# SECONDARY MUSIC

***Music Connections** (02040000010) ***Guitar/Piano** (02040300040) ***Music Aesthetics** (02040000020)

***Composition** (02040000040) ***Chorus I** (02040200001) ***Chorus II** (02040200010) ***Chorus III** (02040200020)

*** Band I** (02040100001) ***Band II** (02040100010) ***Band III** (02040100020)

***Orchestra I** (02040300001) ***Orchestra II** (02040300010) ***Orchestra III** (02040300020)

The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. The individual Core courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates. Listed below are all the music objectives. Each course includes the objectives relevant to its focus and provides indicators to detail the emphasis indicated in the course descriptions that follow. There are additional, elective courses available in many schools. Playback and recording technology is required for each course.

Standard 1 **PERFORM**

**Students will use body, voice, and instruments as means of musical expression.**

**Objective A: Produce a beautiful tone.**
**Objective B: Demonstrate technical performance skills.**
**Objective C: Demonstrate notational literacy.**
**Objective D: Demonstrate productive rehearsal habits.**
**Objective E: Demonstrate knowledge, use, and care of selected instruments.**
**Objective F: Perform varied repertoire.**

Standard 2 **CREATE**

**Students will improvise and compose music.**

**Objective A: Improvise rhythmic and melodic ideas and phrases.**
**Objective B: Record musical thoughts in standard notation.**
**Objective C: Create imitations of music passages.**
**Objective D: Write original melodies and short compositions.**
**Objective E: Orchestrate melodies and short compositions.**
**Objective F: Arrange melodies and short compositions.**

Standard 3 **LISTEN/ANALYZE/EVALUATE**

**Students will expand music listening skills and use music vocabulary to analyze and evaluate music.**

**Objective A: Describe the elements of music.**
**Objective B: Analyze and evaluate musical examples.**
**Objective C: Evaluate ensemble performance.**
**Objective D: Document personal growth as a musician.**

Standard 4 **DISCOVER MEANING**

**Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.**

**Objective A: Examine how music relates to personal development and enjoyment of life.**
**Objective B: Experience how music connects us to history, culture, heritage, and community.**

# MUSIC COURSE DESCRIPTIONS

## Band I (02040100001)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No pre-requisite course required.*

## Band II (02040100010)

This course further develops and refines core concepts and fundamentals introduced in Beginning Band. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Band I (02040100001) or audition.*

## Band III (02040100010)

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Band II (02040100010) or audition.*

## Chorus I (02040200001)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. *No pre-requisite course is required.*

## Chorus II (02040200010)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Beginning Choir (02040200001), or audition*.

## Chorus III (02040200020)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Intermediate Choir (02040200010), or audition*.

## Orchestra I (02040300001)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No pre-requisite course is required.*

## Orchestra II (02040300010)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces

they study, as well as to contemporary society. *Pre-requisite course is Beginning Orchestra (02040300001), or audition.*

## Orchestra III (02040300020)

This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and increase their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Intermediate Orchestra (02040300010), or audition.*

## Music Connections (02040000010)

Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No pre-requisite course is required.*

## Music Aesthetics (02040000020)

This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No pre-requisite course is required.*

## Music Composition (02040000040)

This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music, continued explorations into music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No pre-requisite course is required.*

## Guitar/Piano (02040300040)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play guitar and/or piano. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *No pre-requisite course is required.*

# MUSIC Achievement Portfolio

# Band I

(02040100001)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____Parent
_____School and District

**Description of Beginning Band**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play a woodwind, brass, or percussion instrument. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Beginning Band Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Produce an acceptable tone over a limited range of the instrument using proper embouchure, posture, hand position, and breath support or stick control.
- Describe the characteristics of a good embouchure (or grip and stroke for percussion).
- Explain and demonstrate the principles of proper breath support and teach this to other students.
- Consistently use proper posture, position, and embouchure (grip and stroke for percussion) with less and less prompting by the teacher.

**Objective B: Demonstrate technical performance skills.**

- Demonstrate understanding of technique, tonal centers, key signatures, and scales in the concert keys of F, B-flat, E-flat, and A-flat by learning to play (slur and tongued), and write scales and related patterns in those keys as well as the chromatic scale throughout a comfortable range of the instrument.
- Play in musical phrases.
- Perform a range of dynamic contrasts and tempo changes.
- Describe tuning an instrument and tune the instrument to a given pitch.
- Define and utilize technical instrumental terminology.

**Objective C: Demonstrate notational literacy.**

- **"**Count and finger" through unfamiliar exercises or pieces individually and with the ensemble.
- "Spell and finger" (say note names while fingering the notes) through unfamiliar short exercises or pieces individually and with the ensemble.
- Correctly explain all standard notation symbols in instrumental music. Perform simple unfamiliar short exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.

**Objective D: Demonstrate productive rehearsal habits.**

- Examine and improve rehearsal skills through preparation, conscientious attendance, alertness, participation, and cooperation.
- Show patience, kindness, and respect to classmates and instructors.
- Take care of music department supplies, facilities, and equipment.

**Objective E: Demonstrate knowledge, use, and care of selected instruments.**

- Identify and explain the names and functions of various parts of the instrument.
- Demonstrate the proper assembling of the instrument and care following playing.
- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.

**Objective F: Perform varied repertoire.**

- Perform in public and/or for adjudication band pieces in the style indicated.
- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Follow the conductor.
- Prepare and perform accompanied solos.
- Exhibit satisfactory performance etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Play a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.

- Play a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies

**Objective B: Record musical thoughts in standard notation.**

- Use the musical staff to notate and perform whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.
- Accurately count, clap, and play rhythms using the above notes, rests, and time signatures.
- Correctly write short dictated rhythms using the above notes, rests, and time signatures.

**Objective C: Write original melodies and short compositions.**

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3 **LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**BAND I LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Band II

(02040100010)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Intermediate Band**
This course further develops and refines core concepts and fundamentals introduced in Beginning Band. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Band I (02040100001), or audition.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Intermediate Band Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Produce a characteristic tone at various dynamic levels throughout a full range.
- Perform musical examples spanning the ***p, mp, mf***, and ***f*** dynamic levels while demonstrating characteristic tone at each level.
- Describe the adjustments needed in embouchure and breath support to perform at various dynamic levels.
- Identify the adjustments and physical development that are required to increase the playing range on a particular instrument.
- Perform musical examples that utilize pitches reaching into the upper and lower tessitura while maintaining a characteristic tone.

**Objective B: Demonstrate technical performance skills.**

- Perform musical examples that use combinations of legato, staccato, marcato, accent, and slur articulation.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Name and write the pitches in twelve major scales.
- Play the chromatic, twelve major scales and the following minor scales in the natural, harmonic, and melodic form: a, d, g, c, and f.
- Describe tuning and tune the instrument to a given pitch.

**Objective C: Demonstrate notational literacy.**

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct pitch and rhythm while sight-reading.

**Objective D: Demonstrate productive rehearsal habits.**

- Show respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

**Objective E: Demonstrate knowledge, use, and care of selected instruments.**

- Identify and explain the names and functions of various parts of the instrument.
- Demonstrate the proper assembling of the instrument and care following playing.
- List responsibilities of instrument owner in care and maintenance, part replacement, and damage repair.

**Objective F: Perform varied repertoire.**

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Prepare and perform accompanied solos and small ensemble pieces.
- Perform with sensitivity, correct dynamics, phrasing, expression, and style.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Play back short scale fragments or rhythmic motives with and without accompaniment.
- Create short scale fragments or rhythmic motives for others to replicate.
- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.

- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

**Objective B: Record musical thoughts in standard notation.**

- Use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of given phrases.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.

**Objective C: Write original melodies and short compositions.**

- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3 **LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate commendable behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**BAND II LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Band III

(02040100020)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Advanced Band**
This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composing. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Band II (02040100010), or audition.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Advanced Band Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.
- Perform musical examples spanning ***pp*** through ***ff*** dynamic levels while demonstrating characteristic tone.
- Describe the adjustments needed in embouchure and breath support to perform at the various dynamic levels and extended ranges.
- Perform pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone.

**Objective B: Demonstrate technical performance skills.**

- Play the chromatic scale through the full range of the instrument, the twelve major scales, and three forms of the minor scales.
- Perform musical examples that use combinations: legato, staccato, marcato, accent, and slur at diverse tempi.
- Describe the sound characteristics of various articulations and the physical process needed to produce each.
- Demonstrate dynamics ranging from ***ppp*** to ***fff***.
- Perform with correct intonation.
- Demonstrate a variety of ways to tune an instrument within an ensemble setting.

**Objective C: Demonstrate notational literacy.**

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Perform correct rhythms and pitches while sight-reading.
- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.

**Objective D: Demonstrate productive rehearsal habits.**

- Exhibit respect for the collaborative rehearsal process through preparation, conscientious attendance, alertness, energetic participation, and ready cooperation.
- Contribute positively to the risk-taking rehearsal environment by showing patience, kindness, and respect to classmates and instructors.
- Assist in the organization and care of supplies, facilities, and equipment.
- Exhibit commendable performance etiquette.

**Objective E: Perform varied repertoire.**

- Perform in public and/or for adjudication band pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Perform accompanied solos and small ensemble pieces.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Play back short scale fragments or rhythmic motives with and without accompaniment.
- Create short scale fragments or rhythmic motives for others to replicate.
- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

**Objective B: Record musical thoughts in standard notation.**

- Use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of given phrases.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways

**Objective C: Invent arrangements for familiar music.**

- Arrange pieces for voices or instruments using a variety of traditional and nontraditional sound sources.
- Use correct transpositions.
- Use ranges that are appropriate and parts that tend to be idiomatic for instruments/voices.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments based on effectiveness of musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance, and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician**.

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress, and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**BAND III LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Chorus I

(02040200001)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Beginning Chorus**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. *No pre-requisite course required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Beginning Chorus Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.

**Objective B: Demonstrate technical performance skills.**

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, sing half and whole steps, master different vocal exercise patterns, sing various scales accurately.
- Successfully hold melodic and harmonic parts.
- Perform a range of dynamic contrasts and tempo changes.
- Match vowel colors within an ensemble.

**Objective C: Demonstrate notational literacy.**

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and singing from them.
- Develop and demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

**Objective D: Demonstrate productive rehearsal habits.**

- Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.
- Demonstrate good care of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Develop personal use of technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

**Objective E: Perform varied repertoire.**

- Demonstrate ability to communicate feelings through choral performance.
- Perform successfully in public music representing a variety of times, cultures, and styles.
- Exhibit acceptable performer and audience etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Explore possibilities of sounds that can be produced with the voice.
- Improvise simple rhythms.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.

**Objective B: Record musical thoughts in standard notation.**

- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Develop notation skills; e.g., copy music, play rhythm and staff games.
- As a group or individually, complete a composition process: improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for antecedent phrase; invent a notation

system that describes the improvised music or reminds what comes next; notate the rhythms and pitches on a staff.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, and by describing the emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both live and recorded performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Explain how the quality of personal performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**CHORUS I LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

# Chorus II

(02040200010)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ _____ Parent
_____ School and District

**Description of Intermediate Chorus**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic sensitivity, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Beginning Chorus (02040200001), or audition*.

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Intermediate Chorus Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.
- Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.

**Objective B: Demonstrate technical performance skills.**

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns, sing various scales accurately.
- Hold melodic and harmonic parts successfully in three-part a cappella and accompanied choral music.
- Perform a range of dynamic contrasts and tempo changes with increasing control.
- Match vowel colors and tone qualities within an ensemble.
- Sing in musical phrases.

**Objective C: Demonstrate notational literacy.**

- Explain correctly standard notation symbols in choral music.
- Demonstrate correct use of music symbols through writing dictated rhythms and pitches and singing from them.
- Sight-sing readily the pitches and rhythms of melodic patterns written in a variety of keys and time signatures.
- Develop reading fluency of unfamiliar songs.

**Objective D: Demonstrate productive rehearsal habits.**

- Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits.
- Demonstrate good care and use of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Improve personal use of technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

**Objective E: Perform varied repertoire.**

- Demonstrate ability to communicate meaning through music.
- Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.
- Exhibit commendable performer and audience etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Explore possibilities of sounds that can be produced with the voice.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.
- Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.

**Objective B: Record musical thoughts in standard notation.**

- Notate class and personal improvisations in a sketch book.
- As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes, identify the key (find and play the key/home note), identify the form (AB, ABA, rondo, theme and variations, etc.).
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Analyze how the quality of own work has affected the progress and performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**CHORUS II LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Chorus III

(02040200020)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Advanced Chorus**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Intermediate Chorus (02040200010), or audition.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Advanced Chorus Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

☐ **Objective A: Produce a beautiful tone.**

- Tone. Produce a balanced and free vocal tone with the body and breath working together.
- Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension.
- Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation.
- Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.
- Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice.
- Resonance. Move smoothly from low to high range with an open, free, and balanced posture of the vocal mechanism.

☐ **Objective B: Demonstrate technical performance skills.**

- Perform rhythms accurately; e.g., attacks, releases, accents.
- Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns.
- Hold melodic and harmonic parts successfully in four-part a cappella and accompanied choral literature.
- Perform a range of dynamic contrasts and tempo changes with increasing precision and control.
- Match vowel colors and tone qualities within an ensemble.
- Follow the conductor's indications for spontaneous changes and adjustments.
- Demonstrate musical understanding in phrasing.

☐ **Objective C: Demonstrate notational literacy.**

- Correctly write and respond to standard notation symbols in choral music.
- Sight-sing melodies fluently in unison and parts on progressive levels of music in any key and time signature.

☐ **Objective D: Demonstrate productive rehearsal habits.**

- Exhibit productive rehearsal skills; e.g., preparation, conscientious attendance, mutual respect, alertness, participation, and cooperation.
- Demonstrate knowledge, care, and use of the voice.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.
- Utilize technical vocal terminology.
- Assist in the care of supplies, facilities, and equipment.

☐ **Objective E: Perform varied repertoire.**

- Demonstrate ability to communicate meaning through music to an audience.
- Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles.
- Prepare and perform a solo and/or small ensemble piece with or without accompaniment.
- Exhibit impeccable performer and audience etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

☐ **Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise a variety of vocal sounds.
- Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as in drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms.
- Improvise simple rhythm patterns, melodic patterns, rhythmic variations, and/or melodic embellishments on familiar melodies.

☐ **Objective B: Record musical thoughts in standard notation.**

- Notate class and personal improvisations in a sketch book.
- As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.

Standard 3 **LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐ **Objective A: Analyze and evaluate musical examples.**

- Summarize, using the vocabulary of music, how performance repertoire is constructed and the musical events/changes as they occur.
- Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so.
- Make value judgments of the quality of the composition based on effectiveness of musical events, construction, and expressive effects.

☐ **Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- Compare/contrast live music performances with recordings.

☐ **Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents.
- Analyze how the quality of own work has affected the progress and performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

☐ **Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

☐ **Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**CHORUS III LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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http://www.usoe.k12.ut.us/curr/FineArt
The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Guitar/Piano

(02040300040)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Guitar/Piano**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play guitar and/or piano. Emphasis will be placed on playing position, tone production, fundamental technique, simultaneous playing and singing, reading music, and composing songs/lyrics. Knowledge and skills will include experiences in singing, creating, playing, listening, and connecting to cultures. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Guitar/Piano Student Achievement Portfolio

## Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**
- Produce an acceptable tone over a limited range of the guitar and the piano using proper posture, left and right hand position, and finger stroke.
- Diagnose the cause of unacceptable tone personally and in the tone of other students.
- Present and teach the principles of proper posture, hand position, and finger stroke to other students.
- Consistently use proper posture, hand position, and finger stroke with less prompting by the teacher as study continues.

**Objective B: Demonstrate technical performance skills.**
- Distinguish between sharpness and flatness in pitch.
- Demonstrate proper guitar tuning techniques including matching pitch from a keyboard, another guitar, or pitch pipe and tuning the guitar to itself using the "fifth fret" tuning method.
- Perform the following chords on the guitar in first position: A, Amaj7, A7, A7sus, Am, Am7, B7, Bm, C, Cmaj7, C7, D, Dmaj7, D7, Dm, Dm7, E, E7, E7sus, Em, Em7, F, Fmaj7, G, G7.

**Objective C: Demonstrate notational literacy.**
- Identify and correctly explain standard notation symbols in music.
- Explain how to interpret guitar tablature correctly.
- Read music written in chord symbols, tablature, or standard notation.

**Objective D: Demonstrate productive rehearsal habits.**
- Show respect for the rehearsal process.
- Contribute positively to the risk-taking classroom environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

**Objective E: Demonstrate knowledge, use, and care of selected instruments.**
- Identify and explain the head, tuning machines, nut, neck fretboard, frets, strings, soundhole, bridge, saddle, body, and waist of the guitar.
- Explain and demonstrate string replacement, use of case, proper storage environment, and cleaning of the guitar.
- Explain the evolution of instruments that preceded the guitar.

**Objective F: Perform varied repertoire.**
- Perform a variety of simple melodies.
- Perform simple songs with a variety of strumming patterns, hammer-ons, pull-offs, bass runs, etc.
- Demonstrate a sense of rhythm and the ability to sing on pitch.
- Sing simple familiar songs while accompanying self.

## Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**
- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Play back simple scale fragments or rhythm motives with and without accompaniment.
- Play back chord progressions from familiar songs and/or create an accompaniment pattern within the chord progression.

**Objective B: Record musical thoughts in standard notation.**
- Accurately count, clap, and play rhythms using various time signatures.
- Identify the key, meter, and form of simple songs.

- Notate simple single-note melodies within a given chord progression.
- Write a simplified lead sheet of a simple song.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- List, using the vocabulary of music, important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance.
- Prescribe adjustments needed to strengthen individual and ensemble performance.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective A, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents. Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**GUITAR LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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# MUSIC Achievement Portfolio

## Music Aesthetics

(02040000020)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Music Aesthetics**
This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
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**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Music Aesthetics Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

☐ **Objective A: Develop technical performance skills.**

- Explore and illustrate the expressive uses and potential of the voice and body to communicate an idea or a feeling.
- Explore and discuss the expressive uses and potential of other musical instruments and equipment to communicate an idea or a feeling.

☐ **Objective B: Perform varied repertoire.**

- Read/sing/play additional songs in class and describe the various rhythms, textures, modes, harmonies, and forms experienced.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**
Students will improvise and compose music.

☐ **Objective A: Improvise rhythmic melodic ideas and phrases.**

- Create a different sequence of an existing song; e.g., AB, ABA, verse/chorus.
- Plan textures for a completed sequence.
- Add expressive qualities to the sequence; e.g., tempo, dynamics, stylistic effects.
- Present (perform/record) sequence in class and discuss the choices made.
- Organize timbres and sequences into phrases, e.g., build melodic patterns into a sequence of phrases, experiment with various instrumentations for the phrases.

☐ **Objective B: Write original melodies.**

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐ **Objective A: Describe the elements of music.**

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message; e.g., types of motion (conjunct/disjunct), range of pitches, rhythmic motion, mode, lyrics.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.
- Describe the texture; e.g., monophonic, homophonic, polyphonic, heterophonic.
- Analyze the harmony; e.g., dissonant, consonant, diatonic (type of mode), chromatic.

**Objective B: Analyze and evaluate musical examples.**

- Demonstrate acceptable performer and audience etiquette.
- Describe music events/changes as they occur in recorded or live excerpts; e.g., tempo, meter, harmony, dynamics, texture, form (AB, ABA, rondo, theme and variations, etc.), instrumentation.
- Describe the emotions and thoughts the music communicates and analyze how it does so.
- Compare and contrast music styles from a variety of cultures and time periods, including non-western music.
- Analyze and evaluate the difference between expressing personal preferences in music and critiquing a music composition or music performance.

**Objective C: Document personal growth as a musician.**

- Keep a journal and/or write reflection on personal experiences in music.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Explain how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Explain what music means personally.
- Play/sing/read and enjoy music related to various cultures, times, and places.
- Tell how music connects to other disciplines.

**MUSIC AESTHETICS LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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# MUSIC Achievement Portfolio

## Composition

(02040000040)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Composition**
This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music. Students will continue to explore music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
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# Composition Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

☐ **Objective A: Demonstrate technical performance skills.**

- Demonstrate knowledge of major, minor, and pentatonic scales and intervals on a selected instrument.
- Demonstrate knowledge of basic chords and chord progressions on a selected instrument.
- Demonstrate knowledge of meters and key signatures on a selected instrument.

☐ **Objective B: Perform varied repertoire.**

- Prepare, rehearse, and perform personal or another's original compositions/arrangements using traditional/nontraditional instruments.
- Produce a recording of original compositions/arrangements for class presentation.

Standard 2 **CREATE**
Students will improvise, compose, and arrange music.

☐ **Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- Improvise a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

☐ **Objective B: Record musical thoughts in standard notation.**

- Explore/employ various software notation programs.
- Accurately notate simple melodic, rhythmic, and harmonic ideas and sequences.
- Notate/chart original phrases in traditional or non-traditional notation.
- Keep a sketch notebook of compositional ideas.
- Accurately notate single line and multiple line arrangements and compositions, including any lyrics.
- Accurately notate all expressive markings.

☐ **Objective C: Write original melodies and short compositions to communicate an emotion, culture, place, time, or happening.**

- Employ techniques of imitation and improvisation to generate melodic and rhythmic ideas for a composition.
- Finish partially written phrases.
- Write a consequent phrase for a given antecedent phrase.
- Compose complete sequences in a recognizable form (e.g., AB, ABA, verse/chorus, through composed).
- Build melodic patterns into a sequence of phrases (lyrics optional).
- Compose melody for a selected text.
- Compose a counter-melody for an original melody.
- Harmonize melodies using primary chords.
- Create a melody to go within/over an original composed harmonic progression.

☐ **Objective D: Orchestrate melodies and short compositions.**

- Orchestrate compositions in a variety of media (acoustic, electronic, synthetic, mixing variations) to communicate a specific idea or emotion.
- Orchestrate melodies in a variety of textures (monophonic, homophonic, polyphonic, heterophonic) to communicate a specific idea or emotion.

☐ **Objective E: Arrange melodies and short compositions.**

- Arrange a selected piece of music in a different style from the original to communicate a new meaning or feeling; e.g., write variations of a given phrase, rearrange the form, re-harmonize it, change the orchestration, change the meter, create variations in the rhythm, alter the texture.

- Arrange a selected piece of music to meet the specifications of a special occasion; e.g., soundtrack, commercial, talent show, commemorative program.
- Analyze and describe the differences between arranging a song and creating original phrases.

Standard 3 **LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Describe the elements of music.**

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Evaluate how melodies are used to create effects within harmonic texture; e.g., monophony, homophony, polyphony.
- Illustrate how form communicates meaning in music.

**Objective B: Analyze and evaluate music examples.**

- Analyze and evaluate musical excerpts in terms of aesthetic qualities and how meaning is conveyed.
- Present original compositions and arrangements in class and discuss the choices made; e.g., melodic contour, harmony, meter, rhythms, form, tone colors, textures, expressive qualities.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.
- Exhibit acceptable performer and audience etiquette.

**Objective C: Document personal growth as a musician.**

- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Keep a journal and/or write reflective papers on personal experiences in each of the four Core Curriculum standards.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**MUSIC COMPOSITION LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| Distinguished | 10 | Independent | 9 | Fluent | 8 | Developing | 7 | Novice | 0-6 |
|---|---|---|---|---|---|---|---|---|---|

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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# MUSIC Achievement Portfolio

## Music Connections

(02040000010)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Music Connections**
Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Music Connections Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Demonstrate technical performance skills.**

- Illustrate how to use the expressive potential (pitch, volume, timbre, duration) of the voice and body to communicate an idea or a feeling.
- Demonstrate how to use the expressive potential (pitch, volume, timbre, duration) of selected instruments to communicate an idea or a feeling.

**Objective B: Perform varied repertoire.**

- Read/sing/play traditional songs of various rhythms, textures, modes, harmonies, and forms.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise thematic melodies over ostinato patterns.
- Manipulate short phrases into a complete melody.
- Play a simple melodic variation.
- Analyze the differences between the experiences of imitating and improvising.

**Objective B: Create imitations of musical passages.**

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next.
- Create scale fragments or rhythmic motives for others to replicate.
- Compare experiences in imitating/creating rhythmic motives with imitating/creating melodic motives.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Describe the elements of music.**

- Explain or demonstrate the production and/or transmission of musical sound; e.g., strings, winds, percussion, reeds; acoustic vs. electronic; digital vs. analog; AM vs. FM radio bands; synthetic vs. sampling.
- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.

**Objective B: Analyze and evaluate musical examples.**

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Compare and contrast styles from a variety of cultures and time periods in music listened to or performed.
- Describe the emotions and thoughts music communicates and how it does so.

**Objective C: Document personal growth as a musician.**

- Keep a journal and/or write reflections on personal experiences in music.
- Select a piece of own completed work that illustrates progress and explain this choice to teacher and/or parents.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**MUSIC CONNECTIONS LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

| | |
|---|---|
| Distinguished | 10 |
| Independent | 9 |
| Fluent | 8 |
| Developing | 7 |
| Novice | 0-6 |

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

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# MUSIC Achievement Portfolio

## Orchestra I

(02040300001)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Beginning Orchestra**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *No pre-requisite course is required.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
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**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Beginning Orchestra Student Achievement Portfolio

## Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Demonstrate correct playing position, including the position of the instrument and the right and left hands.
- Demonstrate how to release muscle tension and focus arm weight into the strings.
- Play with a straight bow stroke and use different parts of the bow: middle, tip, frog, full bow.

**Objective B: Demonstrate technical performance skills.**

- Practice and perform with habits that enable accurate intonation; e.g., tune strings, match pitch, play half and whole steps, master different finger patterns, and play various scales accurately.
- Demonstrate bowing techniques appropriate to the style of music to be learned; e.g., slurs, connected (legato, detache), stopped, (staccato, marcato), and/or bounced (spiccato).
- Perform a range of dynamic contrasts and tempo changes.
- Demonstrate technical fluency and speed.
- Discover how to play at least one simple folk song by ear.

**Objective C: Demonstrate notational literacy.**

- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and playing from them.
- Demonstrate reading fluency through singing and reading games and/or exercises.
- Sight-read a new piece with the correct rhythms and pitches.

**Objective D: Demonstrate productive rehearsal habits.**

- Come to rehearsal prepared, do your best, and respect others.
- Assist in the care of facilities and equipment.
- Demonstrate knowledge, use, and care of instrument.
- Explain and/or teach the principles of any of the performance objectives to classmates as needed.

**Objective E: Perform varied repertoire.**

- Perform acceptably in public and/or for adjudication orchestra pieces in the style indicated.
- Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Demonstrate ability to follow the conductor.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display performance etiquette.

## Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Explore possibilities of sounds that can be produced on the instrument.
- Improvise simple rhythms.
- Improvise simple melodies using limited pitches and/or creating variations of a familiar tune.

**Objective B: Record musical thoughts in standard notation.**

- Practice notation skills through copying music and/or playing rhythm and staff games.
- Notate improvised and/or dictated rhythms and pitches separately.
- Combine notated rhythms and pitches to make a melody and notate it on the staff.
- Move from sound to symbol individually or as a class.
- Improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for an antecedent phrase.

- Invent a notation system that describes the music you improvised or reminds you what to play next.
- Notate the rhythms and pitches on a staff.

**Objective C: Write original melodies and short compositions.**

- As a class or individually, compose a simple melody, notate it on the staff, and play it.
- As a class or individually, write a composition or an arrangement that fits a simple music form such as AB or ABA.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music you play is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).
- Discuss these characteristics of the music listened to or played.
- Compare and contrast styles from a variety of cultures and time periods.
- Describe the emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**ORCHESTRA I LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:
Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:
This is the percentage of indicators the class completed:

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The space below is for written communication between student, teacher, and parent.

# MUSIC Achievement Portfolio

## Orchestra II

(02040300010)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Intermediate Orchestra**
This course provides opportunities for students to develop their musical potential and aesthetic understanding through learning to play orchestral string instruments. Study includes the care and cultivation of a beautiful tone, the ability to read music with increasing fluency, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will heighten listening skills and increase their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Beginning Orchestra (02040300001) or audition.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Intermediate Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Play with a straight bow stroke.
- Demonstrate knowledge of contact point of bow to string.
- Produce an acceptable tone over a limited range of the instrument using proper hand (left and right) position.
- Demonstrate the effect of bow speed and bow weight on tone.
- Demonstrate good posture, instrument position, and bow hold while performing and identify the same in others.
- Explain (teach) the principles of proper position to other students.
- Demonstrate a beginning vibrato motion.

**Objective B: Demonstrate technical performance skills.**

- Demonstrate bowing techniques appropriate to the style of music to be learned.
- Demonstrate the following bowing techniques: detache, staccato, slurs, marcato.
- Slur at least eight notes per bow.
- Accurately play a passage with varied groupings of slurs and detache bowings.
- Demonstrate scale and finger pattern skills.
- Play the following scales: violin—2 octave A, D, G, C, B-flat, E-flat, 1 octave F; viola and cello—2 octave A, D, G, C. F, E-flat, 1 octave B-flat; bass—1 octave A, D G, C, F, B-flat, E-flat.
- Play the following positions: violin and viola —1st through 3rd positions; cello— 1st through 4th positions; bass— 1/2 through 4th positions (or have command of the fingering necessary to play up to and including E on the G string).
- List, define and play the dynamics ranging from ***pp*** to ***ff***.
- Demonstrate bow usage needed to produce ***p*** and ***f*** dynamics.
- Perform with correct intonation.
- Individually play scales and passages in tune.
- Identify incorrect intonation and make necessary adjustments.

**Objective C: Demonstrate notational literacy.**

- Perform unfamiliar exercises and pieces observing all appropriate signs, symbols, and terms both individually and with various ensembles.
- Correctly explain standard notation symbols in instrumental music.
- Do all of the above progressing from simple unison exercises to pieces that require independence from one part to another.

**Objective D: Demonstrate productive rehearsal habits.**

- Show respect for the rehearsal.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

**Objective E: Perform varied repertoire.**

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify the key signature, meter, tempo, and dynamics of music being studied.
- Perform musical symbols, terms, and signs as found in intermediate method books.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display commendable performance etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise “answers” in the same style to given melodic phrases using pentatonic or major scales up to 8 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic or major scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

**Objective B: Record musical thoughts in standard notation.**

- Correctly use all appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.
- Complete a given partial melody so that it ends in different ways.

**Objective C: Write original melodies and short compositions.**

- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.
- Analyze what the music is communicating and how.
- Make value judgments on music based on the effectiveness of the musical events and expressive effects.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Using this list, identify, analyze, and evaluate strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate proper behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**ORCHESTRA II LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:
Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:
This is the percentage of indicators the class completed:

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# MUSIC Achievement Portfolio

## Orchestra III

(02040300020)

**Practice Develops Confidence**

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

**Description of Advanced Orchestra**
This course provides opportunities to foster and refine musical expression through instrumental performance, analytical/evaluative skills, and aesthetic judgment. Study includes the care and cultivation of a beautiful tone, the ability to read music with fluency, the polishing of performance skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will hone listening skills and their ability to analyze and critique music and music performances. Attention will also be given to relating their music experiences to the time and culture of the pieces they study, as well as to contemporary society. *Pre-requisite course is Intermediate Orchestra (02040300010) or audition.*

**Explanation of Standards**
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

**Music Connections** (02040000010) **Guitar/Piano** (02040300040)
**Music Aesthetics** (02040000020) **Composition** (02040000040)
**Chorus I** (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
**Chorus II** (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
**Chorus III** (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

# Advanced Orchestra Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

**Objective A: Produce a beautiful tone.**

- Produce a characteristic tone at various dynamic levels throughout an extended range and at various tempi.
- Perform musical examples spanning ***ppp*** through ***fff*** dynamic levels while demonstrating characteristic tone at each level.
- Describe the adjustments needed in arm weight and bow speed/position to perform at the various dynamic levels and extended ranges.
- Perform musical examples that utilize pitches reaching into the upper and lower tessitura of each instrument while maintaining a characteristic tone using vibrato.
- Identify and demonstrate the adjustments and physical development that are required to increase the playing range on a particular instrument.

**Objective B: Demonstrate technical performance skills.**

- Recognize and correctly perform bowing style markings.
- Define bowing terms.
- Contrast bowing styles from one style period to another style period.
- Identify and perform the keys/scales relating to the works to be studied or performed.
- Violins, violas, and cellos perform three octave scales and basses two octaves in all major and minor and chromatic keys.
- Demonstrate dynamics ranging from ***ppp*** to ***fff***.
- Individually and collectively perform musical passages in time and in tune.
- Identify incorrect intonation and make necessary adjustments without prompting.

**Objective C: Demonstrate notational literacy.**

- Correctly explain standard notation symbols in instrumental music.
- Perform correct rhythms and pitches while sight-reading.
- Sight-read with sensitivity, correct dynamics, phrasing, expression, and style.

**Objective D: Demonstrate productive rehearsal habits.**

- Show respect for the rehearsal process.
- Demonstrate knowledge, use, and care of instrument.
- Contribute positively to the risk-taking rehearsal environment.
- Assist in the organization and care of music department supplies, facilities, and equipment.

**Objective E: Perform varied repertoire.**

- Acceptably perform in public and/or for adjudication pieces in the style indicated.
- Demonstrate ability to follow the conductor.
- Identify and define notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- Successfully perform individual parts.
- Successfully prepare and perform accompanied solos and small ensemble pieces.
- Display performance etiquette.

Standard 2 **CREATE**
Students will improvise and compose music.

**Objective A: Improvise rhythmic and melodic ideas and phrases.**

- Improvise “answers” in the same style to given melodic phrases using pentatonic, major or minor scales up to 16 counts in length.
- Answer (vocally, then with instruments) phrases provided by the teacher.
- Participate in group improvisation using the tones of the pentatonic, major or minor scales.
- Play embellishments (rhythmic and melodic) to simple melodies and familiar tunes.

**Objective B: Record musical thoughts in standard notation.**

- Correctly use appropriate terms and symbols in notating simple compositions and arrangements.
- Finish notating partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.
- Complete a partial melody so that it ends in different ways.

Standard 3
**LISTEN/ANALYZE/EVALUATE**
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

**Objective A: Analyze and evaluate musical examples.**

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how own music played is constructed; e.g., identify the time signature and any changes; find and play the key/home note; identify the form (AB, ABA, rondo, theme and variations).
- Discuss these characteristics of music listened to or played.
- Compare and contrast styles from a variety of cultures and time periods.
- Describe emotions and thoughts the music communicates and how it does so.

**Objective B: Evaluate ensemble performances.**

- List important criteria for determining the quality of a music performance.
- Evaluate, using this list, strengths and weaknesses in performance and prepare suggestions for improvement.
- Demonstrate impeccable behavior while at a concert.
- Compare/contrast live musical performances with recordings.

**Objective C: Document personal growth as a musician.**

- Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance.
- Organize and maintain records of completed work; e.g., recordings, journal writings, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Explain how the quality of own performance affects the performance of the whole group.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

**Objective A: Examine how music relates to personal development and enjoyment of life.**

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

**Objective B: Experience how music connects us to history, culture, heritage, and community.**

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

**ORCHESTRA III LEGEND**

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished 10 Independent 9 Fluent 8 Developing 7 Novice 0-6

This is the average of the numbers recorded in the boxes to the left of the objectives: ☐

This is the percentage of indicators the class completed: ☐

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