

PERFORMING ARTS

Curriculum Framework

K - 12

Philosophy of Performing Arts Education

The Litchfield School District performing arts program seeks to provide as many students as possible with meaningful, independent and collaborative musical experiences that foster a lifelong involvement in the presentation, understanding, and appreciation of the artistic disciplines of music, dance, and theater. The program includes performing and non-performing opportunities for students with various interests. Arts education has had a formal place in American schools at least since the early 1800s. The unique and essential contributions of the arts to every child's growth and development were as clear to Americans then as they are to us today. Research shows that music education provides students with the foundational abilities to learn, to achieve in other core academic subjects, and to develop the capacities, skills and knowledge essential for lifelong success.¹

Committee Members

Jill Deleault, Campbell High School teacher

Barbara LaBelle, Griffin Memorial School teacher

Carolyn Leite, Litchfield Middle School teacher

Phil Martin, Campbell High School teacher

Dr. Julie Heon, Director of Curriculum and Instruction

¹ Arts Education Partnership, Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed, Washington, D.C., September 2011.

Performing Arts Education Instructional Practices

The attached curriculum framework contains indicators of students' acquisition of skills and knowledge in each grade level and/or course. Indicators are grouped by each graduation competency.

Graduation competencies are aligned to the National Core Arts Standards, found at www.nationalartsstandards.org.

Each grade/course is accompanied by an instructional scope and sequence and detailed instructional units.

Please note that public performance is a requirement for students in all performing ensembles and reflected in student grades.

Instructional units shall incorporate college and career ready literacy. (see Appendix)

Performing Arts Education

K-12 Graduation Competencies

CREATE musical ideas and works through concept, development, and completion.

READ and utilize content in the visual media of musical notation.

PRESENT musical works through selection, refinement, and conveying meaning.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

KINDERGARTEN

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Create musical effects for songs, poems, and stories.
- Distinguish between tone color/sound sources.
- Create personal songs.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read simple rhythm patterns (quarter and eighth notes, and quarter rest in Kodaly notation).

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Distinguish between singing and speaking voice.
- Echo and perform melodic patterns (sol, la, mi).
- Demonstrate ability to maintain steady beat.
- Echo and perform simple rhythm patterns (quarter and eighth notes, and quarter rest in Kodaly notation).

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify contrasting musical elements and styles.
- Respond to a single melodic line (monophonic).
- Move purposefully to selected prominent features in a piece of music.
- Evaluate music based on personal preference.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Associate language and music through wordplay, poems, chants, literature and songs.
- Relate visual art, creative play, and movements to music performance.
- Discern music of various genres, cultures, and historical periods.
- Demonstrate an awareness that a variety of music exists in their world.
- Explain that music evokes feelings and personal responses.

GRADE 1

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise musical effects and patterns that enhance songs, poems and stories.
- Create or play tone color/sound sources.
- Create personal songs with sol, la, mi and rhythmic pulse.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read and notate simple melodic patterns (sol, mi) & (sol, la, mi).
- Read and notate simple rhythm patterns (quarter and eighth notes, and quarter rests in Kodaly notation; double bar and repeat).

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform with an expressive speaking and singing voice.
- Echo and perform melodic patterns (sol, la, mi, re, do).
- Perform the difference between melodic rhythm of the words and steady beat.
- Echo and perform simple rhythm patterns (quarter and eighth notes, and quarter rests in Kodaly notation) & (half note and half rest in Kodaly).
- Play tonic ostinato (repeated pattern) on steady beat to accompany melody.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Contrast high and low, tempo, and form in response to music stimuli.
- Discuss simple characteristics of aural examples.
- Discern a variety of historical and cultural music styles and genres.
- Identify single melodic line with unpatched accompaniment effects, and with tonic accompaniment.
- Explain, using simple vocabulary, personal preferences for music.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Associate language and music through wordplay, poems, chants, literature and songs.
- Relate visual art, creative play and movements to enhance music performances.
- Identify simple characteristics of music of various genres and cultures.
- Relate music to time/history and setting.
- Describe personal preferences in music.
- Discuss the role of music in the child's life and the lives of other children.
- Identify occupations in which people sing or play musical instruments.

GRADE 2

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise rhythmic and melodic patterns in response to a musical prompt.
- Design musical ideas with tone color/sound sources.
- Create personal songs with do, re, mi, sol, la and rhythmic pulse.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read and notate simple melodic patterns. (sol, la, mi) and (do, re)
- Read and notate simple melodic line with pitched ostinato (repeated pattern) accompaniment.
- Read and notate simple rhythm patterns (quarter and eighth notes, and quarter rest in Kodaly notation; double bar and repeat) & (half note and half rest in Kodaly; tied notes, fermata, duple meter).

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Demonstrate expressive speaking and singing voice.
- Echo and perform melodic patterns (sol, la, mi, re, do, high do, low sol and low la).
- Sing vocal ostinati (repeated patterns) to accompany pentatonic (5 tone) melody.
- Perform melodic rhythms and steady beat at the same time, or switch from one to the other on cue.
- Echo and perform simple rhythm patterns, (quarter, eighth and half notes, and quarter and half rests in Kodaly) & (dotted half notes, whole notes, whole rest, and syncopation in Kodaly).
- Perform four measure rhythmic canons in two parts.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Move to melodic direction rhythms and phrases.
- Identify steady beats, recurring simple rhythmic and melodic patterns, and tone color of some instruments.

- Identify characteristics of music related to historical style and culture.
- Identify single melodic line with pitched ostinati (repeated patterns) accompaniment.
- Explain, using simple vocabulary, personal preferences for music.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare music and mathematical patterns.
- Identify similarities and differences among the various arts in relation to the music making experience.
- Identify characteristics and instruments of Hispanic music.
- Identify simply characteristics of music from various historical periods.
- Distinguish the use of music for specific events.
- Describe how music makes one feel in relation to personal experience.
- Identify local resources where people can take part in singing.

GRADE 3

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise one to two bar responses in the style of the musical prompt.
- Create and arrange rhythmic and melodic ostinati (repeated patterns) employing a variety of sound sources to accompany songs, poems, stories.
- Create personal songs and accompaniments using pentatonic (5 tone) patterns in duple and triple meter.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Read and notate melodic patterns. (sol, la, mi, re, do) & (low sol, low la, and high do)
- Read and notate simple rhythmic and melodic accompaniment patterns.
- Read and notate rhythm patterns (quarter, eighth, and half notes, and quarter and half rests) & (dotted half and whole notes, whole rest, syncopation and triple meter).

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Demonstrate healthy singing techniques, including singing posture, breathe support, and falsetto (high voice).
- Echo and perform melodic patterns (sol, la, mi, re, do, high do, low sol, low la, and low ti).
- Sing or use vocal sounds to perform 8-measure melodic canon in two and three parts, and sing partner songs.
- Demonstrate ability to perform melodic rhythm and pulse at the same time.
- Echo and perform simple rhythm (quarter, eighth, half, dotted half, and whole notes; quarter, half, and whole rests, and syncopation) & (triplet and dotted quarter patterns).
- Perform two complimentary accompaniment ostinati (repeated patterns) using speech, movement, body percussion, and pitched/unpitched percussion.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Move to music forms, metered and unmetered patterns, melodic contour and beat/no beat.
- Identify styles and characteristics of aural examples including form, melodic and rhythmic phrases, and vocal and instrumental tone quality.

- Identify by genre or style aural examples of music from a variety of historical periods and cultures.
- Identify and move to polyphony.
- Create personal criteria to evaluate music they perform and hear.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Demonstrate a basic understanding of how concepts in the various arts are similar and different.
- Identify the interrelationship of music and other disciplines taught in school.
- Identify characteristics and instruments of Asian music.
- Identify characteristics of orchestral and world string instruments.
- Describe various uses of music in daily experiences and those of people throughout the world.
- Describe the qualities of music appropriate for special occasions and daily life.
- Identify professions where skills of arranging and composing music are used.

GRADE 4

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise two to four measure answer phrases in the same style as the musical prompt.
- Improvise using voice, based on three note patterns using solfege.
- Create and arrange rhythmic melodies and accompaniments that employ a variety of sound sources.
- Create personal songs and accompaniments using diatonic patterns in duple and triple meter.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Read and notate melodic patterns. (sol, la, mi, re, do, low sol, low la, and high do) & (low ti, high ti, and fa).
- Read and notate rhythmic and melodic accompaniments at student reading level.
- Read and notate rhythm patterns (quarter, eighth, half, dotted half, and whole notes; quarter, half and whole rests; syncopation) & (sixteenth notes, triplets, dotted rhythms, 6/8 meter, and key signatures).

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Demonstrate healthy singing techniques including singing posture, breath support, falsetto (high voice) and unified vowels
- Echo and perform melodic patterns both in major and minor tonalities.
- Sing melody with descant, melodic canons in two and three parts, vocal ostinato (repeated pattern) to accompany tonic songs, and partner songs.
- Demonstrate ability to perform multiple melodic rhythms and rhythmic patterns while maintaining a steady pulse.
- Echo and perform simple rhythm patterns using standard notation (see reading indicators).
- Play descant for melody played or sung, melodic canon in two or three parts, and two or more complimentary ostinati (repeated patterns) to accompany tonic songs.
- Play I-V harmonic patterns to accompany melody.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Move to musical stimuli that reflects the musical characteristics and/or elements.
- Describe music characteristics, using appropriate terminology, of expanded listening repertoire.
- Distinguish among the characteristics of music from a variety of historical periods and cultures.
- Identify melody with simple I-V harmonic accompaniments.
- Make musical decisions based on their personal criteria.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Associate music connections with historical, social, and economic events.
- Define and describe concepts within and between the various art forms.
- Identify characteristics and instruments of music of the Americas.
- Identify characteristics of woodwind and brass instruments.
- Explain the influence of culture and location on music.
- Describe characteristics that make music (performed and heard) suitable for a specific purpose, and that evoke an emotional response.
- Evaluate own performances for strengths and weaknesses.

Grade 5 General Music

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Create and arrange music to accompany readings and dramatizations.
- Create and arrange short songs and instrumental pieces within specified guidelines.
- Demonstrate a variety of sound sources when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth and dotted notes, and rests in 2/4 and 4/4 meter signatures in traditional and non-traditional methods and articulation.
- Continue to develop their ability to move their voice upward, downward or repeat pitches based on the appearance of melodic notation.
- Apply traditional symbols to notate meter, rhythm, pitch, and dynamics in pattern or in song.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Continue to develop their ability to sing in tune with correct rhythm in ensembles.
- Sing expressively with appropriate dynamics, phrasing and interpretation.
- Respond to the cues of a conductor.
- Sing songs, some from memory, representing a variety of styles and cultures.
- Sing ostinati, partner songs, and rounds.
- Demonstrate appropriate playing techniques when using pitched and unpitched classroom instruments.
- Echo longer rhythmic and melodic patterns on pitched and unpitched classroom instruments.
- Maintain a steady tempo while playing rhythmic and melodic patterns on classroom instruments.
- Play independent instrumental parts while other students sing/play contrasting parts.
- Continue to develop their ability to play in groups blending timbres, using appropriate dynamic levels and responding to the cues of a conductor.
- Use and maintain classroom instruments in an appropriate manner.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Continue to develop their ability to identify phrases and sections of music that are the same, similar, and/or different.
- Identify musical forms such as AB, ABA, AABA, theme and variations, and rondo in response to a given example.
- Apply appropriate terminology to explain music, music notation, musical instruments and voices, and music performances.
- Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles and cultures.
- Identify the sound of wind, percussion, and string instruments of various cultures and the sound of adult male and female voices.
- Articulate and demonstrate appropriate audience manners at performances.
- Begin to recognize specific criteria that affects the quality of musical compositions and performances.
- Explain personal preferences for compositions, styles and performances using appropriate terminology.
- Evaluate constructively the quality of their own and others' musical efforts.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Identify similarities and differences in the meaning of terms used in common among the arts (shape, color, texture, form, rhythm).
- Be provided with experiences that interrelate music and other disciplines taught in school.
- Listen to and identify by genre or style, examples of music from various historical periods and world cultures.
- Continue to develop their ability to identify the use of music within their suitable for each use.
- Begin to describe how elements of music are used in music examples from various world cultures.
- Identify and describe roles of musicians in various settings and cultures.

Grade 6 General Music

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety.
- Demonstrate a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple meters.
- Identify and define standard notation symbols for pitch, rhythm and tempo.
- Apply a system of symbols or letter names to read simple pitch notation of at least one octave in the concert pitch scale.
- Apply standard notation and non-traditional notation to record their musical ideas and the musical ideas of others.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform on at least one classroom instrument accurately and independently, alone and in ensemble, demonstrating proper playing positions for the respective instrument.
- Echo a variety of rhythmic and melodic patterns on pitched and unpitched classroom instruments.
- Set and maintain a steady tempo while playing more sophisticated rhythmic and melodic patterns.
- Exhibit an appreciation for the proper care and maintenance of any instrument.
- Play an instrumental part where both hands are doing something different.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Describe musical elements upon listening to a given example, using appropriate terminology.

- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural (listened to) examples of music.
- Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.
- Identify commonly used musical forms, such as AB [binary], ABA [ternary], rondo, theme and variations, and fugue.
- Articulate and demonstrate appropriate concert behavior.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art.
- Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts.
- Describe how the principles and subject matter of other school disciplines interrelate with those of music.
- Discuss a variety of the skills inherent in most of the Fine and Performing Arts and how they are unique to that art form.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period composer and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare the functions, roles of musicians, and conditions under which music is typically performed in several cultures of the world.

Grade 7 General Music

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety.
- Apply traditional or non-traditional notation to represent compositions or arrangements.
- Apply a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple meters.
- Identify and define standard notation symbols for pitch, rhythm and tempo.
- Apply a system of symbols or letter names to read simple pitch
- Notation of at least one octave in the concert pitch scale.
- Apply standard notation and non-traditional notation to record their musical ideas and the musical ideas of others.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform on at least one classroom instrument accurately and independently, alone and in ensemble, demonstrating proper playing positions for the respective instrument.
- Set and maintain a steady tempo while playing more sophisticated rhythmic and melodic patterns.
- Play independent instrumental parts while other students sing/play contrasting parts.
- Play in ensemble, making decisions about blending timbres, using dynamics, choosing rhythmic and melodic patterns and responding to each member of the group and the cues of the conductor.
- Exhibit an appreciation for the proper care and maintenance of any instrument.
- Play an instrumental part where both hands are doing something different.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Describe musical elements upon listening to a given example, using appropriate terminology.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural (listened to) examples of music.
- Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.
- Identify commonly used musical forms, such as AB [binary], ABA [ternary], rondo, theme and variations, and fugue.
- Articulate and demonstrate appropriate concert behavior.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art.
- Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts.
- Describe how the principles and subject matter of other school disciplines interrelate with those of music.
- Discuss a variety of the skills inherent in most of the Fine and Performing Arts and how they are unique to that art form.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period composer and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare the functions, roles of musicians, and conditions under which music is typically performed in several cultures of the world.

Grade 8 General Music

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety.
- Apply traditional or non-traditional notation to represent compositions or arrangements.
- Apply a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple meters.
- Identify and define standard notation symbols for pitch, rhythm and tempo.
- Apply a system of symbols or letter names to read simple pitch
- Notation of at least one octave in the concert pitch scale.
- Apply standard notation and non-traditional notation to record their musical ideas and the musical ideas of others.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform on at least one classroom instrument accurately and independently, alone and in ensemble, demonstrating proper playing positions for the respective instrument.
- Set and maintain a steady tempo while playing more sophisticated rhythmic and melodic patterns.
- Play independent instrumental parts while other students sing/play contrasting parts.
- Play in ensemble, making decisions about blending timbres, using dynamics, choosing rhythmic and melodic patterns and responding to each member of the group and the cues of the conductor.
- Exhibit an appreciation for the proper care and maintenance of any instrument.
- Play an instrumental part where both hands are doing something different.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Describe musical elements upon listening to a given example, using appropriate terminology.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural (listened to) examples of music.
- Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.
- Identify commonly used musical forms, such as AB [binary], ABA [ternary], rondo, theme and variations, and fugue.
- Articulate and demonstrate appropriate concert behavior.
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing.
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art.
- Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts.
- Describe how the principles and subject matter of other school disciplines interrelate with those of music.
- Discuss a variety of the skills inherent in most of the Fine and Performing Arts and how they are unique to that art form.
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
- Classify by genre and style (and, if applicable, by historical period composer and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
- Compare the functions, roles of musicians, and conditions under which music is typically performed in several cultures of the world.

Middle School Band – First Year

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Demonstrate a variety of traditional sound sources.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth and dotted notes, and rests in 2/4, 3/4 and 4/4 meter signatures in a traditional method.
- Identify symbols and traditional terms referring to meter, dynamics, tempo, articulation, and the appearance of music on the page (staff, bar lines, clef, repeat signs etc.) and interpret them correctly while performing.
- Apply standard symbols to notate meter, rhythm, pitch and dynamics in pattern and/or song.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Play an instrument alone and in an ensemble blending timbres, using appropriate dynamic levels and responding to the cues of a conductor.
- Develop reasonable pitch and characteristic tone quality resulting from good posture and playing position, correct embouchure, and good breath, bow or stick control.
- Maintain a steady tempo while playing melodic and rhythmic patterns.
- Demonstrate a basic comprehension of key signatures and time signatures.
- Play independently against contrasting parts.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify phrases and sections of music that are the same, similar, or different.
- Identify musical forms studied in general music as they occur in band/orchestral literature.
- Apply appropriate terminology in reference to musical sounds, notation, and characteristics.
- Identify the sound of band and orchestral instruments.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Identify similarities and differences in the meaning of terms used in common among the arts.
- Recognize the relationship of music to other disciplines taught in school.

Middle School Band – More than one year experience

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Apply a variety of traditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple and compound meters.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and the appearance of music on the page (staff, bar lines, clefs, repeat signs etc.) and interpret them correctly when performing.
- Apply a system (syllables, intervals or letters) to sight read simple melodies in both the treble and/or bass clefs accurately and expressively.
- Apply standard notation to record their musical ideas and the musical ideas of others.
- Sight-read, accurately and expressively, music with a level of difficulty of one on a scale of one to six.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Play an instrument alone and in an ensemble blending timbres, using appropriate dynamic levels and responding to the cues of a conductor.
- Continue to develop reasonable pitch and characteristic tone quality resulting from proper posture and playing position, correct embouchure development, and good breath, bow or stick control.
- Maintain a steady tempo while playing melodic and rhythmic patterns.
- Demonstrate a basic comprehension of key signatures and time signatures.
- Play independently against contrasting parts.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue).
- Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.
- Listen to and describe specific musical events in a specific piece of music using appropriate terminology.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Identify similarities and differences in the meaning of terms used in common among the arts.
- Recognize the relationship of music to other disciplines taught in school.
- Perform a varied repertoire of music representing various styles cultures.
- Perform music from various historical periods.

Middle School Chorus

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements music are used to achieve unity and variety, tension and release, and balance.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Apply traditional or non-traditional notation to represent compositions or arrangements.
- Demonstrate a variety of traditional and nontraditional sound sources an electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple meters.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and the appearance of the page (staff, barlines, clefs, repeat signs etc.) and interpret them correctly when performing.
- Apply a system (syllables, intervals or letters) to sight read simple melodies in both the treble and/or bass clefs accurately and expressively.
- Apply standard notation to record their musical ideas and the musical ideas of others.
- Sight-read, accurately and expressively, music with a level of difficulty of one on a scale of one to six.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Fundamentally sing accurately, blending their voices, demonstrating good breath support, diction, quality sound production and resonance throughout their singing ranges in small and large ensembles.
- Fundamentally refine their ability to sing expressively and with technical accuracy.
- Develop the relationship between the ensemble and the conductor to obtain a higher quality of musical nuances.
- Sing music, some from memory, representing diverse genres and cultures.
- Sing music in two and three parts, with and without accompaniment.
- Explore the solo voice.
- Play their voice part on a melodic instrument.

- Play accompaniments on melodic, rhythmic or harmonic instruments.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify phrases and sections of music that are the same, similar, or different.
- Identify musical forms studied in general music as they occur in band/orchestral literature.
- Apply appropriate terminology in reference to musical sounds, notation, and characteristics.
- Identify the sound of band and orchestral instruments.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Begin to explain how the 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 ways in the various arts.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known associated with American music genres.
- Identify various roles that musicians perform, identify representative who have functioned in each role, and describe the activities and achievements of those individuals.
- Identify and explain the stylistic features of a given musical work that it's aesthetic tradition and its historical and cultural context.
- 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.

HIGH SCHOOL**Concert Band – First Year**

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Demonstrate a variety of traditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth and dotted notes, and rests in 2/4, 3/4 and 4/4 meter signatures in a traditional method.
- Identify symbols and traditional terms referring to meter, dynamics, tempo, articulation, and the appearance of music on the page (staff, bar lines, clef, repeat signs etc.) and interpret them correctly while performing.
- Apply standard symbols to notate meter, rhythm, pitch and dynamics in pattern and/or song.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Play an instrument alone and in an ensemble blending timbres, using appropriate dynamic levels and responding to the cues of a conductor.
- Develop reasonable pitch and characteristic tone quality resulting from good posture and playing position, correct embouchure, and good breath, bow or stick control.
- Maintain a steady tempo while playing melodic and rhythmic patterns.
- Demonstrate a basic comprehension of key signatures and time signatures.
- Play independently against contrasting parts.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify phrases and sections of music that are the same, similar, or different.
- Identify musical forms studied in general music as they occur in band/orchestral literature.
- Apply appropriate terminology in reference to musical sounds, notation, and characteristics.
- Identify the sound of band and orchestral instruments.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Identify similarities and differences in the meaning of terms used in common among the arts.
- Recognize the relationship of music to other disciplines taught in school.

Concert Band - More than one year experience

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.
- Apply a variety of traditional sound sources and electronic media when composing and arranging.

READ and utilize content in the visual media of musical notation.

Indicators:

- Read whole, half, quarter, eighth, sixteenth and dotted notes and rests in simple and compound meters.
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression and the appearance of music on the page (staff, bar lines, clefs, repeat signs etc.) and interpret them correctly when performing.
- Apply a system (syllables, intervals or letters) to sight read simple melodies in both the treble and/or bass clefs accurately and expressively.
- Apply standard notation to record their musical ideas and the musical ideas of others.
- Sight-read, accurately and expressively, music with a level of difficulty of one on a scale of one to six.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Sing parts they are learning to play using neutral syllables, letter names or solfege.
- Sing with rhythmic accuracy.
- Play an instrument alone and in an ensemble blending timbres, using appropriate dynamic levels and responding to the cues of a conductor.
- Continue to develop reasonable pitch and characteristic tone quality resulting from good posture and playing position, correct embouchure development, and good breath, bow or stick control.
- Maintain a steady tempo while playing melodic and rhythmic patterns.
- Demonstrate a basic comprehension of key signatures and time signatures.
- Play independently against contrasting parts.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue).
- Analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures.
- Listen to and describe specific musical events in a specific piece of music using appropriate terminology.
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analysis of music.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Identify similarities and differences in the meaning of terms used in common among the arts.
- Recognize the relationship of music to other disciplines taught in school.
- Perform a varied repertoire of music representing various styles cultures.
- Perform music from various historical periods.

Chorus

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music, demonstrating creativity in using the elements of music for expressive effect.
- Arrange pieces for voices in ways that preserve or enhance the expressive effect of the music.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Demonstrate the ability to read a vocal score of up to five staves by describing how the elements of music are used.
- Sight-read accurately and expressively, music with a level of difficulty of two on a scale of one to six.
- Interpret nonstandard notation symbols used by some contemporary composers.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of three, on a scale of one to six, including some songs performed from memory.
- Sing music written for three parts, with and without accompaniment.
- Demonstrate well-developed ensemble skills.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.

Advanced Chorus

CREATE musical ideas and works through concept, development, and completion.

Indicator:

- Compose music, demonstrating technical skill in applying the principles of composition.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Read a full vocal score by describing how the elements of music are used.
- Sight-read accurately and expressively, music with a level of difficulty of three on a scale of one to six.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- 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.
- Sing music written in four or more parts.
- Sing in small ensembles with one student on a part.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Perceive and remember musical occurrences by listening to and describing in detail significant events in a given example.
- 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.
- Analyze and describe usage of musical elements in a given work that make it unique and expressive.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.
- Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical and cultural context.
- 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.

Jazz Ensemble – First Year

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise stylistically appropriate harmonizing parts.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Demonstrate the ability to read an instrumental score of two to four staves by describing how the elements of music are used.
- Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six.
- Interpret nonstandard notation symbols used by some contemporary composers.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of three, on a scale of one to six.
- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.

Jazz Ensemble - More than one year experience

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Improvise stylistically appropriate harmonizing parts.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs.
- Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- 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.
- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Demonstrate the ability to perceive and remember musical occurrences by listening to and describing in detail significant events in a given example.
- 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.
- Analyze and describe usage of musical elements in a given work that make it unique and expressive.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.
- Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical and cultural context.
- 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.

Introduction to Guitar

READ and utilize content in the visual media of musical notation.

Indicators:

- Sing parts they are learning to play using neutral syllables and letter name.
- Sing with rhythmic accuracy.
- Play with rhythmic accuracy
- Demonstrate well-developed ensemble skills.
- Demonstrate the ability to read an instrumental score of two to four staves by describing how the elements of music are used.
- Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six.
- Interpret nonstandard notation symbols used by some contemporary composers.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of two to three on a scale of one to six.
- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- Perform in small ensembles.
- Improvise rhythmic and melodic variations on given pentatonic melodies
- And melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music, demonstrating creativity in using the elements of music for expressive effect.
- Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.

- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.

ADVANCED GUITAR

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music, demonstrating technical skill in applying the principles of composition.
- 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.
- Demonstrate proficiency in the use of computer notation and sequencing programs to compose and arrange music for instruments.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
- Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality improvise stylistically appropriate harmonizing parts in a variety of styles.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- Perform in small ensembles.
- 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.

READ and utilize content in the visual media of musical notation.

Indicators:

- Demonstrate the ability to read an instrumental score of two to four staves by describing how the elements of music are used.
- Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six.
- Interpret nonstandard notation symbols used by some contemporary composers.
- Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs.

- Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Demonstrate the ability to perceive and remember musical occurrences by listening to and describing in detail significant events in a given example.
- 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.
- Analyze and describe usage of musical elements in a given work that make it unique and expressive.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.

- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.
- Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical and cultural context.
- 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.

GUITAR ENSEMBLE

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music, demonstrating technical skill in applying the principles of composition.
- 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.
- Demonstrate proficiency in the use of computer notation and sequencing programs to compose and arrange music for instruments.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
- Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality improvise stylistically appropriate harmonizing parts in a variety of styles.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- Perform in small ensembles.
- 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.

READ and utilize content in the visual media of musical notation.

Indicators:

- Demonstrate the ability to read an instrumental score of two to four staves by describing how the elements of music are used.
- Sight-read, accurately and expressively, music with a level of difficulty of two on a scale of one to six.
- Interpret nonstandard notation symbols used by some contemporary composers.
- Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs.
- Sight-read, accurately and expressively, music with a level of difficulty of three on a scale of one to six

- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Demonstrate the ability to perceive and remember musical occurrences by listening to and describing in detail significant events in a given example.
- 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.
- Analyze and describe usage of musical elements in a given work that make it unique and expressive.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.

- 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.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.
- Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical and cultural context.
- 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.

WORLD PERCUSSION

CREATE musical ideas and works through concept, development, and completion.

Indicators;

- Compose music, demonstrating creativity in using the elements of music for expressive effect.
- Compose and arrange music for instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of three, on a scale of one to six.
- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- Perform in small ensembles.
- Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Demonstrate knowledge of the technical vocabulary of music.
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Explain and cite examples of how characteristic elements, artistic processes (such as imagination and craftsmanship), and organizational principles (such as unity/variety and repetition/contrast) are used in similar or distinctive ways in the various arts disciplines.
- Compare the characteristics of two or more art forms within a particular historical period or style.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musician associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.

Music Exploration

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music demonstrating creativity in using the elements of music for expressive effect.
- Arrange simple pieces for acoustic or electronic instruments.
- Apply computer and electronic technology in composing and arranging music.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Apply standard and nontraditional notation to record their musical ideas and the musical ideas of others.
- Read notated rhythms on classroom rhythm instruments.
- Read an instrumental or vocal score of up to four staves.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings).
- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work.
- Analyze and describe musical elements used in a given work that make it unique and expressive.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare the characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.
- Explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.
- 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.
- Compare the uses of characteristic elements and organizational principles among the various arts disciplines.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musicians associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.

Advanced Studies in Music

CREATE musical ideas and works through concept, development, and completion.

Indicators:

- Compose music which demonstrates creativity in using the elements of music for expressive effect.
- Compose music which demonstrates technical skill in applying the principles of composition (including part-writing rules and counterpoint).
- Compose and arrange music for voices and instruments other than their own, demonstrating knowledge of the ranges and traditional uses of the sound sources.
- Demonstrate proficiency in the use of computer notation and sequencing programs to compose and arrange music for voices and instruments.

READ and utilize content presented in the visual media of musical notation.

Indicators:

- Read a full vocal score by describing how the elements of music are used and explaining all clefs.
- Read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs.
- Identify and notate Major, minor, augmented, and diminished intervals.
- Analyze music using Roman numerals to identify tonality and harmonic progression, including cadences and inversions.

PRESENT musical works through selection, refinement, and conveying meaning.

Indicators:

- Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills such as balance, intonation, rhythmic unity, and/or part singing.

RESPOND to musical works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Listen to given musical examples from diverse genres and cultures and analyze the musical elements and expressive devices used.
- Apply the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings).

- Identify and explain compositional devices and techniques that are used to provide unity/variety and tension/release in a musical work, and give examples of other works that make similar uses of these devices and techniques.
- Analyze and describe musical elements used in a given work that make it unique and expressive.
- Demonstrate the ability to perceive and remember musical occurrences by listening to and describing in detail significant events in a given example.
- 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.
- Analyze and describe usage of musical elements in a given work that make it unique and expressive.
- Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
- Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
- Evaluate a given musical work in terms of its aesthetic qualities and explain the musical tools it uses to evoke feelings and emotions.

CONNECT musical ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.
- Classify music by culture or historical period based on characteristic styles or genres, and justify their classification.
- Identify sources of, trace the evolution of, and identify well-known musicians associated with American music genres.
- Identify various roles that musicians perform, identify representative individuals who have functioned in each role, and describe the activities and achievements of those individuals.
- Identify and explain the stylistic features of a given musical work that define its aesthetic tradition and its historical and cultural context.
- 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.

Dance Exploration

CREATE works of choreography by applying concepts, developing ideas, and completing dance pieces.

Indicators:

- Identify use of space, time, force, body, movement, and form in live and/or video performance exemplars.
- Identify use of space, time, force, body, movement, and form in teacher-choreographed routines for each genre unit (ballet, tap, and jazz/Broadway).
- Apply choreography concepts in student-created works from one to three minutes in length within the hip-hop genre unit.
- Describe with specificity the choreographic elements in use within those student-created works.

PRESENT dance steps at the introductory level, as well as complete refined dance pieces in order to convey meaning.

Indicators:

- Present all five ballet positions with technical accuracy.
- Perform with expression and technical accuracy a number of non-locomotor and locomotor ballet steps: tendu, demi-plié, grand plié, relevé, battement, grand battement, sauté, échappé sauté, glissade, assemble, chainé, jeté, and chainé.
- Perform with expression and technical accuracy a number of non-locomotor and locomotor foundational tap steps: toe, heel, step, hop, jump, stamp, stomp, scuffle, shuffle, and flap.
- Perform with expression and technical accuracy a number of non-locomotor and locomotor combination tap steps: paradiddle, shuffle-ball-change, Irish, double Irish, flap-ball-change, flap-heel-heel, Maxi Ford, Buffalo, and cramp roll.
- Perform with expression and technical accuracy a number of non-locomotor and locomotor jazz/Broadway steps: step-touch, grapevine, three-step-turn, pivot turn, jazz square, lindy-ball-change, scissors, pirouette, and pas de bourrée.

RESPOND to dance through analysis, evaluation, and interpretation of meaning.

Indicators:

- Analyze and describe usage of dance elements in a given work that make it unique and expressive.
- Evaluate a given dance performance piece in terms of its aesthetic qualities and explain the choreographic elements it uses to evoke feelings and emotions.

CONNECT dance styles, concepts, and icons to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Research and present information regarding icons of dance including their cultural and historical context and significance within and beyond the world of dance.
- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.
- Identify and explain the stylistic features of a given dance performance piece that define its aesthetic tradition and its historical and cultural context.
- Identify and describe dance 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.

Introduction to Acting

CREATE dramatic characters, ideas, and works through concept, development, and completion.

Indicators:

- Create and identify characters and ideas using only vocal communication.
- Create and identify characters and ideas using only physical communication.
- Synthesize vocal and physical communication in order to create characters and ideas.
- Collaborate with peers to improvise one-to-three minute scenes under specific given parameters.
- Collaborate with peers to present one-to-three minute scripted scenes employing vocal and physical character choices to convey meaning.

PRESENT dramatic works through selecting, refinement, and conveying meaning.

Indicators:

- Present scripted monologues of teacher selection, identifying character elements and development within specific script sections.
- Present scripted monologues of student selection, identifying character elements and development within specific script sections.
- Collaborate with peers and teacher to selected scripted group scenes.
- Organize and run peer group rehearsals in order to refine scripted group scenes.
- Collaborate with peers to present one-to-three minute scripted scenes employing vocal and physical character choices to convey meaning.

RESPOND to dramatic works through analysis, evaluation, and interpretation of meaning.

Indicators:

- Identify theatrical elements in a dramatic work using appropriate and discipline-specific terminology.
- Analyze and describe usage of acting elements in a given theatrical work that make it unique and expressive.
- Evaluate a given theatrical in terms of its aesthetic qualities and explain the dramatic elements it uses to evoke feelings and emotions.

CONNECT dramatic ideas and works to societal, cultural, and historical context as well as personal experiences.

Indicators:

- Research and present information regarding acting icons including their cultural and historical context and significance within and beyond the world of theater.
- Compare the characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and cultures.
- 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.
- Identify and explain the stylistic features of a given dramatic work that define its aesthetic tradition and its historical and cultural context.

NATIONAL CORE ARTS STANDARDS
www.nationalartsstandards.org

ANCHOR STANDARD 1: Students will generate and conceptualize artistic ideas and work. Musical composition is a creative activity that allows for uniquely personal expression and communication.

(Litchfield School District Competency—CREATE)

ANCHOR STANDARD 2: Students will organize and develop artistic ideas and work. Students who compose and arrange are synthesizing many musical ideas and notation concepts as they organize and develop their own works.

(Litchfield School District Competency—CREATE)

ANCHOR STANDARD 3: Students will refine and complete artistic work.

Students who compose and arrange are synthesizing many musical ideas and notation concepts as they refine and complete their own works.

(Litchfield School District Competency—CREATE)

ANCHOR STANDARD 4: Students will analyze, interpret, and select artistic work for presentation.

When students are involved in repertoire selection, they must activate prior knowledge and utilize reason in order to make informed choices and to craft a program which is balanced and appropriate.

(Litchfield School District Competency—PRESENT)

ANCHOR STANDARD 5: Students will develop and refine artistic work for presentation.

In cultures throughout history, singing and playing music has been a basic means of communication and musical expression. For students, vocal/instrumental performance facilitates effective communication and allows participation in valuable school and community activities.

(Litchfield School District Competency—PRESENT)

ANCHOR STANDARD 6: Students will convey meaning through the presentation of artistic work.

In cultures throughout history, singing and playing music has been a basic means of communication and musical expression. For students, vocal/instrumental performance provides opportunities for individual and collective expression of meaning.

(Litchfield School District Competency—PRESENT)

ANCHOR STANDARD 7: Students will perceive and analyze artistic work.

When students are critical consumers of musical performance, they gain knowledge and skill in assessing its quality and effectiveness. As students analyze music of various styles, they apply critical thinking skills and enhance their own communication abilities.

(Litchfield School District Competency—RESPOND)

ANCHOR STANDARD 8: Students will interpret intent and meaning in artistic work.

When students are critical consumers of musical performance, they gain knowledge and skill in assessing its quality and effectiveness. As students interpret artistic intent and musical meaning, they apply critical thinking skills and enhance their own communication abilities.

(Litchfield School District Competency—RESPOND)

ANCHOR STANDARD 9: Students will apply criteria to evaluate artistic work.

When students are critical consumers of musical performance, they gain knowledge and skill in assessing its quality and effectiveness. As students evaluate music of various styles based upon criteria including specific musical elements, they apply critical thinking skills and enhance their own communication abilities.

(Litchfield School District Competency—RESPOND)

ANCHOR STANDARD 10: Students will synthesize and relate knowledge and personal experiences to make art.

As students approach art in creation and presentation, they necessarily bring their own personal frames of reference. Student creations, presentations and responses should all be imbued with that individual knowledge and experience.

(Litchfield School District Competency—CONNECT)

ANCHOR STANDARD 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Music reflects the setting and culture in which it was created and/or performed. By relating music to its roots, student knowledge about both the music and its culture of origin are expanded.

(Litchfield School District Competency—CONNECT)



STANDARDS FOR

**Literacy in
History/Social Studies,
Science, and Technical Subjects**

6-12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. 	<ol style="list-style-type: none"> 1. Write arguments focused on <i>discipline-specific content</i>. <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12



Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.