I can interpret messages, feelings or moods in works of art.
- e. I can recognize and describe art created by distinctive Taiwan artists (e.g.: Sculptor Ju Ming or painter Liu Guosong).
- f. I can tell how artists and their work affect our daily lives.

VISUAL ARTS: Middle School Benchmarks – Art Core

1. CREATE

- a. I can plan and produce original art (e.g. designs, drawings, paintings, clay products, sculptures, prints) using a variety of mediums, art techniques and tools.
- b. I can understand and apply the essential principles and elements of art to my own artwork.

2. COMMUNICATE

- a. I can express myself through my art (e.g. personal feelings, ideas, experiences, concepts or statements).
- b. I can use my art to clearly communicate a specific message to a target audience (e.g. peers, school, community).

3. APPRECIATE

- a. I can analyze the art of other cultures, artists or movements and apply their unique characteristics to my own original artwork.
- b. I can recognize the style, medium used, and the significance of well-known artists or works of art (both historical and contemporary).
- c. I can discuss my art with my peers and give constructive criticism about their art.

VISUAL ARTS: High School Benchmarks - Animation

1. CREATE

- a.** I can use software to produce 5 or more animation exercises and projects.
- b.** I can demonstrate a sense of timing in my animation.
- c.** I can create animated objects that move fluidly.

2. COMMUNICATE

- a.** I can create animation that expresses something about myself.
- b.** I can plan and produce animation that communicates a specific story, message, emotion or theme to a specific target audience.

3. APPRECIATE

- a.** I can analyze and interpret the work of well known animators both past and present.
- b.** I can analyze and critique the animation work of my peers.

VISUAL ARTS: High School Benchmarks - Art Fundamentals

1 CREATE

- a. I can create art using a variety of art mediums (e.g. paint, crayon, paper, clay, etc.).
- b. I can apply the elements and principles of art in my art work.
- c. I can demonstrate the safe and appropriate use of art tools and materials.

2 COMMUNICATE

- a. I can create art to communicate a story, message, or theme.
- b. I can create art that expresses something unique about me, my community or my culture.
- c. I can create art that expresses a specific emotion or mood.

3 APPRECIATE

- a. I can distinguish the elements and principles of art in a particular artwork.
- b. I can recognize and interpret art from a variety of artists and styles.
- c. I can demonstrate my knowledge of an artist's role in society.

VISUAL ARTS: High School Benchmarks - Chinese Painting

1 CREATE

- a. I can demonstrate basic skills in handling the Chinese brush and ink.
- b. I can paint a variety of different subjects(e.g. landscape, bamboo, flowers, fish and fruit paintings).
- c. I can demonstrate basic Chinese calligraphy skills.

2 COMMUNICATE

- a. I can create original Chinese art that expresses a traditional theme.
- b. I can create original Chinese calligraphy that communicates and enhances a message.

3 APPRECIATE

- a. I can describe and analyze Chinese paintings of my peers and historical artists.
- b. I can compare and contrast Chinese and Western painting.

VISUAL ARTS: High School Benchmarks - Graphic Design

1 CREATE

- a. I can demonstrate the ability to design an original mark (e.g. symbol, logo, letter mark, and seal) that has all the positive characteristics of a good mark.
- b. I can demonstrate the ability to design a layout (e.g. poster, profile, and brochure) that correctly applies the four principles of design: proximity, alignment, repetition and contrast.
- c. I can demonstrate in my class work the ability to make good typographical choices and apply good type spacing.
- d. I can demonstrate in my class work the ability to use software with enough ability to create my own designs.

2 COMMUNICATE

- a. I can create a mark or symbol for a target audience in which the intended meaning or concept can be recognized instantly.
- b. I can create layout designs that enhance the expression or communication of a message.
- c. I can make type selections that enhance the communication of my message in my designs.
- d. I can create designs that motivate a target audience to take a particular course of action (e.g. buy a product, attend an event, open a document, and view a message).
- e. I can create an illustration that communicates to the target audience a specific theme, concept or message.

3 APPRECIATE

- a. I can analyze and share with others the design aspects of my own products.
- b. I can analyze and share with others the design aspects of my peers' products.
- c. I can analyze and share about the design aspects of the work of professional designers.
- d. I can demonstrate knowledge about well-known designers, both contemporary and historical.

VISUAL ARTS: High School Benchmarks - Paper Craft

1 CREATE

- a. I can plan, design, and construct my own original paper craft art.
- b. I can safely use tools and materials (e.g. scissors, glues, staplers) while making my paper craft art.
- c. I can demonstrate proficiency in specific paper craft skills (e.g. precision cutting, folding, gluing).

2 COMMUNICATE

- a. I can create paper craft art that communicates recognizable objects, images, themes or messages.
- b. I can create paper craft art that expresses something about me, my interests or my culture.
- c. I can teach others (e.g. classmates, younger students) how to make a specific paper craft (e.g. origami, kirigami).

3 APPRECIATE

- a. I can interpret and analyze the work of professional paper craft illustrators.
- b. I can demonstrate basic understanding of the origins of paper craft.
- c. I can demonstrate basic understanding of the relationship between paper craft and the cultures where it originated (e.g. Japanese, Chinese).

VISUAL ARTS: High School Benchmarks - Pottery Basics

1 CREATE

- a. I can demonstrate basic abilities using a variety of skills (e.g. pinch, coil, slab, wheel, and glaze) while making pottery.
- b. I can correctly prepare my pottery work for firing.
- c. I can demonstrate in my pottery work the ability to use pottery tools and materials (e.g. cutters, wheel, bats, and glazes) safely and appropriately.

2 COMMUNICATE

- a. I can communicate or express something about myself, my interests or my culture through my pottery work.
- b. I can communicate or express themes, concepts, or imagery through my pottery work.
- c. I can describe the processes of creating pottery, glazing, preparing for the kiln, and the firing of pottery with appropriate vocabulary.

3 APPRECIATE

- a. I can contrast and compare the pottery of various cultures.
- b. I can demonstrate knowledge about the historical and cultural significance of pottery.
- c. I can analyze and interpret the qualities of my pottery, the pottery of my peers or the pottery of local or historical artists.

VISUAL ARTS: High School Benchmarks – Audiovisual Production 1

1 CREATE

- a. I can use software (e.g. Adobe Premier Pro, Audacity, Garage Band, Windows Movie Maker, HitFilm) to produce video projects.
- b. I can operate simple and complex cameras, portable microphones, and lighting systems.
- c. I can explain the difference between prefabricated and Foley sound effects.
- d. I can describe the difference between different genres of videos and can produce my own (i.e. commercials, action, dialogue, interview, documentary, comedy).
- e. I can demonstrate understanding of what copyright law covers in media.
- f. I can define characters, setting, and action.

2 COMMUNICATE

- a. I can edit video and audio to communicate in an effective way.
- b. I can write a script that includes dialogue and narration and character directions.
- c. I can use music when scoring a video to generate a mood.
- d. I can explain that there is a specific audience I am communicating to and I can create a video that speaks directly to them.

3 APPRECIATE

- a. I can analyze and interpret the work of many different video styles.
- b. I can create and communicate my personal standards for my viewing and production of media.

VISUAL ARTS: High School Benchmarks – Audiovisual Production 2

1 CREATE

Plan, Shoot, Edit a Video

- a. I can use a camera to perform basic shooting techniques.
- b. I can use software to edit footage.

Incorporate Special Effects

- c. I can use compositing software to create special effects (i.e. Hitfilm or After Effects).
- d. I can use footage shot with a green screen to create a keyed image.
- e. I can use layer masking.
- f. I can use color and light correction.
- g. I can appropriately manipulate and use pre-keyed effects.
- h. I can identify my audience and put together a video that is specifically directed for a certain group of people.
- i. I can work with supervising staff to create a video that meets expectations and follows production schedule
- j. I can use a broad range of equipment and software to develop timelines, scripts, storyboards, raw footage, and a final video.

2 COMMUNICATE

Analyze Film

- a. I can organize films by style, era, genre, character, plot, score, theme.
- b. I can summarize the broad strokes of a film and how storytelling takes place.
- c. I can identify Christian worldview perspective represented in a film.

Problem solve

- d. I can analyze various video problems and find a solution.
- e. I can use internet resources and/or exploration with software to find solutions to problems that occur in video production.

3 APPRECIATE

- a. I can analyze and interpret the work of many different video styles.

VISUAL ARTS: High School Benchmarks – Drawing

1 CREATE

- a. I can demonstrate proficient ability in the basic skills of drawing (e.g., contour drawing, negative space, shading, etc.).
- b. I can draw using clear line quality.
- c. I can demonstrate good composition in my drawings.
- d. I can demonstrate proficient ability in handling my drawing tools (e.g. pencils, erasers, rulers).
- e. I can create drawings using a variety of mediums (e.g., pencil, charcoal, ink).
- f. I can create drawings using original and traditional themes (e.g. portraits, still life, landscapes).

2 COMMUNICATE

- a. I can clearly communicate to viewers a record of my observations.
- b. I can demonstrate a clear understanding of R-mode drawing.
- c. I can complete drawings that express something about me and my own interests.

3 APPRECIATE

- a. I can identify and analyze the drawings of historical artists and traditional themes.
- b. I can describe the benefits of good drawing ability and the role drawing can play in various careers.

VISUAL ARTS: High School Benchmarks – Mosaics

1 CREATE

- a. I can use glass tile to create a mosaic piece.
- b. I can create my own clay tiles and apply them in an original mosaic piece.
- c. I can apply the elements and principles of art as I create mosaic work.
- d. I can handle all mosaic-making tools safely and appropriately (e.g. cutters, glue, paint, wood, glass, clay).

2 COMMUNICATE

- a. I can express things about myself in my own original mosaic designs.
- b. I can use my mosaic art to communicate themes, concepts, messages or stories.
- c. I can use my mosaic art to evoke specific emotions.

3 APPRECIATE

- a. I know and appreciate the work of mosaic artists in Taiwan, other countries and cultures.
- b. I can demonstrate an understanding of the historical significance of mosaic art.

VISUAL ARTS: High School Benchmarks – Painting

1 CREATE

- a. I can use painting tools and materials safely and appropriately.
- b. I can demonstrate understanding and ability to follow given painting procedures and processes.
- c. I can create the illusion of three dimensional form and space in painting objects or scenes.
- d. I can create paintings that express the likeness of a real person or object.
- e. I can mix paint to achieve the colors I need or desire.
- f. I can create a painting in the style of an artist or movement.

2 COMMUNICATE

- a. I can express something about me, my interests, my life or my culture in my paintings.
- b. I can evoke specific emotions in my work.
- c. I can communicate themes related to our local culture in my paintings.

3 APPRECIATE

- a. I can analyze my paintings and the paintings of my peers in regard to the principles and elements of art.
- b. I can use appropriate terminology to describe the paintings, styles and significance of some historical painters (e.g. van Gogh, Picasso, Leonardo, Vermeer).
- c. I can appreciate and demonstrate knowledge of local painters.

VISUAL ARTS: High School Benchmarks – Pottery

1 CREATE

- a. I can demonstrate proficiency using a variety of skills (e.g. pinch, coil, slab, wheel, glaze) while making pottery (e.g. vases, pots, cups, crafts).
- b. I can demonstrate proficiency in completing and preparing my pottery for firing.
- c. I can demonstrate the ability to use pottery tools and materials (e.g. cutters, wheel, bats, and glazes) safely and appropriately.

2 COMMUNICATE

- a. I can communicate or express something about myself, my interests or my culture through my pottery.
- b. I can communicate or express themes, concepts, or imagery through my pottery.
- c. I can describe the processes of creating pottery, glazing, preparation for firing, and the operation of a kiln.

3 APPRECIATE

- a. I can contrast and compare electric, wood and gas-fired pottery.
- b. I can contrast and compare the pottery of various cultures and time periods.
- c. I can demonstrate knowledge about the historical and cultural significance of pottery.
- d. I can analyze and interpret the qualities of my pottery, the pottery of my peers or that of local or historical artists.

PERFORMING ARTS CURRICULUM GUIDE

PERFORMING ARTS: K-12 Strands

[Taken from the National Association for Music Education's (MENC) National Standards for Music]

1. Performance

- a. Singing alone and with others, a varied repertoire of music.
- b. Performing on instruments, alone and with others, a varied repertoire of music.
- c. Improvising melodies, variations and accompaniments

2. Notation

- a. Composing and arranging music within specified guidelines.
- b. Reading and notating music.

3. Appreciation

3.
 - a. Listening to, analyzing and describing music.
 - b. Evaluating music and music performances.
 - c. Understanding relationship between music, the other arts, and disciplines outside the arts.
 - d. Understanding music in relation to history and culture.

PERFORMING ARTS: Outcomes

Elementary School

TRAIT		Level 1 (Low)	Level 2 (Average)	Level 3 (Above Average)
PERFORMANCE				
	Etiquette	Has difficulty controlling self in a concert setting	Knows how to walk on and off stage properly	Demonstrates good posture and poise on stage
	Musicianship	Listens most of the time to instructions during rehearsals	Listens carefully to instructions during rehearsals	Follows musical direction
NOTATION				
RHYTHM	Meters	Simple meters (3/4, 4/4)	Simple meters (2/4, 3/4, 4/4, C)	Simple meters (same as level 1)
	Note Values	1, 2 4	H.	Q.ties, 8th-note triplets
	Beat	Struggles maintaining steady beat	Able to maintain steady beat	Able to maintain steady beat
NOTE-READING	Letter Names of Notes	Able to name the musical alphabet	Identifies notes in clef of child's instrument, knows meaning of accidentals	Understands most enharmonic tones
	Key Signatures	Key of C major	Key of C major, key w/ one flat or sharp	Keys w/ two flats or sharps
	Intervals	Unison, octave	Unison, octave, 3rds	5ths
VOCABULARY	Dynamics & Articulation	p, f	p, f	mp, mf, crescendo, decrescendo
	Tempo Markings	slow, fast	allegro, andante, moderato	adagio, allegretto, andantino
	Metronome Usage	Is exposed to a metronome, but does not understand its usage	Has basic knowledge about the use of a metronome	Able to use metronome for basic pulse
	Italian Music Terms	Understands repeat sign	Understands repeat sign, 1 st & 2 nd endings	Understands D.S. al segno, D.C. al fine
APPRECIATION				
	Genre & Style	Does not grasp the difference between two styles of music	Is exposed to various styles of music	Can decipher various styles by name

Middle School

TRAIT		Level 1 (Low)	Level 2 (Average)	Level 3 (Above Average)	Level 4 (Superior)
PERFORMANCE					
	Etiquette	Knows how to walk on and off stage properly	Demonstrates good posture and poise on stage	Watches the conductor carefully during performances	Able to perform in a chamber group with poise
	Musicianship	Listens carefully to instructions during rehearsals	Follows musical direction	Listens for balance, blend & intonation	Plays/sings phrases musically
NOTATION					
RHYTHM	Meters	Simple meters (2/4, 3/4, 4/4, C)	Simple meters (same as level 1)	Compound meters (6/8)	Compound meters (3/8, 6/8 in 2, 3/2)
	Note Values	W.	Q. ties, 8th-note triplets	E.	S. quarter-note triplets
	Beat	Able to maintain steady beat	Able to maintain steady beat	Able to maintain steady beat against syncopation	Able to maintain syncopation against steady beat
NOTE-READING	Letter Names of Notes	Identifies notes in clef of child's instrument, knows meaning of accidentals	Understands most enharmonic tones	Knows how to identify notes in a second clef	Understands B#, Cb, E#, Fb
	Key Signatures	Key of C major, key w/ one flat or sharp	Keys w/ two flats or sharps	Can identify all major key signatures	Can play in any key signature of performance music
	Intervals	Unison, octave, 3rds	5ths	4ths	6ths, 7ths
VOCABULARY	Dynamics & Articulation	p, f	mp, mf, crescendo, decrescendo	pp, ff, accents, staccato	sfz, fp, tenuto, sub. p/f
	Tempo Markings	allegro, andante, moderato	adagio, allegretto, andantino	lento, presto, largo accel., piu —	all Italian tempos in score

		rit.	a tempo	molto __, poco __	all tempos change markings in score
	Metronome Usage	Has basic knowledge about the use of a metronome	Able to use metronome for basic pulse	Able to use metronome for basic pulse	Able to use metronome for sub-divisions
	Italian Music Terms	Understands repeat sign, 1 st & 2 nd endings	Understands D.S. al segno, D.C. al fine	Understands Coda	Understands basic Italian music terms
APPRECIATION					
	Genre & Style	Is exposed to various styles of music	Can decipher various styles by name	Can decipher various styles by time period	Can decipher various styles by composer

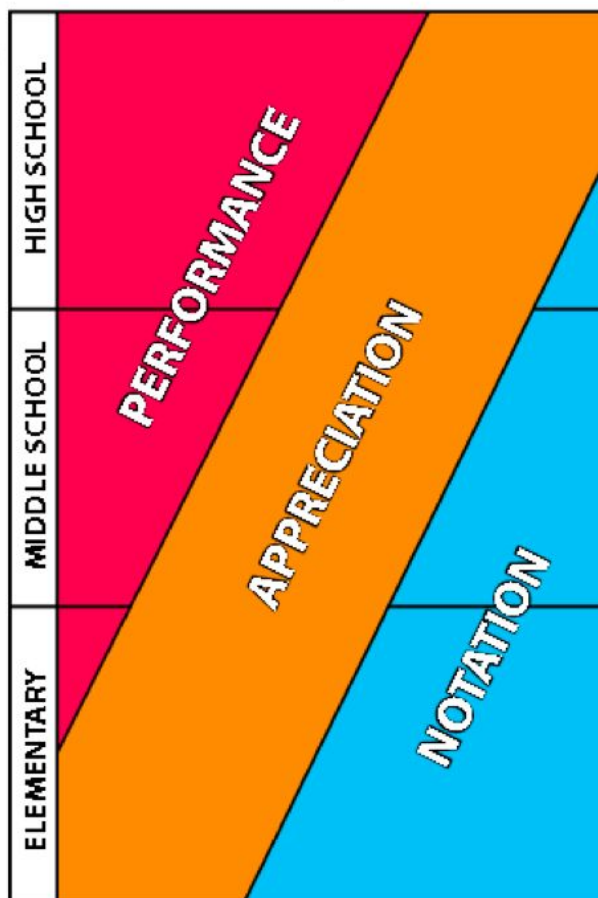
High School

	Etiquette	Knows how to walk on and off stage properly	Demonstrates good posture and poise on stage	Watches the conductor carefully during performances	Able to perform in a chamber group with poise	Able to perform with poise alone in a formal recital
	Musicianship	Listens carefully to instructions during rehearsals	Follows musical direction	Listens for balance, blend, and articulation	Plays/sings phrases musically	Properly interprets songs and performs musically
Rhythm	Meters	Simple meters (2/4, 3/4, 4/4)	Simple meters (same as Level 1)	Compound meters (6/8)	Compound meters (3/4, 6/8 in 2, 3/2)	Compound meters (12/8, 5/4, 7/4)
	Note Values	W	Q Ties, 8th notes, triplets	E	S Quarter note triplets	Dotted eighth sixteenth notes with sixteenth note first
	Beat	Able to maintain steady beat	Able to maintain steady beat	Able to maintain steady beat against syncopation	Able to maintain syncopation against steady beat	Able to maintain syncopation as a soloist
NOTATION						
Note Reading	Letter Names of Notes	Identifies notes in clef of child's instrument, knows	Understands most enharmonic tones	Knows how to identify notes in a second clef	Understands B#, Cb, E#, Fb	Knows how to identify notes in all clefs

		meaning of accidentals				
	Key Signature	Key of C major key with one flat or sharp	Keys w/ two flats of sharps	Can identify all major key signatures	Can play in any key signature of performance music	Can identify and play minor key signatures
	Intervals	Unison, octaves, 3rds	5ths	4ths	6ths, 7ths	Tritones
Vocab	Dynamics and Articulation	P, f	Mp, mf, crescendo, decrescendo	Pp, ff, accents, staccato	Sfz, fp, tenuto, sub. p / f	All dynamics and articulations
	Tempo	Allegro, andante, moderato	Adagio, allegretto, andantino	Lento, presto, largo	All Italian tempos in score	All Italian tempos
		rit.	A tempo	Accel., piu _____, molto _____, poco _____	All tempo change markings in score	All tempo change markings
	Metronome Usage	Has basic knowledge about the use of a metronome	Able to use metronome for basic pulse	Able to use metronome for basic pulse	Able to use metronome for subdivisions	Can set metronome to any setting and plays rhythm
	Italian Music Terms	Understands repeat sign, 1st & 2nd endings	Understands D.S. al segno, D.C. al fine	Understands Coda	Understands basic Italian music terms	Understands all Italian music terms
Appreciation	Genre & Style	Is exposed to various styles of music	Can decipher various styles by name	Can decipher various styles by time period	Can decipher various styles by composer	Has studied most styles, can explain differences

PERFORMING ARTS: K-12 Scope and Sequence

Morrison Academy Music Strands



PERFORMING ARTS: Resources for Instruction

Grades K-5

Spotlight on Music (Macmillan/McGraw Hill)

The following items were purchased spring 2011:

Electronic student edition Grade K	9780022965464
Electronic student edition Grade 1	9780022965181
Hardcover student edition Grade 2	9780022964399
Hardcover student edition Grade 3	9780022964412
Hardcover student edition Grade 4	9780022964429
*Teachers Edition package Grade K	9780022965761
*Teachers Edition package Grade 1	9780022965778
*Teachers Edition package Grade 2	9780022965785
*Teachers Edition package Grade 3	9780022965792
*Teachers Edition package Grade 4	9780022965815
*includes DVDs and piano accompaniment	
Audio CD package Grade K	9780022964580
Audio CD package Grade 1	9780022964597
Audio CD package Grade 2	9780022964610
Audio CD package Grade 3	9780022964627
Audio CD package Grade 4	9780022964634
Teacher's Resource Masters Grade K	9780022958305
Teacher's Resource Masters Grade 1	9780022958312
Teacher's Resource Masters Grade 2	9780022958510
Teacher's Resource Masters Grade 3	9780022958527
Teacher's Resource Masters Grade 4	9780022958732
Spotlight of Orff Orchestrations Grade 1	9780022958640
Spotlight of Orff Orchestrations Grade 2	9780022958657
Spotlight of Orff Orchestrations Grade 3	9780022958664
Spotlight of Orff Orchestrations Grade 4	9780022958671
Spotlight on Recorder* Grades 3-4	9780022958244
Master index	9780022965259
Festival of World Music Grades K-6 book	9780022959944

Festival of World Music Grades K-6 CDs 9780022959951

Learning Music Through Movement Grades K-4 teacher guide 9780022961220
Learning Music Through Movement Grades K-4 audio CDs 9780022961930

Interactive Listening Maps grade K 9780022961992
Interactive Listening Maps grade 1 9780022962012
Interactive Listening Maps grade 2 9780022962029
Interactive Listening Maps grade 3 9780022962036
Interactive Listening Maps grade 4 9780022962043

Share the Music (Macmillan/McGraw Hill)

(to be retained for grade 5 general music)

Hardcover Student Editions grade 5
Teacher's Edition with piano accompaniment grade 5
Teacher's Resource Package grade 5
Audio CD package grade 5

World of Music (Silver, Burdett, & Ginn)

Teacher Editions with piano accompaniment
Big Books (K-1)
Hardcover pupil editions (grade 2-6)
Compact Discs (K-6)
Teacher Resource Package

All campuses own a K-5 set of these books to be used for enhancement and enrichment at the teacher's discretion.

High School

Music: An Appreciation, 10th Edition (McGraw-Hill) 978-0-44084-8
(for Music History course)

Textbooks, hardcover (ISBN-13 9780078025082)
9-CD Sets (ISBN-13 9780077377625)
Connect Plus Music Online PIN Code Access Card (ISBN-13 9780077377618)

Elementary Rudiments of Music, 2nd Edition (Frederick Harris Music)

(for Music Theory course)
By Barbara Wharram, edited by Kathleen Wood (ISBN 978-1-55440-283-0)
(this is a workbook that students purchase from music resale)

Music: An Appreciation

9-CD Set and Connect Plus Music Access Card, 10th edition

McGraw Hill Publishing

Components included in this package:

1. Music: An Appreciation, 10th Edition – hardcover
(ISBN-13 9780078025082)
2. 9-CD Set (ISBN-13 9780077377625) \$135.94
3. Connect Plus Music Online PIN Code Access Card
(ISBN-13 9780077377618)

PERFORMING ARTS: Overview by Grade/Course

K-5 Program

Classroom Music

All elementary students receive general music instruction. Emphasis is placed on performance (playing various instruments, singing, improvisation, concert etiquette), notation (melody, rhythm, music symbols, reading music), and music appreciation (history of instruments and composers, folk dance, music of other cultures).

Grade K

As new students to Morrison Academy, kindergarten will be a year of firsts for students. Repertoire will include music from around the world and activities will include a variety of props, instruments, songs, dances, and actions to draw students together in a music making community. We will talk about music in the most general terms; fast and slow, high and low, sound and silence, giving students a common vocabulary at the most basic level which will be the foundation for upcoming years of study in all elements of music.

Grade 1

There is a continued emphasis on the routines of working as a class to make music. Elements of music are named and taught through many different experiences, including instruments, singing, dancing, props, and physical movement. Finer distinctions are made between elements of music and students are challenged to describe and demonstrate in more detail ideas about the music they hear and perform. Students will study the percussion family, and learn how to use classroom percussion instruments correctly.

Grade 2

More complex movements and instrumental skills allow them to take performances to the next level. As students' fine motor skills are now more developed composition takes on a more established form using a staff, quarter notes and eighth notes, rests, and expressive elements. There is more complex categorizing of instruments by sound and family, with a brass emphasis. Students will also begin classifying world music by region.

Grade 3

Composition becomes more advanced as students add all rhythmic elements up to 16th notes to their knowledge base. After using Orff instruments for two years, students will have their first experience with a wind instrument, participating in a recorder ensemble, and also study the instruments of the string family. Students continue to learn about music

through dance and movement, and will be able to identify the characteristics of folk songs from other cultures.

Grade 4

Students in 4th grade are poised and self controlled on stage. They sing with correct vocal breathing and tonal placement, and can perform independently in canons and 2 part ensembles (both playing instruments and singing). There is increased accuracy in reading pitches and rhythms, and improved following of expressive marking as they appear in music. 4th graders will specifically study the Renaissance in music and the history of the recorder and other woodwind instruments, and the stories of famous composers.

Grade 5

In the 5th grade students who are not in Beginning Band or 5th Grade Orchestra will be able to add I, IV, and V chords to their compositions. They will use minor scales and learn how to read the bass clef. The study of famous composers will continue, and students will also study the origin of the modern orchestra and concert band.

Co-Curricular

The following elementary courses are considered co-curricular.

Beginning Strings, Grades 3 & 4
Elementary Choir
Elementary Orchestra
Head Start Strings, Year I
Head Start Strings, Year II

Campus principals will determine if these course offerings are viable based on the weekly schedule and/or FTE considerations.

See Appendix B for course overviews and benchmarks.

Middle School Program

Middle School Band

Students will continue to develop individual skills on a wind or percussion instrument with increased emphasis on ensemble skills.

Middle School Choir

Students will continue to develop individual vocal skills with increased emphasis on music reading and ensemble singing.

Middle School Orchestra

Students will continue to develop individual skills on a string instrument with increased emphasis on bowing, position techniques, and ensemble skills.

Middle School Speech/Drama/Theater

Students will develop individual speech and drama performance techniques and theater knowledge and technical skills.

Co-Curricular

The following middle school courses are considered co-curricular.

Middle School Jazz Ensemble

Middle School Music Appreciation

Campus principals will determine if these course offerings are viable based on the weekly schedule and/or FTE considerations.

High School Program – Choral Groups

A Cappella Choir

Full-year

A Cappella Choir is a full-year course; open to intermediate singers in grades 9-12 by audition. Three major concerts are planned annually. Emphasis will be placed on developing proper vocal technique. Renaissance to 20th Century choral literature will be studied. Students in A Cappella Choir are required to be in another performing group (Chorale, Chamber Singers, Concert Band or Violin Choir). Members are expected to perform at all concerts. (Prerequisite: Chorale or teacher approval; audition required)

Chamber Singers

Full-year

Chamber Singers is a full-year course, open to advanced singers in grades 11-12 by audition. A number of concerts are planned annually. Emphasis is placed on the study of specific vocal genres and styles for a small, select

choral ensemble. Students in Chamber Singers are required to be in a second choir (A Cappella or Chorale). Members are expected to perform at all concerts. An additional uniform fee will be required. (Prerequisite: 2 years HS choir experience recommended; advanced sight-reading ability and tonal quality; audition required)

Chorale

1 semester

Chorale is open to all high school students. An audition is required, but only for vocal placement. Three major concerts are planned annually. Emphasis is placed on note reading and developing pleasant and proper vocal tone. Renaissance to 20th Century choral music will be explored and performed. Members are expected to perform at all scheduled concerts.

High School Program - General Music

Music History

1 semester

This is a semester course, designed for the serious student in grades 10-12. An overview of music from the Medieval Period through the 20th Century is the focus. This course will only be offered when there is enough student interest. Music History is offered to all students, though music students are strongly advised to also take Music Theory.

Music Theory

1 semester

This semester course is designed for the serious music student in grades 10-12. Students will learn basic principles of music theory, and then arrange pieces using these techniques. Students who are planning to study music during college should plan on taking this class, which is of great help in learning music fundamentals in preparation for college-level music theory. This course will only be offered when there is enough student interest.

High School Program – String Groups

Chamber Strings

1 semester

This course is open to advanced string members in grades 11-12 by special arrangement with the strings teacher. The course is very flexible as to

instrumentation, but it will only be offered when there is enough student interest. Three major concerts are planned annually. Members are expected to perform at all concerts. (Prerequisite: advanced playing level and audition)

Violin Choir

1 semester

Violin Choir is open to all intermediate and advanced high school violin players. Three major concerts and a few other performances are planned annually. Emphasis is placed on ensemble skills and tonal and technical development. A wide variety of violin ensemble literature will be explored and performed. Members are expected to perform at all concerts.

String Orchestra

1 semester

This course is open by audition to string players. Three major concerts and a few other performances are scheduled annually. Music from the Baroque period to the present is studied. Members are expected to perform at all concerts. (Prerequisite: intermediate playing level and audition)

High School Program – Wind Groups

Chamber Winds

1 semester

This course is open to advanced band members in grades 11-12 by special arrangement with the band teacher. The course is very flexible as to instrumentation, but it will only be offered when there is enough student interest. Three major concerts are planned annually. Members are expected to perform at all concerts. (Prerequisite: advanced playing level and audition)

Concert Band

Full-year

This full-year course is open by audition to all intermediate and advanced students who play wind and percussion instruments. A placement audition is given in the fall for seating. Piano students may be considered for membership in the percussion section. Three major concerts are planned annually. Music from the Renaissance to the present is studied. Members are expected to perform at all concerts. (Prerequisite: intermediate playing level and audition)

Flute Choir

1 semester

Flute Choir is open to all intermediate and advanced high school flute players. Three major concerts and a few other performances are planned annually. Emphasis is placed on ensemble skills and tonal and technical development. A wide variety of flute ensemble literature will be explored and performed. Members are expected to perform at all concerts.

Drama and Speech

1 semester

The Drama and Speech elective offers students the opportunity to develop techniques and skills necessary for dramatic presentation and effective communication. Drama tools such as improvisation, poetry, theatre, role-play, storytelling, and oral interpretation will be explored, along with the use of voice to fulfill different purposes, particularly that of persuading or informing an audience.

PERFORMING ARTS: Elementary Benchmarks - Kindergarten

1 PERFORMANCE

- a. I can signal to show aural recognition of a high pitch.
- b. I can signal to show aural recognition of the highest pitch.
- c. I can move my body to match pitches heard.
- d. I can pat with the beat, then clap the word rhythm of a phrase, including days of the week.
- e. I can march to the beat of music in 2/4 and 6/8 meter.
- f. I can tap rhythm of a song having one and two sounds to a beat.
- g. I can move to the strong beat.
- h. I can play and sing softer and louder.
- i. I can use a "found sound" instrument (creative musical sources, such as crumpled paper, and body percussion) to play a rhythm pattern with a poem.
- j. I can play, getting louder and softer.
- k. I use classroom instruments properly.
- l. I can repeat patterns following a leader.
- m. I can follow the conductor.

2 NOTATION

- a. I can signal to differentiate between beat and rhythm.
- b. I can move (e.g. gallop) to show aural recognition of quarter note and eighth note.
- c. I can signal to show aural recognition of pitches a fifth apart and lower/higher pitches.
- d. I can signal to show aural recognition of skipping rhythm quarter note and eighth note (6/8).
- e. I can read icons for one and two sounds to a beat.
- f. I can gesture to identify beats of silence in a song and one and two sounds to a beat.
- g. I can signal to identify a higher and lower pitch.

3 APPRECIATION

- a. I can signal to show aural recognition of two verses sung exactly the same way.
- b. I can move to show the same and different sections.
- c. I can clap to the beat to identify a repeated section.
- d. I demonstrate knowledge of basic concert etiquette.

PERFORMING ARTS: Elementary Benchmarks – Grade 1

1 PERFORMANCE

- a. I can speak, sing, whisper, or call when visually cued to show understanding of four ways to use the voice.
- b. I can play sol and mi on pitched instruments (L6);
- c. I can sing sol-mi patterns on chosen words and rhythms.
- d. I can create, play and sing melodic patterns using sol mi la.
- e. I am able to sing and play instruments independently.
- f. I can follow the conductor.
- g. I can use classroom instruments correctly.

2 NOTATION

- a. I can read graphic notation for longer and shorter sounds.
- b. I can clap word rhythms to show one and two sounds to the beat.
- c. I can read and clap patterns using simple rhythmic symbols.
- d. I can read rhythms using quarter and eighth notes.
- e. I can sing and use hand signs to read sol-mi from notation.
- f. I can indicate the placement relationship of a new pitch to known pitches mi and sol.
- g. I can read quarter rest as no sound to a beat (L3);
- h. I can read and sing pitches mi, sol, and la.
- i. I can distinguish between beats in groups of twos and threes (L5);
- j. I can read created rhythm patterns from notation.

3 APPRECIATION

- a. I can move to show aural identification of long /short sounds and high/low sounds.
- b. I can match longer and shorter movements to longer and shorter sounds in a song.
- c. I can identify higher and lower instrument sounds.
- d. I can recognize unpitched instruments by families.
- e. I can move to show change in tempo and form.
- f. I can show recognition of the sol-mi pitch relationship by performing higher/lower melodic patterns with gestures.
- g. I can signal to show recognition of selected pitched instruments.
- h. I can move to show the expressive elements of a piece.
- i. I can move to show aural and visual recognition of no sound on the beat.
- j. I can repeat patterns following a leader.

PERFORMING ARTS: Elementary Benchmarks – Grade 2

1 PERFORMANCE

- a. I can sing a mi-sol-la song with pitch syllables and hand signs.
- b. I can perform a b section composed with known rhythms and meters.
- c. I can read and play a bell part with do, re, mi, and sol.
- d. I can sing a pentatonic song with pitch syllables and hand signs.
- e. I can perform ostinatos in 6/8.
- f. I am able to sing and play instruments independently.
- g. I can perform on classroom instruments correctly.
- h. I can perform solos for the class.

2 NOTATION

- a. I can pat with the strong beat in 3/4 meter.
- b. I can signal to show identification of dotted half notes (L1);
- c. I can play accurately with the beat in 3/4 meter.
- d. I can read and clap a rhythm pattern with dotted half, half, and quarter notes.
- e. I can read and play a pattern in 6/8 (L1);
- f. I can distinguish between rhythms in 2/4 and 6/8 meters.
- g. I can read pitches in a pentatonic accompaniment.
- h. I can read a mi-sol-la descant (L6);
- i. I can read and sing phrases with do, re, and mi, using pitch syllables and hand signs.
- j. I can read do, re, mi, and sol.
- k. I can read and sing pentatonic pitches with syllables and hand signs.
- l. I can identify steps and leaps (L7);
- m. I can move to show melodic shape.

3 APPRECIATION

- a. I can move to show strong beat in 2/4.
- b. I can accurately sing a call-and-response song learned aurally (5);
- c. I can move to identify verse/refrain (ab) form.
- d. I can identify a descending pattern with re (L2);
- e. I can read a song with do, re, and mi.
- f. I can distinguish between folk and operatic styles.
- g. I can identify Orff instruments by the materials from which they are made.
- h. I can signal to show aural identification of each orchestral instrument family.
- i. I can repeat patterns following a leader.
- j. I can demonstrate proper concert etiquette.

PERFORMING ARTS: Elementary Benchmarks – Grade 3

1 PERFORMANCE

- a. I can sing phrases with la and sol using pitch syllables.
- b. I can compare two singing games from different cultures.
- c. I can perform a melody created by arranging patterns that include low sol and low la.
- d. I can create and perform answers to rhythmic questions.
- e. I can perform a chordal accompaniment to change the texture of a song. (L7);
- f. I can perform instrumental ostinato accompaniments to a dance song.
- g. I can perform on recorder and other classroom instruments correctly.
- h. I can use correct vocal techniques (breathing, tonal placement, posture, etc.).
- i. I can hold my own part while singing or playing an instrument.

2 NOTATION

- a. I can signal to identify sounds lasting two beats. (L2);
- b. I can create rhythms that include quarter, eighth notes and half notes.
- c. I can move to show equal and unequal division of the beat.
- d. I can signal to show aural recognition of four sounds to a beat (L2);
- e. I can read rhythms containing sixteenth notes.
- f. I can sing a melody from notation using pitch names.

3 APPRECIATION

- a. I can signal to show aural identification of crescendo and decrescendo.
- b. I can perform tempo changes on cue.
- c. I can create and perform a piece showing selected form with two contrasting sections.
- d. I can signal to show aural identification of the beginning of a new section.
- e. I can move to show phrase length and ab form.
- f. I can move to show phrase length.
- g. I can signal to show identical and similar phrases. I can move to show the aabaa form of a listening selection.
- h. I can signal upon singing high do in a melody containing the complete pentatonic scale.
- i. I can move to show identification of repeated tones, steps, skips, and leaps.
- j. I can show 3/4 by creating and performing body percussion.
- k. I can signal to show whether phrases begin with an upbeat or a downbeat.

- l. I can move to identify sounds lasting four beats in the notation of a song. I can perform a song containing dotted half notes.
- m. I can blend with other parts while performing on recorder, Orff instruments and singing.

PERFORMING ARTS: Elementary Benchmarks – Grade 4

1 PERFORMANCE

- a. I can perform movement to show melodic contour and to show expression in music.
- b. I can perform improvised pentatonic response phrases.
- c. I can perform 8-beat rhythm patterns in 6/8.
- d. I can sing a pentatonic phrase including high do with pitch syllables.
- e. I can create a pentatonic melody to a given rhythm.
- f. I am able to sing and play instruments independently. I can perform solos for the class.
- g. I can perform on recorder and other classroom instruments correctly.
- h. I can hold my own part while playing recorder or singing (multi-part songs, canons).
- i. I can use correct vocal techniques (breathing, tonal placement, posture, etc.).

2 NOTATION

- a. I can read half, quarter, eighth notes and quarter rest.
- b. I can read and sing a pentatonic melody (L4);
- c. I can improvise pentatonic patterns.
- d. I can read, create and perform rhythms containing sixteenth and eighth notes.
- e. I can read fa with pitch syllables and hand signs.
- f. I can clap a phrase that includes the short-long-short pattern (eighth-quarter-eighth).

3 APPRECIATION

- a. I can use body percussion patterns to show 4/4 meter.
- b. I can identify two phrases as alike, similar, or different.
- c. I can perform rhythms containing three to four sounds to a beat.
- d. I can identify tonal center (L2);
- e. I can read and sing low la and low sol in a melody with hand signs.
- f. I can indicate contrasting sections while singing.
- g. I can signal to show hearing a phrase with three equal sounds to a beat.
- h. I can aurally identify rhythms in 6/8. (L4);
- i. I can move to show meter with beats in groups of three.

- j. I can signal to show chord changes in a I-V harmony.
- k. I can signal to show aural identification of rhythm patterns that include eighth-quarter-eighth.
- l. I can move to show chord changes in I-IV-V harmonic pattern (L5);
- m. I can play a I-IV-V accompaniment.

PERFORMING ARTS: Elementary Benchmarks – Grade 5

1 PERFORMANCE

- a. I can follow specific directions from the conductor (i.e., dynamics and tempo changes).
- b. I can sing consonants and vowels distinctly in a group.
- c. I can play melodies on band, orchestra, or Orff instruments.
- d. I can perform I, IV, V chords (single tone in groups or whole chords) on band, orchestra, or Orff instruments.
- e. I can accurately perform my part within a group.
- f. I can compose a melody to be accompanied by I, IV, V chords with a group.
- g. I demonstrate excellent concert etiquette on stage.

2 NOTATION

- a. I can read music using (2/2, 2/3, $\frac{3}{4}$, 4/4, 3/8, and 6/8) all time signatures.
- b. I can conduct songs using 2/4, 3/4, 4/4 time signatures.
- c. I can read and write all combinations of rhythms.
- d. I can read and write dotted-quarter and eighth notes.
- e. I can differentiate between major and minor keys.
- f. I can name pitches on the bass clef.
- g. I can read a pentatonic scale with greater accuracy.
- h. I can compose a song using a pentatonic melody.
- i. I can define “a tempo”.
- j. I can explain slurs and ties.
- k. I can recall Italian terms for expression.
- l. I know what to do when I see D. S. al Segno and D.S al Fine.

3 APPRECIATION

- a. I can collaborate with the class to create a classroom performance rubric.
- b. I can hear the V-I cadence when it occurs in a piece of music.
- c. I can recognize varying textures of music (thick or thin).
- d. I can recall famous composers and their stories.
- e. I examine the origin of the modern orchestra and concert band.
- f. I examine non-orchestral instruments from around the world.

PERFORMING ARTS: Middle School Benchmarks – MS Band

1 PERFORMANCE

- a. I can play concert Bb, Eb, F, Ab scales (C, G, Db major scales and relative minors of all the keys introduced).
- b. I can play with a range of 1-1/2 to 2 octaves.
- c. I can prepare for and perform in a concert.
- d. I am able to hear and then sing intervals.
- e. I can play phrases musically.
- f. I can work in a small group to create a short music performance for my peers.

2 NOTATION

- a. I can recognize and play 4/4, 3/4, 2/4, 6/8 and cut-time meters.
- b. I am able to count and perform whole, half, quarter, eighth, and sixteenth notes, triplets, plus their corresponding rests.
- c. I can recognize and play more complex dotted rhythms and syncopation (dotted half/quarter/eighth notes).
- d. I am able to follow a given tempo and arrive at the end of a Grade 1 piece with the rest of the ensemble.
- e. I understand D.C. al Coda, D.C. al Fine, D.S. al Coda and D.S. al Fine.

3 APPRECIATION (AND EXPRESSION/INTERPRETATION)

- a. I can listen for balance and adjust playing accordingly.
- b. I am able to tune my instrument with verbal cues and begin to use a tuner independently.
- c. I can recognize and play crescendo/decrescendo, sfz, pp, mp, ff, and other dynamic markings.
- d. I can recognize and play slurs, staccato, legato, tenuto and accents.
- e. I will **discover** various periods and styles through concert music choices, listening to and watching various musicians.

TECHNOLOGY

- a. I can use data-collection technology to gather, view, analyze, and report results (e.g. handheld devices, computers, recordings, etc.).

PERFORMING ARTS: Middle School Benchmarks – MS Choir

1 PERFORMANCE

- a. I understand proper use of the diaphragm and breathing muscles.
- b. I can enunciate words clearly and understand the meaning of the text.
- c. I sing with a pleasant, round tone.
- d. I am able to demonstrate correct sitting and standing posture.
- e. I am able to match pitch accurately in the proper octave.
- f. I am able to hold the melody line independently when singing a canon.
- g. I can sing phrases musically.
- h. I exhibit proper stage presence.
- i. I am able to stay focused and sing musically in front of an audience when singing a solo.
- j. I can work in a small group to create a short music performance for my peers.

2 NOTATION

- a. I understand and can follow 4/4, 3/4, 2/4, C and 6/8 meters.
- b. I am able to clap simple rhythms (and some syncopation) in 4/4, 3/4, 2/4, C and 6/8 meters.
- c. I am able to sing intervals accurately (seconds, thirds, fourths, fifths).
- d. I keep my eyes focused on the music.
- e. I am able to read simple melodic and harmonic lines for SAB music with approximately 25% accuracy.
- f. I am becoming an independent reader and singer.

3 APPRECIATION

- a. I listen for balance and blend.
- b. I listen carefully for accurate intonation.
- c. I am able to decipher and sing p, mf and f.
- d. I will discover various periods and styles through concert music choices, listening to and watching various singers/choirs for study of style .

TECHNOLOGY

- a. I can use data-collection technology to gather, view, analyze, and report results (e.g. handheld devices, computers, recordings, etc.).

PERFORMING ARTS: Middle School Benchmarks – MS Orchestra

1 PERFORMANCE

- a. I can accurately play C, G, D, A, F and Bb scales
- b. I can demonstrate the following bowings: hooked bow, slurs to 4 notes, detaché, staccato and legato.
- c. I can demonstrate proper tone production on all four strings.
- d. I have experimented with preliminary vibrato or basic vibrato.
- e. I am able to match a given pitch on my instrument.
- f. I am able to hear and then sing intervals.
- g. I can play phrases musically.
- h. I exhibit proper stage presence and poise, watching the director.
- i. I am able to stay focused and play musically in front of an audience when playing a solo.
- j. I can work in a small group to create a short music performance for my peers.

2 NOTATION

- a. I can accurately count and play quarter, half, dotted-half, whole, dotted-quarter, eighths, sixteenth, triplets and galloping rhythms.
- b. I understand and can follow 4/4, 3/4, 2/4, 2/2 and 6/8 meters.
- c. I can name notes in Level II finger patterns and sight-read in 2/4, 3/4 and 4/4 meters.
- d. I am able to read and play some music of Level III.

3 APPRECIATION

- a. I know how to listen for balance and blend and adjust playing accordingly.
- b. I listen carefully for accurate intonation with other sections and within my own section.
- c. I am able to distinguish f, mf, mp, p, accents and various bowing symbols.
- d. I will **discover** various periods and styles through concert music choices, listening to and watching various musicians

TECHNOLOGY

- a. I can use data-collection technology to gather, view, analyze, and report results (e.g. handheld devices, computers, recordings, etc.).

PERFORMING ARTS: Middle School Benchmarks – MS

Drama/Speech

1. PERFORMANCE

- a. I can memorize and present a dramatic monologue with appropriate gestures and eye contact.
- b. I can memorize and present a dramatic monologue with correct expression including tone, pitch, volume, and interpretation.
- c. I can portray multiple characters of varying personalities, ages, and social groups by using change of voice and body positioning.
- d. I will participate in improvisation acting.
- e. I can perform dialogue with action and movement when acting on stage.
- f. I can project my voice, enunciate words, and speak slowly and confidently in all speaking settings.

2. APPRECIATION

- a. I can orally read a noteworthy and/or classic play with expression, correct interpretation of characters, and tone.
- b. I can understand the role of theater and/or oral tradition in various cultures.
- c. I can identify the following theater terms: blocking, cast, cue, curtain call, downstage, upstage, stage right, stage left, dress rehearsal, and prop.

PERFORMING ARTS: High School Benchmarks – A Cappella Choir

1 PERFORMANCE

- a. I am able to demonstrate proper use of the diaphragm.
- b. I know how to enunciate words clearly, understand the meaning of the text and am able to work with foreign texts with ease.
- c. I know how to sing with a pleasant, round tone and can demonstrate proper chest/head tones.
- d. I practice correct sitting and standing postures during rehearsals on a daily basis.
- e. I am able to sing intervals accurately (all major and minor intervals).
- f. I am able to recognize chord progressions and cadences by ear and lock in harmony with the voice.
- g. I can sing phrases musically with proper interpretation.
- h. I exhibit proper stage presence.
- i. I am able to stay focused and sing musically in front of an audience when given the opportunity to sing a solo and am able to sing above the choir and/or piano/orchestra without the aid of a microphone.

2 NOTATION

- a. I have a good understanding of meters and can follow them.
- b. I am able to clap complex and syncopated rhythms in all meters accurately.
- c. I keep eyes focused on the music. I am able to read melodic and harmonic lines for SATB music with approximately 75% accuracy.
- d. I can read and sing my part independently in the midst of others singing different parts.
- e. I can demonstrate basic improvisation for vocal jazz (advanced).

3 APPRECIATION

- a. I listen for balance and blend, contributing to the group sound without dominating.
- b. I listen carefully for accurate intonation and demonstrate consistent understanding.
- c. I am able to decipher and sing ff, f, mf, mp, p, sfz, crescendos, and decrescendos.
- d. I know about various periods and styles through music performance choices, listening to and watching various singers/choirs for study of style (via CD, video/DVD, and live performers) and am able to sing and demonstrate different styles.
- e. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Chamber Singers

1 PERFORMANCE

- a. I am able to demonstrate proper use of the diaphragm and breathing muscles and can describe the process well.
- b. I know how to enunciate words clearly, understand the meaning of the text, and am able to work with foreign texts with ease.
- c. I know how to sing with a pleasant, round tone and can demonstrate proper chest/head tones.

- d. I practice correct sitting and standing postures during rehearsals on a daily basis.
- e. I am able to sing intervals accurately (all major and minor intervals).
- f. I am able to recognize chord progressions and cadences by ear and lock in harmony with the voice.
- g. I can sing phrases musically with proper interpretation.
- h. I can compose original music, arrange and adapt existing music, and / or organize music to be integrated into service opportunities with authentic audiences.

2 NOTATION

- a. I have a good understanding of meters and can follow them.
- b. I am able to clap complex and syncopated rhythms in all meters accurately.
- c. I keep eyes focused on the music and am able to read melodic and harmonic lines for SATB music with approximately 75% accuracy.
- d. I can read and sing my part independently in the midst of others singing different parts.
- e. I can demonstrate basic improvisation for vocal jazz (advanced).

3 APPRECIATION

- a. I listen for balance and blend, contributing to the group sound without dominating.
- b. I listen carefully for accurate intonation and demonstrate consistent understanding.
- c. I am able to decipher and sing ff, f, mf, mp, p, sfz, crescendos, and decrescendos.
- d. I know about various periods and styles through music performance choices, listening to and watching various singers/choirs for study of style (via CD, video/DVD, and live performers) and am able to sing and demonstrate different styles.
- e. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Chamber Strings

1 PERFORMANCE

- a. I can play all major and minor fingerings, 7 sharps to 7 flats (occasionally using more).
- b. I can play appropriate bowings (rapid string crossing, tremolo, trills, double stops, and sul tasto ponticello).
- c. I can demonstrate proper tone production on all four strings.
- d. I can play with varied vibrato speed and width.
- e. I can imitate melodic lines within range of an octave.
- f. I am able to hear and then sing intervals.
- g. I am able to play phrases musically.
- h. I can play with a broad dynamic range from ppp to fff.
- i. I exhibit proper stage presence and poise, carefully watching each member of the ensemble.
- j. I am able to stay focused and play musically in front of an audience.
- k. I can compose original music, arrange and adapt existing music, and / or organize music to be integrated into service opportunities with authentic audiences.

2 NOTATION

- a. I can change tone quality and dynamic levels by varying bow speed, weight, and placement.
- b. I understand and can play all basic and compound meters.
- c. I can read more complex rhythms, including syncopation.
- d. I can sight-read music in simple and compound meters.
- e. I can aptly read music in the treble clef (viola reads treble clef; cello reads tenor and treble clef).
- f. I am able to read and play music of Level V/VI.
- g. I can improvise simple melodies over a known harmonic progression.

3 APPRECIATION

- a. I listen and adjust for balance and blend.
- b. I can identify by ear all orchestral instruments.
- c. I listen carefully for accurate intonation with other sections and within my own section.
- d. I can tune my instrument in an ensemble setting using fifths and/or harmonics.
- e. I can evaluate performances of myself and others.

TECHNOLOGY:

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Chamber Winds

1 PERFORMANCE

- a. I can play sixteenth-note scales and arpeggios in major keys with related minor scales and modes.
- b. I can successfully play in the following keys (Y3: Concert Gb, D, A, and E; Y4: all previous keys).
- c. I can play sixteenth-note chromatic scales, 2 octaves, without music (Y3 and Y4).
- d. I am well prepared for all concerts (2-3 times each semester).
- e. I can compose original music, arrange and adapt existing music, and / or organize music to be integrated into service opportunities with authentic audiences.

2 NOTATION

- a. I can read and play complex rhythms including ties, syncopations, cut-time, and compound meters.
- b. I can read and play complex rhythms including triplets, asymmetrical meters, quintuplets, and sextuplets.
- c. I am able to read all notes in the range of my instrument as well as understand the functions of key signatures and accidentals.
- d. I can read and play intervals.
- d. I can successfully sight-read ensemble music, playing my part independently.

3 APPRECIATION

- a. I can play during rehearsals with proper balance, intonation, musical interpretation, and ensemble (staying together).
- b. I can make suggestions in rehearsals to help the group play with proper balance, intonation, musical interpretation and ensemble (staying together).
- c. I can identify by ear all orchestral instruments.
- d. I can evaluate performances of myself and others.

TECHNOLOGY

a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Chorale

1 PERFORMANCE

- a. I am able to demonstrate proper use of the diaphragm and breathing muscles.
- b. I know how to enunciate words clearly, understand the meaning of the text, and I am beginning to work with foreign texts with ease.
- c. I can sing with a pleasant, round tone, and I am able to decipher chest/head tones.
- d. I practice correct sitting and standing posture during rehearsals.
- e. I am able to match pitch accurately in the proper octave.
- f. I am able to sing intervals accurately (major seconds, thirds, fourths, fifths, sixths, sevenths; minor thirds).
- g. I am able to hold the melody line independently in a duet, trio or quartet.
- h. I can sing phrases musically with proper interpretation.
- i. I exhibit proper stage presence and poise, watching the conductor consistently, and bowing appropriately.
- j. I am able to stay focused and sing musically in front of an audience when given the opportunity to sing a solo.

2 NOTATION

- a. I understand and can follow 4/4, 3/4, 2/4, 2/2, 6/8 and 3/8 meters.
- b. I am able to clap moderately complex rhythms (and some syncopation) in these meters: 4/4, 3/4, 2/4, 2/2, 6/8 and 3/8 meters.
- c. I keep eyes focused on the music and am able to read melodic and harmonic lines for SAB and SATB music with approximately 50% accuracy.
- d. I am becoming an independent reader/singer and can sing my part independently in the midst of others singing the same part.

3 APPRECIATION

- a. I know how to listen for balance and blend, contributing to the group sound without dominating.
- b. I listen carefully for accurate intonation and am able to modify when I am out of pitch.
- c. I am able to decipher and sing ff, f, mf, mp, and p.

- d. I know about various periods and styles through music performance choices, listening to and watching various singers/choirs for study of style (via CD, video, live performers).
- e. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Concert Band

1 PERFORMANCE

- a. I can play sixteenth-note scales and arpeggios in major keys with related minor scales and modes.
- b. I can successfully play in the following keys (Y1: Concert Bb, Eb, F and C; Y2: Concert Ab, Db, G and Cb; Y3: Concert Gb, D, A, and E; Y4: all previous keys).
- c. I can play sixteenth-note chromatic scales with music (Y1 and Y2).
- d. I can play sixteenth-note chromatic scales, 2 octaves, without music (Y3 and Y4).
- e. I am well prepared for all concerts (2-3 times each semester).

2 NOTATION

- a. I can read and play complex rhythms including ties, syncopations, cut-time, and compound meters (Y1 and Y2 – Playing tests are conducted using a metronome).
- b. I can read and play complex rhythms including triplets, asymmetrical meters, quintuplets, and sextuplets (Y3 and Y4 – Playing tests are conducted with and without a metronome).
- c. I am able to read all notes in the range of my instrument as well as understand the functions of key signatures and accidentals.

3 APPRECIATION

- a. I can play during rehearsals with proper balance, intonation, musical interpretation, and ensemble (staying together).
- b. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Flute Choir

1 PERFORMANCE

- a. I can play sixteenth-note scales and arpeggios in major keys with related minor scales and modes.
- b. I can successfully play in the following keys (Y1: Concert Bb, Eb, F and C; Y2: Concert Ab, Db, G and Cb; Y3: Concert Gb, D, A, and E; Y4: all previous keys).
- c. I can play sixteenth-note chromatic scales with music (Y1 and Y2).
- d. I can play sixteenth-note chromatic scales, 2 octaves, without music (Y3 and Y4).
- e. I am well prepared for all concerts (2-3 times each semester).

2 NOTATION

- a. I can read and play complex rhythms including ties, syncopations, cut-time, and compound meters (Y1 and Y2 – Playing tests are conducted using a metronome).
- b. I can read and play complex rhythms including triplets, asymmetrical meters, quintuplets, and sextuplets (Y3 and Y4 – Playing tests are conducted with and without a metronome).
- c. I am able to read all notes in the range of my instrument as well as understand the functions of key signatures and accidentals.

3 APPRECIATION

- a. I can play during rehearsals with proper balance, intonation, musical interpretation, and ensemble (staying together).
- b. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Mixed Instrumental Ensemble

(This ensemble will be offered as an alternative to HS Band and/or Orchestra when there are smaller number of students than traditional ensembles.)

1 PERFORMANCE

- a. I can play sixteenth-note scales and arpeggios in major keys with related minor scales and modes.
- b. I can successfully play in the following keys (Y1: Concert Bb, Eb, F and C; Y2: Concert Ab, Db, G and Cb; Y3: Concert Gb, D, A, and E; Y4: all previous keys).
- c. I can play sixteenth-note chromatic scales with music (Y1 and Y2).
- d. I can play sixteenth-note chromatic scales, 2 octaves, without music (Y3 and Y4).
- e. I am well prepared for all concerts (2-3 times each semester).

2 NOTATION

- a. I can read and play complex rhythms including ties, syncopations, cut-time, and compound meters (Y1 and Y2 – Playing tests are conducted using a metronome).
- b. I can read and play complex rhythms including triplets, asymmetrical meters, quintuplets, and sextuplets (Y3 and Y4 – Playing tests are conducted with and without a metronome).
- c. I am able to read all notes in the range of my instrument as well as understand the functions of key signatures and accidentals.

3 APPRECIATION

- a. I can play during rehearsals with proper balance, intonation, musical interpretation, and ensemble (staying together).
- b. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Music History

1 PERFORMANCE

- a. I can present my music history analysis term paper to the class in articulate terms.
- b. I can defend my paper when asked specific questions about my analysis.

2 NOTATION

- a. I can name the basic elements of music.
- b. I can identify music symbols and tell the meanings of each.

3 APPRECIATION

- a. I can name the seven major time periods (Early Music/Medieval, Renaissance, Baroque, Classical, Romantic, Impressionistic, 20th Century).
- b. I can name key composers for each time period.
- c. I can identify the major instruments for each time period.
- d. I can name some major works of music from each time period.
- e. I can identify architectural elements of each time period.
- f. I am able to identify works of art from each time period.
- g. I can name world events that took place during each time period.
- h. I can talk about music from various world cultures.
- i. I can identify by ear all orchestral instruments.
- j. I can write a music history analysis term paper, using my knowledge of the subject to analyze a work of music by a composer of my choice.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Music Theory

1 PERFORMANCE

- a. I can prepare a group of musicians to perform a piece of music I have arranged.
- b. I can make wise revisions of my arrangement, based upon my knowledge of music theory and performance practice.

2 NOTATION

- a. I am able to identify all notes in all clefs.
- b. I use correct stem direction when writing music.
- c. I am able to accurately identify and write notes, rests, and dotted notes.
- d. I am able to accurately identify and write ties and phrase marks.
- e. I know the difference between whole and half tones (chromatic and diatonic).
- f. I understand and correctly write all accidentals (including double sharps and flats).
- g. I listen to and accurately write rhythmic dictation.
- h. I listen to and accurately write melodic dictation.
- i. I know the difference between chromatic and diatonic scales.
- j. I know the correct placement of tones and semitones in a major scale.
- k. I can construct a major scale (ascending and descending) with or without a key signature.
- l. I know the correct placement of tones and semitones in harmonic and melodic minor scales.
- m. I can construct harmonic and melodic minor scales (ascending and descending) with or without a key signature.
- n. I know how to construct a chromatic scale (ascending and descending) with or without a key signature.
- o. I have committed all major key signatures to memory.
- p. I can write the correct order of sharps or flats for key signatures in all clefs.
- q. I know how to find the relative minor keys for each major key.
- r. I can apply my knowledge of music theory by writing an original arrangement of a piece of music.

3 APPRECIATION

- a. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – String Orchestra

1 PERFORMANCE

- a. I can play all major and minor fingerings, 4 sharps to 4 flats (occasionally using more).
- b. I can play appropriate bowings (quick string crossing, tremolo, trills, double stops, and sul tasto ponticello).
- c. I can demonstrate proper tone production on all four strings.
- d. I can play with varied vibrato speed and width.
- e. I can imitate melodic lines within range of an octave.
- f. I am able to hear and then sing intervals.
- g. I am able to play phrases musically.
- h. I can play with a broad dynamic range from ppp to fff.
- i. I exhibit proper stage presence and poise, carefully watching the conductor.
- j. I am able to stay focused and play musically in front of an audience.

2 NOTATION

- a. I can change tone quality and dynamic levels by varying bow speed, weight, and placement.
- b. I understand and can play all basic and compound meters.
- c. I can read more complex rhythms, including syncopation.
- d. I can sight-read music in simple and compound meters.
- e. I can aptly read music in the treble clef (viola reads treble clef; cello reads tenor and treble clef).
- f. I am able to read and play music of Level IV.
- g. I can improvise simple melodies over a known harmonic progression.

3 APPRECIATION

- a. I listen for balance and blend.
- b. I can identify by ear all orchestral instruments.
- c. I listen carefully for accurate intonation with other sections and within my own section.
- d. I can tune my instrument in an ensemble setting using fifths and/or harmonics.
- e. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Violin Choir

1 PERFORMANCE

- a. I can play all major and minor fingerings, 4 sharps to 4 flats (occasionally using more).
- b. I can play appropriate bowings (quick string crossing, tremolo, trills, double stops, and sul tasto ponticello).
- c. I can demonstrate proper tone production on all four strings.
- d. I can play with varied vibrato speed and width.
- e. I can imitate melodic lines within range of an octave.
- f. I am able to hear and then sing intervals.
- g. I am able to play phrases musically.
- h. I can play with a broad dynamic range from ppp to fff.
- i. I exhibit proper stage presence and poise, carefully watching the conductor or section leader.
- j. I am able to stay focused and play musically in front of an audience.

2 NOTATION

- a. I can change tone quality and dynamic levels by varying bow speed, weight, and placement.
- b. I understand and can play all basic and compound meters.
- c. I can read more complex rhythms, including syncopation.
- d. I can sight-read music in simple and compound meters.
- e. I can aptly read music in the treble clef.
- f. I can improvise simple melodies over a known harmonic progression.

3 APPRECIATION

- a. I listen for balance and blend.
- b. I listen carefully for accurate intonation with other sections and within my own section.
- c. I can tune my instrument in an ensemble setting using fifths.
- d. I can evaluate performances of myself and others.

TECHNOLOGY

- a. I can model legal and ethical behaviors when using information and technology by properly selecting, acquiring and citing resources (music copyright guidelines).

PERFORMING ARTS: High School Benchmarks – Drama/Speech

1. APPRECIATION

- a. I can demonstrate understanding of the characteristics of Greek Theater and its place in the culture of the time

2. PERFORMANCE

- a. I can utilize pausing and vocal dynamics (pitch and expression) to show emotion effectively when performing a dramatic piece.
- b. I can utilize hand gestures, eye contact and natural movement to show emotion effectively when performing a dramatic piece.
- c. I can participate with enthusiasm when exploring drama tools such as improvisation, mime and role play.
- d. I can demonstrate creative thinking when participating in scenes requiring improvisation.
- e. I can take risks that require movement out of an individual's comfort zone, pushing beyond the normal limits into new territory
- f. I can speak with clarity, fluency, appropriate eye contact, gesture and posture for 3 or more minutes on a **prepared** topic.
- g. I can speak with clarity, fluency and appropriate eye contact, gesture and posture for 1 or more minute on an **unprepared** topic.
- h. I can debate controversial topics using vocal techniques and gestures purposefully.

APPENDIX A: Biblical Principles for Visual & Performing Arts

1. God - Has to do with the nature, character and role of God.

- a. God's first acts were creative. He is creator of all that is. His very nature is that of a creator. *Genesis 1-2*
- b. God created man with the ability to produce and appreciate beauty. *Genesis 1:27*
- c. All truth is God's truth. Even "non-religious" fine art can point to God's truth. *Psalms 26:13*

2. Creation- Has to do with what is made and sustained by God.

- a. Creation is God's artwork – His delight; it was "good" in form and beauty. *Genesis 1:31*
- b. God's creations communicate His truth and love to man, and they offer both enjoyment and instruction. *Romans 1:20*

3. Mankind - Has to do with who and what humans are.

- a. Created in God's own image, man also had the ability both to create something and to delight in it. *Genesis 1-2*
- b. Man uses art to bring glory to himself rather than God, references to 'the work of our hands'. *Daniel 4:30*
- c. Man's creativity and his ability to appreciate the creativity of others are affected by sin. *Romans 3:23*
- d. Creativity and artistic ability is God-given; these talents are to be used in His service. *Exodus 31:2-6; 1 Chronicles 28; 1 Peter 4:10*
- e. Creativity involves the power of choice; it is an indication of freedom, and only in Christ are we truly free. *John 8:36*
- f. God is the master communicator and we reflect part of His nature when we use fine art to communicate truth. *Hebrews 1:1-4*

4. Moral Order- Has to do with moral behavior and responsibility.

- a. Fine art can become an idol: we worship the created, instead of the creator. *Ezekiel 16:14-16, Ezekiel 32; Romans 1:23ff*
- b. Fine art forms can be used to portray lies and foster false emotions. *Exodus 32:31*
- c. Fine art is a means of communication among people—a horizontal function. *Ephesians 5:18,19*
- d. Fine art serves to refresh, to encourage, and to provide enjoyment for both the performer and the listener. *Psalms 57:7-9*

5. Purpose

- a. We are created with different abilities to bring glory to God. *1 Corinthians 12:4-7*

- b. We can use fine art forms to worship God and communicate His redemptive plan. *Psalm 50; Ephesians 5:19,20; Exodus 36:8*
- c. God is pleased with excellence in performances done for His glory. *II Chronicles 5:13*
- d. We should yield our abilities to God to be used for His glory, whether in enjoyment and appreciation, or in production of that for which He has given us the ability. *Colossians 3:17,23,24*

APPENDIX B: Co-Curricular Performing Arts Course Overviews

K-5 Program

Beginning Strings, Grades 3 & 4

This course is open to students in grades 3-4 who wish to learn a string instrument. Middle school beginners may also join. Emphasis is placed on playing position, embouchure, and basic fingerings.

Elementary Choir

This course is open to students in grades 4-5 who wish sing in a choir. Elementary Choir meets after school and serves as an introduction to choral singing.

Elementary Orchestra

Students in grades 3-4 who already play a string instrument will continue to develop individual skills with increased emphasis on ensemble skills.

Head Start Strings, Year I & II

This course is open to students in grades 2-3 who wish to learn string instrument. Emphasis is placed on playing position, tone, bowings, and basic fingerings. It is expected that students have experience in their chosen instrument prior to joining this class. This group meets after school.

Middle School Program

Middle School Jazz Ensemble

In Middle School Jazz Ensemble students will develop their sight reading and rhythm training by performing a variety of jazz music. There will be opportunity and instruction in improvisation and the expressive elements of music, as well as learning about the lives and times of different jazz musicians.

Middle School Music Appreciation

Students will study music from the Medieval Period through the 20th Century. They will learn principles of music theory and apply it to evaluating group performances.

APPENDIX C: Co-Curricular Performing Arts Benchmarks

Elementary Benchmarks – Beginning Band

1 PERFORMANCE

- a. I can play concert Bb, Eb and F scales.
- b. If I am a brass player, I can play approximately 1 octave. If I am a woodwind player, I can play approximately 1-1/2 octaves.
- c. I play with correct tone production, breathing and posture.
- d. I recognize and play tongued and slurred notes.
- e. I will play in two concerts per year.
- f. I will experience easy ensemble and solo performing, beginning with playing my instrument in unison with others and proceeding to play my own part.

2 NOTATION

- a. I can read and play simple rhythms in 4/4, 3/4 and 2/4 meters.
- b. I can recognize and play whole, half, quarter and eighth notes.
- c. I can recognize and play whole, half and quarter rests.
- d. I can read and play simple dotted rhythms.
- e. I am able to follow key and time signatures, repeat signs, and 1st & 2nd endings.
- f. I can recognize and play sharp, flat, and natural signs.

3 APPRECIATION

- a. I am able to hear, sing, and play the melody.
- b. I can recognize the melody in the context of an ensemble.
- c. I can listen and follow musical directions from the conduction.
- d. I am able to tune my instrument with teacher assistance.
- e. I can recognize and play p, mp, mf and f.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMART Board, metronomes, tuners).

Elementary Benchmarks – Beginning Strings, Gr. 3 & 4

1 PERFORMANCE

- a. I can demonstrate forte and piano dynamic levels with good tone.
- b. I can demonstrate correct bow hair tension.
- c. I can demonstrate how to adequately apply rosin to my bow.
- d. I am experimenting with preliminary vibrato motions.
- e. I can demonstrate proper tone production on all four strings.
- f. I can demonstrate detaché (legato) bowing and bow lifts staccato bowing.
- g. I can play three- and four-note slurs and ties.
- h. I am able to play hooked bow technique.
- i. I can demonstrate rhythms using these note values: quarter, half, whole, eighth, dotted-half, dotted-quarter, sixteenths (and corresponding rests).
- j. I am able to play right and left-hand pizzicato.
- k. I am able to play double open strings.
- l. I can play G, D, C and A scales.
- m. I can play the following finger patterns:
 - 1) Violin/Viola - 0 1 23 4; 0 1 2 34; 0 12 3 4,
 - 2) Cello - 0 1 34; 0 12 4; (0 1 234 forward extension; 01 234 backward extension)
 - 3) Bass (0 1 4; 0 12), (1/2 position).
- n. I can play octave harmonies on each string.
- o. I can imitate more complex rhythmic patterns.
- p. I can imitate and sing more complex melodic patterns.
- q. I can imitate more complex bowing motions, including string crossing.
- r. I can tune each string with fine tuners.

2 NOTATION

- a. I can name the notes in Level I & II finger patterns.
- b. I can sight-read examples in 2/4, 3/4, and 4/4.
- c. I can identify all notes and am able to draw the clef and place the notes on the staff.
- d. I know the key signatures of music being learned.
- e. I know the notes of the scales being learned.
- a. I can name the notes in Level 1 finger patterns.
- b. I can name the notes on the lines and spaces of the staff.
- c. I know the note values of Level 1 rhythm.

3 APPRECIATION

- a. I know the basic string vocabulary in my method book.
- b. I can name the composers of the music being learned.
- c. I can name the parts of the instrument and bow.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMARTBoard, metronomes).

Elementary Benchmarks – Elementary Choir

1 PERFORMANCE

- a. I understand the basic concept of deep breathing and use of the diaphragm.
- b. I can enunciate words clearly.
- c. I sing with a pleasant, round tone.
- d. I am able to demonstrate correct sitting and standing posture.
- e. I am able to match pitch accurately.
- f. I am able to sing intervals accurately.
- g. I am able to hold my own part with the help of others when singing a canon.
- h. I am learning to sing phrases musically.
- i. I exhibit proper stage presence.
- j. I am able to stay focused and sing musically in front of an audience if I have an opportunity to sing a solo.

2 NOTATION

- a. I understand and can follow 4/4, 3/4 and 2/4 meters.
- b. I am able to clap simple rhythms in 4/4, 3/4 and 2/4 meters.
- c. I keep my eyes focused on the music.
- d. I am able to read simple melodic and harmonic lines for SA music with approximately 25% accuracy.
- e. I am learning how to become an independent reader and singer.

3 APPRECIATION

- a. I listen for balance and blend.
- b. I listen carefully for accurate intonation.
- c. I am able to decipher and sing p, mf, and f.
- d. I am able to sing songs using correct style.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMART Board, metronomes).

Elementary Benchmarks– Elementary Orchestra

1 PERFORMANCE

- a. I can accurately play C, G, D, A, F and Bb scales.
- b. I can play with proper bow control (hooked bow, slurs to 4 notes, detaché, staccato, legato).
- c. I can demonstrate proper tone production on all 4 strings.
- d. I have experimented with preliminary vibrato or basic vibrato.
- e. I am able to match a given pitch on my instrument.
- f. I am able to hear and then sing intervals.
- g. I can interpret and play phrases musically.
- h. I exhibit proper stage presence and poise, watching the conductor.
- i. I am able to stay focused and play musically in front of an audience when playing a solo.

2 NOTATION

- a. I can accurately play quarter, half, dotted-half, whole, dotted-quarter, eighths, sixteenths, triplets and galloping rhythms.
- b. I understand and can follow 4/4, 3/4, 2/4, C and 6/8 meters.
- c. I can name notes in Level II finger patterns and sight-read in 2/4, 3/4 and 4/4 meters.
- d. I am able to read and play some music of Level III

3 APPRECIATION

- a. I know how to listen for balance and blend.
- b. I listen carefully for accurate intonation with other sections and within my own section.
- c. I am able to distinguish f, mf, mp, p, accents and various bowing symbols.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMARTBoard, metronomes).

Elementary Benchmarks – Head Start Strings, Yr. 1

1 PERFORMANCE

- a. I can demonstrate correct bow hair tension.
- b. I can demonstrate how to adequately apply rosin to my bow.
- c. I can demonstrate my ability to draw a straight bow.
- d. I can demonstrate proper contact point between the bridge and fingerboard.
- e. I can demonstrate even bow speed.
- f. I can demonstrate detaché (legato) bowing and bow lifts.
- g. I can play two-note slurs and ties.
- h. I am able to imitate bowing exercises.
- i. I can demonstrate rhythms using these note values: quarter, half, whole, eighth and dotted-half notes (and corresponding rests).
- j. I am able to play right-hand pizzicato.
- k. I can play the following scales: Violin (G, D, A), Viola/Cello (C, G, D), Bass (G, D).
- l. I can play the following finger patterns: Violin/Viola (0 a 23 4); 0 12 3 4, Cello (0 1 34); 0 12 4; Bass (0 1 4; 0 12).
- m. I can imitate simple rhythmic patterns.
- n. I can imitate and sing simple melodic patterns.
- o. I have learned several rote songs.
- p. I can sing intervals, melodies and scales.
- q. I am able to match pitches.

2 NOTATION

- a. I can name the notes in Level 1 finger patterns.
- b. I can name the notes on the lines and spaces of the staff.
- c. I can sight-read simple examples in 2/4 and 4/4.
- d. I can identify half and whole steps aurally.
- e. I know the note values of Level 1 rhythm.
- f. I know the notes of the scales being learned.

3 APPRECIATION

- a. I can name the parts of the instrument and bow.
- b. I know the basic string vocabulary in my method book.
- c. I can name the composers of the music being learned.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMART Board, metronomes).

Elementary Benchmarks – Head Start Strings, Yr. II

1 PERFORMANCE

- a. I can demonstrate forte and piano dynamic levels with good tone.
- b. I am experimenting with preliminary vibrato motions.
- c. I can demonstrate proper tone production on all four strings.
- d. I can demonstrate staccato bowing.
- e. I can play three- and four-note slurs and ties.
- f. I am able to play hooked bow technique.
- g. I can demonstrate rhythms using these note values: quarter, dotted-quarter, sixteenths (and corresponding rests).
- h. I am able to play left-hand pizzicato.
- i. I am able to play double open strings.
- j. I can play G, D and C scales.
- k. I can play the following finger patterns: Violin/Viola (0 1 2 3 4), Cello (0 a 234 forward extension; 01 234 backward extension), Bass (1/2 position).
- l. I can play octave harmonies on each string.
- m. I can imitate more complex rhythmic patterns.
- n. I can imitate and sing more complex melodic patterns.
- o. I can imitate more complex bowing motions, including string crossing.
- p. I can tune each string with fine tuners.

2 NOTATION

- a. I can name the notes in Level II finger patterns.
- b. I can sight-read examples in 2/4, 3/4, and 4/4.
- c. I can identify all notes and am able to draw the clef and place the notes on the staff.
- d. I know the key signatures of music being learned.
- e. I know the notes of the scales being learned.

3 APPRECIATION

- a. I know the basic string vocabulary in my method book.
- b. I know some facts about the lives of Bach, Beethoven, Mozart and Haydn.

TECHNOLOGY:

I can use developmentally appropriate technology tools (e.g. SMARTBoard, metronomes).

Middle School Benchmarks – MS Jazz Ensemble

1 PERFORMANCE

- a. I can play concert Bb, Eb, F, Ab scales (and relative minors of all the keys introduced).
- b. I can play Dorian and Blues scale patterns.
- c. I can play with a range of 1-1/2 to 2 octaves.
- d. I can recognize and play slurs, staccato, legato, tenuto and accents.
- e. I am reinforcing my basic skills from Middle School Band.
- f. I will play in two concerts per year.
- g. If I am taking private lessons, I will perform at least one solo during the year.

2 NOTATION

- a. I can recognize and play 4/4, 3/4, 2/4, 6/8 and cut-time meters.
- b. I am able to count and perform whole, half, quarter, eighth and sixteenth notes, triplets, plus their corresponding rests.
- c. I can recognize and play more complex dotted rhythms and syncopation (dotted half/quarter/eighth notes).
- d. I am able to correctly play swing rhythms.
- e. I am able to follow a given tempo and arrive at the end of a Grade 1 piece with the rest of the ensemble.
- f. I understand D.C. al Coda, D.C. al Fine, D.S. al Coda, and D.S. al Fine.

3 APPRECIATION

- a. I can recognize the melody line in other parts/instruments.
- b. I can recognize the bass line and inner voices in other parts/instruments.
- c. I can listen for balance and adjust playing accordingly.
- d. I am able to tune my instrument with verbal cues and begin to use a tuner independently.
- e. I can recognize and play crescendo/decrescendo, sfz, pp, mp, ff and other dynamic markings.
- f. I can recognize and demonstrate proper jazz stylings.

TECHNOLOGY:

I can use data-collection technology to gather, view, analyze, and report results (e.g. handheld devices, computers, recordings, etc.).

Middle School Benchmarks – MS Music Appreciation

1 PERFORMANCE

2 NOTATION

- a. I am able to identify all clefs.
- b. I am able to accurately identify and write notes and rests.
- c. I can hear and accurately write rhythmic dictation.
- d. I understand and can correctly write all accidentals.
- e. I know the correct placement of tones and semitones in a major scale.
- f. I know the correct placement of tones and semitones in harmonic and melodic minor scales.
- g. I can identify the meaning of numbers in time signatures.
- h. I can demonstrate my ability to read notation by playing Orff instruments, handbells, recorder or autoharp.

3 APPRECIATION

- a. I am able to name the instruments of the orchestra.
- b. I am able to sort instruments into instrument families.
- c. I can tell which time period each instrument was added.
- d. I can name the six major time periods (Medieval, Renaissance, Baroque, Classical, Romantic, Modern).
- e. I can name the key composers of each time period.
- f. I can identify the major instruments of each time period.
- g. I can name some major works of music from each time period.

TECHNOLOGY:

I can use data-collection technology to gather, view, analyze, and report results (e.g. handheld devices, computers, recordings, etc.).