

# CCSD Grades 6-12 Instrumental Music Curriculum Maps

[Link to SC Instrumental Arts Standards](#)

Expectations by grade level key: NL=Novice Low, NM=Novice Middle, NH=Novice High,  
 IL=Intermediate Low, IM=Intermediate Middle, IH=Intermediate High,  
 AL=Advanced Low, AM=Advanced Middle, AH=Advanced High

Concert Band Grades 6-8					
Grade	Prof. Level	Standards	Content/Key Objectives	Skills Learned	Instructional Materials
Year 1	NL/ NM	<b>Creating</b> <ul style="list-style-type: none"> <li>I can notate rhythm patterns using a defined selection of note values.</li> <li>I can imitate simple rhythm patterns within a given meter.</li> </ul> Anchor Standards 1 & 2	<ul style="list-style-type: none"> <li>Compose</li> <li>Improvise</li> </ul>	<ul style="list-style-type: none"> <li>I can choose various note values to represent simple rhythm patterns.</li> <li>I can write simple rhythm patterns using standard music notation.</li> <li>I can choose various pitches to represent simple melodic patterns.</li> <li>I can write simple melodic patterns using standard music notation.</li> <li>I can echo simple rhythm patterns on a neutral syllable, incorporating movement.</li> <li>I can echo simple rhythm patterns using rhythmic solfege or a counting system.</li> <li>I can echo simple rhythm patterns on my instrument.</li> <li>I can echo simple tonal patterns on a neutral syllable.</li> <li>I can echo simple tonal patterns using tonal solfege on pitch names.</li> <li>I can echo simple tonal patterns on my instrument.</li> </ul>	<a href="#">Composing</a>

	NL/N M	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I can produce a steady, free tone within a limited range.</li> <li>• I can demonstrate correct posture and fundamental fingering/position/stick technique.</li> <li>• I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes.</li> </ul> <p>Anchor Standard 3, 4, and 5</p>	<ul style="list-style-type: none"> <li>• Tone production</li> <li>• Posture</li> <li>• Breathing</li> <li>• Embouchure</li> <li>• Technical accuracy</li> <li>• Instrument Assembly</li> <li>• Playing position</li> <li>• Finger setup</li> <li>• Simple scales (B flat, E flat, A flat, F), Pentascales, Chromatic Scales and rudiments</li> <li>• Beat</li> <li>• Articulation</li> <li>• Basic Dynamics</li> <li>• Note recognition</li> <li>• Counting rhythm</li> <li>• Key signatures</li> <li>• Time signatures</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a steady, free tone within a limited range (3-5 pitches or more) with correct posture and playing position.</li> <li>• Using correct fingering/sticking technique, play simple scale and/or rudimental patterns.</li> <li>• Keep a steady pulse in various meters.</li> <li>• Play using basic articulations</li> <li>• Identify the pitches in the clef for my instrument, accidentals, and simple key signatures, and perform familiar tonal and rhythm patterns</li> </ul>	<p><a href="#">Essential Elements Book 1</a></p> <p><a href="#">Staff Reading</a></p> <p><a href="#">Ensemble Theory</a></p>
	NL/N M	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes.</li> <li>• I can evaluate music.</li> </ul> <p>Anchor Standards 6 and 7</p>	<ul style="list-style-type: none"> <li>• Analyzing and evaluating</li> <li>• Instrumental Sound Identification</li> <li>• Tempo - fast/slow</li> <li>• Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>• Vocalizing Preferences using proper terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the elements of music heard in a piece. Identify terms and symbols in a piece.</li> <li>• Evaluating music using basic music terminology. Summarize personal preferences of music.</li> </ul>	
	NL/N M	<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• I can relate musical ideas to personal experiences, culture, and history.</li> <li>• I can relate music to other arts disciplines, other content areas, and career path choices.</li> </ul> <p>Anchor Standards 8 &amp; 9</p>	<ul style="list-style-type: none"> <li>• Connections (Talk)</li> <li>• Cross-curricular connections</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize musical concepts and elements specific to culture.</li> <li>• Recognize how music is used for occasions unique to my culture.</li> <li>• Identify and demonstrate the connection between music and another subject in school.</li> </ul>	
Year 2	NM/N H	<p><b>Creating-</b></p> <ul style="list-style-type: none"> <li>• I can notate tonal patterns using a defined selection of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose</li> <li>• Improvise</li> </ul>	<ul style="list-style-type: none"> <li>• I can choose various pitches to represent simple melodic patterns and write simple melodic patterns using standard music notation.</li> </ul>	

		<ul style="list-style-type: none"> <li>I can imitate simple tonal patterns within a given key and tonality. Anchor Standards 1 &amp; 2</li> </ul>		<ul style="list-style-type: none"> <li>I can echo simple tonal patterns on a neutral syllable and using tonal solfege on pitch names.</li> <li>I can echo simple tonal patterns on my instrument.</li> </ul>	
	<b>NM/N H</b>	<p><b>Performing-</b></p> <ul style="list-style-type: none"> <li>I can produce a steady, free tone within a limited range.</li> <li>I can keep a steady pulse in duple and triple division and produce basic articulations.</li> <li>I can perform simple familiar tonal and rhythm patterns and tunes using music notation. Anchor Standard 3, 4, &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>Tone production</li> <li>Posture</li> <li>Breathing</li> <li>Embouchure</li> <li>Technical accuracy</li> <li>Instrument Assembly</li> <li>Playing position</li> <li>Finger setup</li> <li>Simple scales (reference <a href="#">SCBDA JR. REQ.</a>)</li> <li>Chromatic Scales and rudiments (reference <a href="#">SCBDA JR. REQ.</a>)</li> <li>Beat</li> <li>Articulation</li> <li>Basic Dynamics</li> <li>Note recognition</li> <li>Counting rhythm</li> <li>Key signatures</li> <li>Time signatures</li> <li>Tuning</li> <li>Phrasing</li> <li>Sight-reading (reference <a href="#">SCBDA JR. Sight-reading Guidelines</a>)</li> </ul>	<ul style="list-style-type: none"> <li>I can play the first 3–5 pitches on my instrument with characteristic tone quality.</li> <li>I can play the pitches I have learned with a characteristic tone and in tune.</li> <li>I can keep a steady pulse in various meters.</li> <li>I can play using basic articulations.</li> <li>I can perform simple familiar rhythm patterns using music notation.</li> <li>I can perform simple familiar tonal patterns using music notation.</li> <li>I can perform simple familiar tunes using music notation.</li> </ul>	
	<b>NM/N H</b>	<p><b>Responding -</b></p> <ul style="list-style-type: none"> <li>I can identify musical symbols and describe how the elements of music are used.</li> <li>I can describe my personal interest in music performances using a given list of music terminology. Anchor Standards 6 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing and evaluating</li> <li>Instrumental Sound Identification</li> <li>Tempo - fast/slow</li> <li>Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>Vocalizing Preferences using proper terminology</li> <li>Identify Key Signatures</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what I hear in a piece of music using musical vocabulary.</li> <li>I can identify musical terms in written music that I perform and rehearse.</li> <li>I can identify musical symbols in my music.</li> <li>I can use basic music terminology to describe what I am hearing.</li> <li>I can summarize my personal preferences of music.</li> </ul>	

	NM/NH	<p><b>Connecting-</b></p> <ul style="list-style-type: none"> <li>I can talk about musical ideas based on my culture.</li> <li>I can recognize and use instrumental music concepts among arts disciplines and other content areas.</li> </ul> <p>Anchor Standards 8 and 9</p>	<ul style="list-style-type: none"> <li>Connections (Describe)</li> <li>Cross-curricular connections</li> <li>Careers</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize musical concepts and elements specific to my culture.</li> <li>I can recognize how music is used for occasions unique to my culture.</li> <li>I can demonstrate a relationship between music and another subject in my school.</li> </ul>	
Year 3	NH	<p><b>Creating-</b></p> <ul style="list-style-type: none"> <li>I can notate simple melodies for my instrument.</li> <li>I can imitate simple melodic phrases given simple chord changes.</li> </ul> <p>Anchor Standards 1&amp; 2</p>	<ul style="list-style-type: none"> <li>Compose</li> <li>Improvise</li> </ul>	<ul style="list-style-type: none"> <li>I can write a simple melody within a given key, tonality, and meter.</li> <li>I can imitate simple melodic phrases.</li> <li>I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.</li> </ul>	
	NH	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>I can produce a steady, free tone with a limited range, in tune.</li> <li>I can perform basic dynamic contrasts and simple phrases.</li> <li>I can perform simple unfamiliar tonal and rhythm patterns and tunes using music notation.</li> </ul> <p>Anchor Standard 3, 4, and 5</p>	<ul style="list-style-type: none"> <li>Tone production</li> <li>Posture</li> <li>Breathing</li> <li>Embouchure</li> <li>Technical accuracy</li> <li>Instrument Assembly</li> <li>Playing position</li> <li>Finger setup</li> <li>Simple scales (reference <a href="#">SCBDA JR. REQ.</a>)</li> <li>, Chromatic Scales and rudiments (reference <a href="#">SCBDA JR. REQ.</a>)</li> <li>Beat</li> <li>Articulation</li> <li>Basic Dynamics</li> <li>Note recognition</li> <li>Counting rhythm</li> <li>Key signatures</li> <li>Time signatures</li> <li>Tuning</li> <li>Phrasing</li> <li>Sight-reading (reference <a href="#">SCBDA JR. Sight-reading Guidelines</a>)</li> </ul>	<ul style="list-style-type: none"> <li>I can play the pitches I have learned with a characteristic tone and in tune.</li> <li>I can demonstrate correct technique for performing loud and soft dynamics.</li> <li>I can shape a basic musical phrase.</li> <li>I can perform simple unfamiliar rhythm patterns using music notation.</li> <li>I can perform simple unfamiliar tonal patterns using music notation.</li> <li>I can perform simple unfamiliar tunes using music notation.</li> </ul>	

	NH	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>I can describe how repetition and contrast are used in music and identify key signatures.</li> <li>I can list the criteria I use to describe my interest in music performances using appropriate music terminology.</li> </ul> <p>Anchor Standards 6 &amp; 7</p>	<ul style="list-style-type: none"> <li>Analyzing and evaluating</li> <li>Instrumental Sound Identification</li> <li>Tempo - fast/slow</li> <li>Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>Vocalizing Preferences using proper terminology</li> <li>Identify Key Signatures</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how repetition is used in music.</li> <li>I can describe similarities and differences in the music that I hear.</li> <li>I can identify key signatures as they appear in music.</li> <li>I can describe some of the elements of music that I hear in a performance.</li> <li>I can identify my personal criteria for evaluating music performances.</li> </ul>	
	NH	<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>I can describe musical ideas through my personal experiences and my culture.</li> <li>I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.</li> </ul> <p>Anchor Standards 8 &amp; 9</p>	<ul style="list-style-type: none"> <li>Connections (Describe)</li> <li>Cross-curricular connections</li> <li>Careers</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how music is used in my life and my community.</li> <li>I can describe how the elements of music are used in my culture.</li> <li>I can describe the connection between music and a concept from another subject in my school.</li> <li>I can identify careers in music.</li> </ul>	
Unit/Lesson Plan Examples					
<b>Concert Band Grades 9-12</b>					
Band 1/2	NH/IL	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>I can compose and arrange melodies for my instrument within simple forms.</li> <li>I can improvise simple rhythm patterns within a given meter.</li> </ul> <p>Anchor Standards 1 and 2</p>	<ul style="list-style-type: none"> <li>Compose and Arrange</li> <li>Improvise</li> </ul>	<ul style="list-style-type: none"> <li>I can adapt a melody for my instrument.</li> <li>I can create a variation on a given theme.</li> <li>I can compose using verse-refrain, AB, ABA, and theme &amp; variation forms.</li> <li>I can improvise my own simple rhythm patterns on a neutral syllable, using rhythmic solfege or a counting system, and on my instrument.</li> </ul>	
	NH/IL	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>I can produce a centered tone in a</li> </ul>	<ul style="list-style-type: none"> <li>Tone production (Tuning/Pitch Tendencies)</li> <li>Posture</li> </ul>	<ul style="list-style-type: none"> <li>I can play in tune within a limited range.</li> <li></li> </ul>	

		<p>comfortable register.</p> <ul style="list-style-type: none"> <li>I can demonstrate increasing dexterity across an expanding range and at increasing tempos.</li> <li>I can identify music notation symbols representing an expanded set of tonal, rhythmic, technical, expressive, and formal indications.</li> </ul> <p>Anchor Standard 3, 4, and 5</p>	<ul style="list-style-type: none"> <li>Breathing</li> <li>Embouchure</li> <li>Technical accuracy</li> <li>Expanding Range/Finger Dexterity</li> <li>Instrument Assembly</li> <li>Playing position</li> <li>Finger setup</li> <li>Simple scales (reference <a href="#">SCBDA CL. REQ.</a>)</li> <li>Chromatic Scales and rudiments (reference <a href="#">SCBDA CL. REQ.</a>)</li> <li>Beat</li> <li>Articulation (Types/Application)</li> <li>Basic Dynamics</li> <li>Note recognition</li> <li>Counting rhythm - syncopation/subdivision</li> <li>Key signatures - expanded</li> <li>Time signatures</li> <li>Expressive Qualities/Musicianship</li> <li>Phrasing</li> <li>Sight-reading (reference <a href="#">SCBDA CL. Sight-reading Guidelines</a>)</li> <li><a href="#">Ensemble CPA Guidelines</a></li> </ul>	<ul style="list-style-type: none"> <li>I can play scales and/or rudiments with accuracy.</li> <li>I can perform an expanding variety of articulations with accuracy.</li> <li>I can identify advanced key signatures in the clef appropriate to my instrument.</li> <li>I can identify advanced note values and meter signatures that represent syncopation and smaller beat subdivisions in my music.</li> <li>I can identify technical, expressive, and formal indications in my music.</li> </ul>	
	NH/IL	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>I can identify simple music forms in compositions that I hear and see.</li> <li>I can describe the quality of music performances using provided criteria.</li> </ul> <p>Anchor Standards 6 and 7</p>	<ul style="list-style-type: none"> <li>Analyzing and evaluating</li> <li>Instrumental Sound Identification</li> <li>Tempo - fast/slow</li> <li>Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>Vocalizing Preferences using proper terminology</li> <li>Identify Key Signatures</li> <li>Form</li> <li>Call and Response</li> <li>Quality Performance (Describe/Discuss)</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize melodic themes in music that I hear and see.</li> <li>I can recognize form in music that I hear and see.</li> <li>I can recognize call and response in music that I hear and see.</li> <li>I can describe what contributes to a quality performance.</li> </ul>	
	NH/IL	<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>I can describe the</li> </ul>	<ul style="list-style-type: none"> <li>Connections (Describe)</li> <li>Value (Significance/Intent)</li> <li>Cross-curricular</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the significance and intent of music in some cultures.</li> </ul>	

		<p>purpose and value of music in some cultures.</p> <ul style="list-style-type: none"> <li>I can explore a range of skills shared among arts disciplines and other content areas and how they can be applied to a career in music.</li> </ul> <p>Anchor Standards 8 &amp; 9</p>	<p>connections (musical programming)</p> <ul style="list-style-type: none"> <li>Careers (skill application)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the appropriate music for particular events.</li> <li>I can apply music concepts and skills to other arts disciplines and content areas.</li> </ul>	
<b>Band 3/4</b>	<b>IM</b>	<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>I can compose and arrange simple harmonic accompaniments.</li> <li>I can improvise simple tonal patterns within a given key and tonality.</li> </ul> <p>Anchor Standards 1 &amp; 2</p>	<ul style="list-style-type: none"> <li>Compose and Arrange</li> <li>Improvise</li> </ul>	<ul style="list-style-type: none"> <li>I can write basic chords in a given key.</li> <li>I can write a basic chord progression in a given key.</li> <li>I can write a basic harmonic accompaniment in a given key</li> <li>I can improvise my own simple tonal patterns on a neutral syllable, using tonal solfege or pitch names, and on my instrument.</li> </ul>	
	<b>IM</b>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>I can produce a centered tone in expanded registers.</li> <li>I can perform increasingly complex rhythms and meters with precision and produce an expanding variety of articulations with increasing facility.</li> <li>I can perform at sight simple unfamiliar musical works.</li> </ul> <p>Anchor Standard 3, 4, &amp; 5</p>	<ul style="list-style-type: none"> <li>Tone production (Tuning/Pitch Tendencies)</li> <li>Posture</li> <li>Breathing</li> <li>Embouchure</li> <li>Technical accuracy</li> <li>Expanding Range/Finger Dexterity</li> <li>Instrument Assembly</li> <li>Playing position</li> <li>Finger setup</li> <li>Simple scales (reference <a href="#">SCBDA CL. REQ.</a>), Chromatic Scales and rudiments (reference <a href="#">SCBDA CL. REQ.</a>)</li> <li>Beat</li> <li>Articulation (Types/Application)</li> <li>Basic Dynamics</li> <li>Note recognition</li> <li>Counting rhythm - expanded syncopation/subdivision</li> <li>Key signatures - expanded</li> <li>Expanded Time signatures</li> </ul>	<ul style="list-style-type: none"> <li>I can play in tune within an expanding range.</li> <li>I can play syncopated patterns, quarter, eighth, and sixteenth note rhythms in various meters.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Expressive Qualities/Musicianship</li> <li>• Phrasing</li> <li>• Sight-reading (reference <a href="#">SCBDA CL. Sight-reading Guidelines</a>)</li> <li>• <a href="#">Ensemble CPA Guidelines</a></li> </ul>		
	<b>IM</b>	<p><b><u>Responding</u></b></p> <ul style="list-style-type: none"> <li>• I can identify how the elements of music are used in varying genres.</li> <li>• I can explain my evaluation of performances of others.</li> </ul> <p>Anchor Standards 6 and 7</p>	<ul style="list-style-type: none"> <li>• Analyzing and evaluating</li> <li>• Instrumental Sound Identification</li> <li>• Tempo - fast/slow</li> <li>• Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>• Vocalizing Preferences using proper terminology</li> <li>• Identify Key Signatures</li> <li>• Form</li> <li>• Call and Response</li> <li>• Quality Performance (Describe/Discuss)</li> <li>• Major/Minor Tonality</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of music.</li> <li>• I can identify major and minor tonalities. I can identify criteria used to evaluate performances of others.</li> <li>• I can describe the elements of music that I hear in performances.</li> </ul>	
	<b>IM</b>	<p><b><u>Connecting</u></b></p> <ul style="list-style-type: none"> <li>• I can research the purpose and value of music in a specific culture different from my own.</li> <li>• I can recognize specific skills shared among arts disciplines and other content areas and how they can be applied to a career in music.</li> </ul> <p>Anchor Standards 8 and 9</p>	<ul style="list-style-type: none"> <li>• Connections (Describe/Explain)</li> <li>• Value (Significance/Intent/Functionality)</li> <li>• Cross-curricular connections (musical programming)</li> <li>• Careers (skill application)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the significance and intent of music from a specific culture.</li> <li>• I can describe how music functions in a culture.</li> <li>• I can identify music skills that connect to specific content from another arts discipline and content area.</li> <li>• I can identify skills needed for a career in music.</li> </ul>	
<b>Band 5/6</b>	<b>IH</b>	<p><b><u>Creating</u></b></p> <ul style="list-style-type: none"> <li>• I can compose and arrange melodies with simple harmonic accompaniments.</li> <li>• I can improvise simple melodic phrases given chord changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and Arrange</li> <li>• Improvise</li> </ul>	<ul style="list-style-type: none"> <li>• I can compose melodies with simple chord progressions.</li> <li>• I can arrange melodies with simple chord progressions.</li> <li>• I can identify chord changes.</li> <li>• I can improvise simple melodic phrases that correspond with chord changes.</li> </ul>	

		Anchor Standards 1 and 2			
	IH	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I can produce a centered tone in extended registers.</li> <li>• I can produce gradual, controlled dynamic changes and perform extended phrases.</li> <li>• I can perform at sight moderately complex unfamiliar musical works.</li> </ul> <p>Anchor Standard 3, 4, and 5</p>	<ul style="list-style-type: none"> <li>• Tone production ( Consistent Tuning/Pitch Tendencies)</li> <li>• Posture</li> <li>• Breathing</li> <li>• Embouchure</li> <li>• Technical accuracy</li> <li>• Expanding Range/Finger Dexterity</li> <li>• Instrument Assembly</li> <li>• Playing position</li> <li>• Finger setup</li> <li>• Advanced scales (reference <a href="#">SCBDA SR. REQ.</a>)</li> <li>• , Chromatic Scales and rudiments (reference <a href="#">SCBDA SR. REQ.</a>)</li> <li>• Beat</li> <li>• Articulation (Types/Application)</li> <li>• Basic Dynamics</li> <li>• Note recognition</li> <li>• Counting rhythm - expanded syncopation/subdivision</li> <li>• Key signatures - expanded</li> <li>• Expanded Time signatures</li> <li>• Expressive Qualities/Musicianship</li> <li>• Extended Phrasing</li> <li>• Sight-reading (reference <a href="#">SCBDA SR. Sight-reading Guidelines</a>)</li> <li>• <a href="#">Ensemble CPA Guidelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• I can consistently play in tune.</li> <li>• I can demonstrate dynamic contrast and play four- to eight-bar phrases.</li> <li>• I can perform at sight moderately complex unfamiliar musical works with accurate pitches.</li> <li>• I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms.</li> <li>• I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo.</li> </ul>	
	IH	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• I can explain how the elements of music are used in varying genres.</li> <li>• I can describe the quality of my performances and compositions.</li> </ul> <p>Anchor Standards 6 and 7</p>	<ul style="list-style-type: none"> <li>• Analyzing and evaluating</li> <li>• Instrumental Sound Identification</li> <li>• Tempo - fast/slow</li> <li>• Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>• Vocalizing Preferences</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the use of melody, harmony, rhythm, timbre, texture, form, and expressive elements in varying genres of music.</li> <li>• I can describe how the elements of music function in different genres.</li> <li>• I can identify forms used in</li> </ul>	

		(Included Elements of Music in Clean-Up)	<ul style="list-style-type: none"> <li>using proper terminology</li> <li>Identify Key Signatures</li> <li>Form</li> <li>Call and Response</li> <li>Quality Performance (Describe/Discuss/Compare Personal to Other Performances)</li> <li>Major/Minor Tonality</li> </ul>	<ul style="list-style-type: none"> <li>varying genres.</li> <li>I can compare my performance to the performance of others.</li> <li>I can evaluate my compositions using specific criteria.</li> </ul>	
	<b>IH</b>	<p><b><u>Connecting</u></b> I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own. I can analyze the tools, concepts, and materials used among arts disciplines and other content areas and how they are used in music careers. Anchor Standards 8 and 9</p>	<ul style="list-style-type: none"> <li>Connections (Describe/Explain)</li> <li>Value (Significance/Intent/Functionality)</li> <li>Impact of Music on Values, Attitudes, &amp; Inspiration</li> <li>Cross-curricular connections (musical programming)</li> <li>Careers (skill application)</li> </ul>	<p>I can interpret how music preferences influence personal values and attitudes. I can describe how music is a vehicle of expression that inspires the listener to think differently. I can apply concepts from other arts disciplines and content areas to my music. I can identify materials and tools needed for specific careers in music.</p>	
<b>Band 7/8</b>	<b>AL</b>	<p><b><u>Creating</u></b></p> <ul style="list-style-type: none"> <li>I can compose and arrange incorporating expressive elements.</li> <li>I can perform a brief improvisation given a chord progression and meter.</li> </ul> <p>Anchor Standards 1 and 2</p>	<ul style="list-style-type: none"> <li>Rhythm</li> <li>Harmony</li> <li>Melody</li> <li>Transpositions</li> <li>Composition software</li> </ul>	<ul style="list-style-type: none"> <li>I can improvise short melodic patterns in varying meters.</li> <li>I can improvise a short passage using only a chord progression or lead sheet.</li> <li>I can compose incorporating expressive elements.</li> <li>I can arrange incorporating expressive elements.</li> </ul>	
	<b>AL</b>	<p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>I can produce a centered tone in comfortable and extended registers and at moderate dynamic levels.</li> <li>I can demonstrate fluent fingering/position/stick technique across the required range of my</li> </ul>	<ul style="list-style-type: none"> <li>Tone production (Tuning/Pitch Tendencies/Adjusting)</li> <li>Posture</li> <li>Breathing</li> <li>Embouchure</li> <li>Technical accuracy</li> <li>Expanding Range/Finger Dexterity/Fluency</li> <li>Instrument Assembly</li> <li>Playing position</li> <li>Finger setup</li> </ul>	<ul style="list-style-type: none"> <li>I can identify intonation inaccuracies and make adjustments as needed.</li> <li>I can demonstrate the required fingering system/positions or rudiment for my instrument.</li> <li>I can perform at sight complex unfamiliar musical works with accurate pitches.</li> <li>I can perform at sight complex unfamiliar musical works with</li> </ul>	

		<p>instrument.</p> <ul style="list-style-type: none"> <li>I can perform at sight complex unfamiliar musical works with accuracy.</li> </ul> <p>Anchor Standard 3, 4, and 5</p>	<ul style="list-style-type: none"> <li>Simple scales (reference <a href="#">SCBDA SR. REQ.</a>)</li> <li>, Chromatic Scales and rudiments (reference <a href="#">SCBDA SR. REQ.</a>)</li> <li>Beat</li> <li>Articulation (Types/Application)</li> <li>Basic Dynamics</li> <li>Note recognition</li> <li>Counting rhythm - expanded syncopation/subdivision</li> <li>Key signatures - expanded</li> <li>Expanded Time signatures</li> <li>Expressive Qualities/Musicianship</li> <li>Phrasing</li> <li>Sight-reading (reference <a href="#">SCBDA SR. Sight-reading Guidelines</a>)</li> <li><a href="#">Ensemble CPA Guidelines</a></li> </ul>	<p>accurate pitches and rhythms.</p> <ul style="list-style-type: none"> <li>I can perform at sight complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo.</li> </ul>	
	<b>AL</b>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>I can explain how the use of music elements impacts compositions from different historical periods and cultures.</li> <li>I can analyze performances and compositions, offering constructive suggestions for improvement using provided criteria.</li> </ul> <p>Anchor Standards 6 and 7</p>	<ul style="list-style-type: none"> <li>Analyzing and evaluating</li> <li>Instrumental Sound Identification</li> <li>Tempo - fast/slow</li> <li>Symbols (accidentals, articulation markings, dynamic markings, mapping)</li> <li>Vocalizing Preferences using proper terminology</li> <li>Identify Key Signatures</li> <li>Form (Genre/Periods)</li> <li>Call and Response</li> <li>Quality Performance (Describe/Discuss/Compare Personal to Other Performances)</li> <li>Major/Minor Tonality</li> <li>Style (Historical Periods)</li> <li>Construct Feedback (Rubric - Self Evaluation/Other Performances)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify forms used in varying genres and historical periods.</li> <li>I can describe stylistic qualities of music from different historical periods.</li> <li>I can describe musical works from different cultures.</li> <li>I can formulate constructive feedback for personal performances.</li> <li>I can formulate constructive feedback for the performances of others.</li> </ul>	
	<b>AL</b>	<p><b>Connecting</b></p>	<ul style="list-style-type: none"> <li>Connections (Describe/Explain)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how genres of music influence social lifestyles</li> </ul>	

		<ul style="list-style-type: none"> <li>• I can research how musical ideas influence beliefs, values, or behaviors in various cultures.</li> <li>• I can analyze how my interests and skills will prepare me for a career in music.</li> </ul> <p>Anchor Standards 8 and 9</p>	<ul style="list-style-type: none"> <li>• Value (Significance/Intent/Functionality)</li> <li>• Impact of Music on Values, Attitudes, &amp; Inspiration, Lifestyle, Social Trends</li> <li>• Cross-curricular connections (musical programming)</li> <li>• Careers (skill identification/application)</li> </ul>	<p>and current trends.</p> <ul style="list-style-type: none"> <li>• I can explain how music preferences influence group or social stereotypes.</li> <li>• I can identify skills and knowledge required from other content areas as they relate to a career in music.</li> <li>• I can identify knowledge and skills needed in various careers in music.</li> </ul>	
<p>Unit/Lesson Plan Examples</p>					