



# RASD WSMA 9-12 Grade Articulation of Skills: Varsity Mixed Choir

**SINGING:** Students in Wisconsin will sing, alone and with others, a varied repertoire of music.

Grade:	Standard:	Student Learning Targets:
<b>A. Students in general music classes will:</b>		
<b>A.12.1</b>	Sing expressively, with technical and stylistic accuracy, a varied repertoire of music	<ul style="list-style-type: none"> <li>I can sing a song from different time periods, with the correct notes and musical style (i.e. speed, volume, etc)</li> </ul>
<b>A.12.2</b>	Demonstrate effective use of ensemble skills such as balance, intonation, rhythmic unity, and part singing when performing as part of a group	<ul style="list-style-type: none"> <li>I can play and/or sing in a group while listening and adjusting to the other performers.</li> </ul>
<b>A. Students in choral classes who have completed one year of study will:</b>		
<b>A12.3</b>	<u>Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of four on a scale of one to six.* including some songs performed from memory</u>	<ul style="list-style-type: none"> <li>I can sing difficult songs with correct notes and rhythms, and style from memory.</li> </ul>
<b>A.12.4</b>	Sing music written for four parts, with and without accompaniment	<ul style="list-style-type: none"> <li>I can sing my part with three different parts at the same time, with and without piano.</li> </ul>
<b>A.12.5</b>	<u>Demonstrate well-developed ensemble skills</u>	<ul style="list-style-type: none"> <li>I can perform songs while listening to the rest of the group.</li> </ul>
<b>A. Students in choral classes who have completed more than one year of study will:</b>		
<b>A12.6</b>	Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six*	<ul style="list-style-type: none"> <li>I can sing very difficult songs with correct notes and rhythms and style.</li> </ul>
<b>A.12.7</b>	Sing music written in more than four parts	<ul style="list-style-type: none"> <li>I can sing my part with more than three other voice parts at the same time.</li> </ul>
<b>A.12.8</b>	Sing in small ensembles with one student on a part	<ul style="list-style-type: none"> <li>I can sing my part by myself with others singing different parts.</li> </ul>
<b>A. Students in instrumental classes will:</b>		
<b>A.12.9</b>	Demonstrate well-developed ensemble skills.	<ul style="list-style-type: none"> <li>I can play in a large or small group</li> </ul>
<b>INSTRUMENTAL:</b> Students in Wisconsin will play, alone and with others, a varied repertoire of music on instruments.		
Grade:	Standard:	Student Learning Targets:

B. Students in general music classes will:		
<b>B.12.1</b>	Play a varied repertoire of music expressively and with technical and stylistic accuracy on a classroom instrument	<ul style="list-style-type: none"> <li>I can play a song from different time periods, with the correct notes and musical style (i.e. speed, volume, etc)</li> </ul>
<b>B12.2</b>	Play on a classroom instrument, using ensemble skills such as balance, intonation, rhythmic unity, and independence when performing in a group	<ul style="list-style-type: none"> <li>I can play and/or sing in a group while listening and adjusting to the other performers.</li> </ul>
<b>B.12.3</b>	Play by ear accompaniments on a harmonic instrument while singing or playing the melody	<ul style="list-style-type: none"> <li>I can improvise music on my instrument that blends with another instrumentalist.</li> </ul>
B. Students in choral classes will:		
<b>B.12.4</b>	Play their voice part on a melodic instrument	<ul style="list-style-type: none"> <li>I can use an instrument to play my notes from my vocal piece.</li> </ul>
<b>B.12.5</b>	Play accompaniments on melodic, rhythmic, or harmonic instruments	<ul style="list-style-type: none"> <li>I can play an aspect of the accompaniment for a song on an instrument.</li> </ul>
B. Students in instrumental classes who have completed one year of study will:		
<b>B.12.6</b>	Perform, with expression and technical accuracy, a large and varied repertoire of instrumental literature with a level of difficulty of four on a scale of one to six*	<ul style="list-style-type: none"> <li>I can play difficult music from different time periods expressively and without mistakes.</li> </ul>
<b>B.12.7</b>	Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills	<ul style="list-style-type: none"> <li>I can musically play my part along with the rest of the instrumentalists in a group.</li> </ul>
<b>B.12.8</b>	Perform in small ensembles	<ul style="list-style-type: none"> <li>I can play in small groups of instrumentalists.</li> </ul>
B. Students in instrumental classes who have completed more than one year of study will:		
<b>B.12.9</b>	Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of five, on a scale of one to six	<ul style="list-style-type: none"> <li>I can play difficult music from different time periods expressively and without mistakes.</li> </ul>
IMPROVISATION: Students in Wisconsin will improvise music.		
Grade:	Standard:	Student Learning Targets:
C. Students in general music classes will:		
<b>C.12.1</b>	Improvise stylistically appropriate harmonizing parts	<ul style="list-style-type: none"> <li>I can make up music that sounds good with other performers.</li> </ul>
<b>C12.2</b>	Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys	<ul style="list-style-type: none"> <li>I can make up short rhythms and 5-note songs in various keys.</li> </ul>
<b>C.12.3</b>	Improvise original melodies over given chord progressions, each in a variety of styles (such as	<ul style="list-style-type: none"> <li>I can make up a melody in different styles, time signatures, and keys.</li> </ul>

	classical, blues, standard pop songs, folk, gospel), meter (such as duple or triple), and tonality	
<b>C. Students in choral classes who have completed one year of study will:</b>		
<b>C.12.4</b>	Improvise stylistically appropriate harmonizing parts	<ul style="list-style-type: none"> <li>I can make up music that sounds good with the other parts.</li> </ul>
<b>C.12.5</b>	Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys	<ul style="list-style-type: none"> <li>I can make up short rhythms and five-note songs in various key signatures.</li> </ul>
<b>C.12.6</b>	Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality	<ul style="list-style-type: none"> <li>I can make up melodies that sound good with the chord progression in different styles, time signatures and keys.</li> </ul>
<b>C. Students in choral classes who have completed more than one year of study will:</b>		
<b>C.12.7</b>	Improvise stylistically appropriate harmonizing parts in a variety of styles	<ul style="list-style-type: none"> <li>I can make up a harmony part that sounds good with the other parts in various styles.</li> </ul>
<b>C.12.8</b>	Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality	<ul style="list-style-type: none"> <li>I can make up a melody in different styles, time signatures and keys.</li> </ul>
<b>C. Students in instrumental classes who have completed one year of study will:</b>		
<b>C.12.9</b>	Improvise rhythmic and melodic variations on given pentatonic* melodies and melodies in major and minor keys	<ul style="list-style-type: none"> <li>I can make up short rhythms and 5-note songs in various keys.</li> </ul>
<b>C.12.10</b>	Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality	<ul style="list-style-type: none"> <li>I can make up a melody in different styles, time signatures, and keys.</li> </ul>
<b>C. Students in instrumental classes who have completed more than one year of study will:</b>		
<b>C.12.11</b>	Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality	<ul style="list-style-type: none"> <li>I can make up a melody in different styles, time signatures, and keys.</li> </ul>
<b>COMPOSITION: Students in Wisconsin will compose and arrange music.</b>		
<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>D. Students in general music classes will:</b>		
<b>D.12.1</b>	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect	<ul style="list-style-type: none"> <li>I can write original music using proper notation.</li> </ul>
<b>D.12.2</b>	Arrange simple pieces for acoustic or electronic instruments	<ul style="list-style-type: none"> <li>I can re-write simple songs for different instruments.</li> </ul>
<b>D.12.3</b>	Use computer and electronic technology in composing and arranging music	<ul style="list-style-type: none"> <li>I can use a computer to write and rewrite music.</li> </ul>

D. Students in choral classes who have completed one year of study will:		
D.12.4	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect	<ul style="list-style-type: none"> <li>I can write original music using proper notation and in different styles.</li> </ul>
D.12.5	Arrange pieces for voices in ways that preserve or enhance the expressive effect of the music	<ul style="list-style-type: none"> <li>I can re-write songs in a new way while still keeping the main aspects of the song.</li> </ul>
D.12.6	Compose and arrange music for voices and various accompaniment instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources	<ul style="list-style-type: none"> <li>I can write original music and re-write music for different instruments and voices that is appropriate.</li> </ul>
D. Students in choral classes who have completed more than one year of study will:		
D.12.7	Compose music, demonstrating imagination and technical skill in applying the principles of composition	<ul style="list-style-type: none"> <li>I can write original music using proper notation</li> </ul>
D.12.8	Demonstrate proficiency in the use of computer technology—notation and sequencing programs—to compose and arrange music for various vocal and instrumental ensembles and solos	<ul style="list-style-type: none"> <li>I can use a computer to write original music and re-write music for various instruments and voicings.</li> </ul>
D. Students in instrumental classes who have completed one year of study will:		
D.12.9	Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect	<ul style="list-style-type: none"> <li>I can write original music using proper notation.</li> </ul>
D.12.10	Arrange pieces for instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music	<ul style="list-style-type: none"> <li>I can re-write songs for different instruments.</li> </ul>
D.12.11	Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources	<ul style="list-style-type: none"> <li>I can use a computer to write and rewrite music for different instruments.</li> </ul>
D. Students in instrumental classes who have completed more than one year of study will:		
D.12.12	Compose music, demonstrating imagination and technical skill in applying the principles of composition	<ul style="list-style-type: none"> <li>I can write original music using proper notation.</li> </ul>
D.12.13	Demonstrate proficiency in the use of computer technology—notation and sequencing programs—to compose and arrange music for instruments	<ul style="list-style-type: none"> <li>I can use a computer to write and rewrite music for different instruments.</li> </ul>
READING AND NOTATING: Students in Wisconsin will read and notate music.		
Grade:	Standard:	Student Learning Targets:
E. Students in general music classes will:		
E.12.1	Continue to use standard and nontraditional notation to record their musical ideas and the musical ideas of others	<ul style="list-style-type: none"> <li>I can write down music on paper to share with others.</li> </ul>
E.12.2	Read and notate chord symbols on harmonic classroom instruments	<ul style="list-style-type: none"> <li>I can read and write down chords for instruments.</li> </ul>

<b>E.12.3</b>	Read an instrumental or vocal score of up to four staves	<ul style="list-style-type: none"> <li>I can read music that contains up to four music lines.</li> </ul>
<b>E. Students in choral classes who have completed one year of study will:</b>		
<b>E12.4</b>	Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used	<ul style="list-style-type: none"> <li>I can read and describe music that contains up to four lines of music.</li> </ul>
<b>E.12.5</b>	Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six	<ul style="list-style-type: none"> <li>I can accurately sing level three music on the first read-through.</li> </ul>
<b>E.12.6</b>	Interpret nonstandard notation symbols used by some 20th century composers	<ul style="list-style-type: none"> <li>I can explain music written in non-traditional music notation.</li> </ul>
<b>E. Students in choral classes who have completed more than one year of study will:</b>		
<b>E12.7</b>	Demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs	<ul style="list-style-type: none"> <li>I can read and describe what is written on a conductor's vocal score.</li> </ul>
<b>E.12.8</b>	<u>Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six</u>	<ul style="list-style-type: none"> <li>I can accurately sing level four music on the first read-through.</li> </ul>
<b>E. Students in instrumental classes who have completed one year of study will:</b>		
<b>E.12.9</b>	Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used	<ul style="list-style-type: none"> <li>I can read and describe music that contains up to four music lines.</li> </ul>
<b>E.12.10</b>	Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six	<ul style="list-style-type: none"> <li>I can accurately play grade three music the first time.</li> </ul>
<b>E.12.11</b>	Interpret nonstandard notation symbols used by some 20th century composers	<ul style="list-style-type: none"> <li>I can explain music written in non-traditional music notation.</li> </ul>
<b>E. Students in instrumental classes who have completed more than one year of study will:</b>		
<b>E.12.12</b>	Demonstrate the ability to read a full instrumental score by describing	<ul style="list-style-type: none"> <li>I can describe what is written on a conductor's score.</li> </ul>
<b>E.12.13</b>	Sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six	<ul style="list-style-type: none"> <li>I can accurately play grade four music the first time.</li> </ul>
<b>Analysis: Students in Wisconsin will analyze and describe music.</b>		
<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>F. Students in general music classes will:</b>		
<b>F.121</b>	Analyze the elements of music and expressive devices used in music from diverse genres and cultures upon listening to a given musical example	<ul style="list-style-type: none"> <li>I can listen to different pieces of music and examine the various techniques used to create it.</li> </ul>
<b>F.12.2</b>	Understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings)	<ul style="list-style-type: none"> <li>I can define music vocabulary words.</li> </ul>

<b>F.12.3</b>	Identify and explain compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work	<ul style="list-style-type: none"> <li>I can locate and explain the various techniques used to create music.</li> </ul>
<b>F.12.4</b>	Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	<ul style="list-style-type: none"> <li>I can locate and define the various techniques used to make an original piece of music.</li> </ul>
<b>F. Students in choral classes who have completed one year of study will:</b>		
<b>F.12.5</b>	Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices	<ul style="list-style-type: none"> <li>I can listen to different pieces of music and examine the various techniques used to create it.</li> </ul>
<b>F.12.6</b>	Demonstrate extensive knowledge of the technical vocabulary of music	<ul style="list-style-type: none"> <li>I can define music vocabulary words.</li> </ul>
<b>F.12.7</b>	Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	<ul style="list-style-type: none"> <li>I can locate and explain the various techniques used to create a piece of music and share other songs that are similar in style.</li> </ul>
<b>F. Students in choral classes who have completed more than one year of study will:</b>		
<b>F.12.8</b>	Demonstrate the ability to perceive and remember music events by listening to and describing in detail significant events in a given example	<ul style="list-style-type: none"> <li>I can hear and recall music events by sharing important details from a given example.</li> </ul>
<b>F.12.9</b>	Compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style	<ul style="list-style-type: none"> <li>I can compare how one piece of music is related to another piece due to how it is composed.</li> </ul>
<b>F.12.10</b>	Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	<ul style="list-style-type: none"> <li>I can locate and define the various techniques used to make an original piece of music.</li> </ul>
<b>F. Students in instrumental classes who have completed one year of study will:</b>		
<b>F.12.11</b>	Listen to and analyze examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices	<ul style="list-style-type: none"> <li>I can listen to different pieces of music and examine the various techniques used to create it.</li> </ul>
<b>F.12.12</b>	Demonstrate extensive knowledge of the technical vocabulary of music	<ul style="list-style-type: none"> <li>I can define music vocabulary words.</li> </ul>
<b>F.12.13</b>	Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	<ul style="list-style-type: none"> <li>I can locate and explain the various techniques used to create a piece of music and share other songs that are similar in style.</li> </ul>
<b>F. Students in instrumental classes who have completed more than one year of study will:</b>		
<b>F.12.14</b>	Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given example	<ul style="list-style-type: none"> <li>I can hear and recall music events by sharing important details from a given example.</li> </ul>

<b>F.12.15</b>	Compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style	<ul style="list-style-type: none"> <li>I can compare how one piece of music is related to another piece because of how it is composed.</li> </ul>
<b>F.12.16</b>	Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive	<ul style="list-style-type: none"> <li>I can locate and define the various techniques used to make an original piece of music.</li> </ul>

## **EVALUATION: Students in Wisconsin will evaluate music and music performances.**

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>G. Students in general music classes will:</b>		
<b>G.12.1</b>	Apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music	<ul style="list-style-type: none"> <li>I can use specific criteria to evaluate performances, compositions, arrangements, and improvisations and apply it to my own performance.</li> </ul>
<b>G.12.2</b>	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	<ul style="list-style-type: none"> <li>I can critique performances, compositions, arrangements, or improvisations through comparison to other similar or outstanding examples.</li> </ul>
<b>G.12.3</b>	Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feelings and emotions	<ul style="list-style-type: none"> <li>I can critique a piece of music in response to the emotions or feelings it evokes.</li> </ul>
<b>G. Students in choral classes who have completed one year of study will:</b>		
<b>G.12.4</b>	Apply and refine specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music	<ul style="list-style-type: none"> <li>I can use specific criteria to evaluate performances, compositions, arrangements, and improvisations and apply it to my own performance.</li> </ul>
<b>G.12.5</b>	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary model	<ul style="list-style-type: none"> <li>I can critique performances, compositions, arrangements, or improvisations through comparison to other similar or outstanding examples.</li> </ul>
<b>G. Students in choral classes who have completed more than one year of study will:</b>		
<b>G12.6</b>	<u>Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions</u>	<ul style="list-style-type: none"> <li>I can critique a piece of music in response to the emotions or feelings it evokes.</li> </ul>
<b>G. Students in instrumental classes who have completed one year of study will:</b>		
<b>G12.7</b>	Apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music	<ul style="list-style-type: none"> <li>I can use specific criteria to evaluate performances, compositions, arrangements, and improvisations and apply it to my own performance.</li> </ul>
<b>G12.8</b>	Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	<ul style="list-style-type: none"> <li>I can critique performances, compositions, arrangements, or</li> </ul>

		improvisations through comparison to other similar or outstanding examples.
<b>G. Students in instrumental classes who have completed more than one year of study will:</b>		
<b>G12.9</b>	Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions	<ul style="list-style-type: none"> <li>I can critique a piece of music in response to the emotions or feelings it evokes.</li> </ul>
<b>THE ARTS: Students in Wisconsin will relate music to the other arts and disciplines outside the arts.</b>		
<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>H. Students in general music classes will:</b>		
<b>H.12.1</b>	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures	<ul style="list-style-type: none"> <li>I can compare elements from two or more arts from different time periods and provide examples from different cultures.</li> </ul>
<b>H.12.2</b>	Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music	<ul style="list-style-type: none"> <li>I can explain principles and subjects from areas outside of arts are related to music.</li> </ul>
<b>H.12.3</b>	Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another	<ul style="list-style-type: none"> <li>I can explain how creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</li> </ul>
<b>H.12.4</b>	Compare the uses of characteristic elements and organizational principles among the various arts	<ul style="list-style-type: none"> <li>I can compare the elements and principles used among the various arts.</li> </ul>
<b>H. Students in choral classes who have completed one year of study will:</b>		
<b>H.12.5</b>	Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples	<ul style="list-style-type: none"> <li>I can explain how creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</li> </ul>
<b>H.12.6</b>	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures	<ul style="list-style-type: none"> <li>I can compare elements from two or more arts from different time periods and provide examples from different cultures.</li> </ul>
<b>H.12.7</b>	Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music	<ul style="list-style-type: none"> <li>I can explain principles and subjects from areas outside of arts are related to music.</li> </ul>
<b>H. Students in choral classes who have completed more than one year of study will:</b>		
<b>H.12.8</b>	Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures	<ul style="list-style-type: none"> <li>I can compare elements and artistic processes and organizational principles of the arts, from different time periods, and provide examples from different cultures.</li> </ul>

<b>H.12.9</b>	Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another	<ul style="list-style-type: none"> <li>I can explain how the different performance and production roles of a production are similar and different from one another.</li> </ul>
<b>H. Students in instrumental classes who have completed one year of study will:</b>		
<b>H.12.10</b>	Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts	<ul style="list-style-type: none"> <li>I can explain how creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another.</li> </ul>
<b>H.12.11</b>	Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures	<ul style="list-style-type: none"> <li>I can compare elements from two or more arts from different time periods and provide examples from different cultures.</li> </ul>
<b>H.12.12</b>	Explain ways in which the principles and subject matter of various disciplines outside the arts interrelate with those of music	<ul style="list-style-type: none"> <li>I can explain principles and subjects from areas outside of arts are related to music.</li> </ul>

## **HISTORY AND CULTURE: Students in Wisconsin will relate music to history and culture.**

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>I. Students in general music classes will:</b>		
<b>I.12.1</b>	Classify music by culture or historical period based on characteristic styles or genres and justify their classification	<ul style="list-style-type: none"> <li>I can identify and explain music based upon the time period or culture.</li> </ul>
<b>I.12.2</b>	Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them	<ul style="list-style-type: none"> <li>I can identify American music by genre and trace its evolution as well as name musicians from the specific era.</li> </ul>
<b>I.12.3</b>	Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	<ul style="list-style-type: none"> <li>I can identify roles musicians have performed as well as specific people who have been in that role and their accomplishments.</li> </ul>
<b>I. Students in choral classes who have completed one year of study will:</b>		
<b>I.12.4</b>	Classify music by culture or historical period based on characteristic styles or genres and justify their classification	<ul style="list-style-type: none"> <li>I can group music by culture and historical period based on the style or genre of the piece.</li> </ul>
<b>I.12.5</b>	Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them	<ul style="list-style-type: none"> <li>I can identify identify the evolution, the source and name well-known musicians from different American music genres.</li> </ul>
<b>I.12.6</b>	Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	<ul style="list-style-type: none"> <li>I can identify and describe the different roles that musicians have and how each role functions.</li> </ul>
<b>I. Students in choral classes who have completed more than one year of study will:</b>		

<b>I.12.7</b>	Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context	<ul style="list-style-type: none"> <li>I can identify and explain how the style of the piece connects the culture from where it originated.</li> </ul>
<b>I.12.8</b>	Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences	<ul style="list-style-type: none"> <li>I can identify and describe how a music genre or style is influenced by two or more cultural traditions and trace the historical aspects that influenced it.</li> </ul>
<b>I. Students in choral classes who have completed more than one year of study will:</b>		
<b>I.12.9</b>	Classify music by culture and historical period based on characteristic styles or genres and justify their classification	<ul style="list-style-type: none"> <li>I can group music by culture and historical period based on the style or genre of the piece.</li> </ul>
<b>I.12.10</b>	Identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them	<ul style="list-style-type: none"> <li>I can identify identify the evolution, the source and name well-known musicians from different American music genres.</li> </ul>
<b>I.12.11</b>	Identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements	<ul style="list-style-type: none"> <li>I can identify and describe the different roles that musicians have and how each role functions.</li> </ul>
<b>I. Students in instrumental classes who have completed more than one year of study will:</b>		
<b>I.12.12</b>	Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical or cultural context	<ul style="list-style-type: none"> <li>I can identify and explain the various features of a piece of music that place it in a specific time period or culture.</li> </ul>
<b>I.12.13</b>	Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical connections that produced the synthesis of influences	<ul style="list-style-type: none"> <li>I can identify and describe music or its style that demonstrates the traditions, influences and historical connections.</li> </ul>