

Dysart Unified School District Band Scope and Sequence

CONCEPT	Elementary Beg/Inter. Band	Jr. HS Advanced Band I and II	HS Concert Band 1-2	HS Symphonic Band 3-4	HS Wind Ensemble 5-6	Marching Band	Jazz Ensemble
School Grade	5th and 6th Grade	7th and 8th Grade	9th - 12th Grade	10th - 12th Grade	9th - 12th	9th - 12th Grade	9th - 12th Grade
Playing Year	1st and 2nd Year	3rd and 4th	4th	5th	> than 4 years		
Music Difficulty (Stand)	.5 - 1.5	1.5-2.5	2.5 to 4	3 to 4.5	4 to 6	2.5 to 4	2.5 to 4.5
DAILY EXPECTATIONS	Students should know how to reference the fingering chart in their method book. MU.PR.4.PE.5a	Students will demonstrate knowledge of fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory. MU.PR.6.PE.8	Students should know the fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory. MU.PR.6.PE.HS1a	Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings for intonation purposes. MU.PR.4.PE.HS2b	Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings for intonation purposes. MU.PR.6.PE.HS1a	Students should know the fingerings for all notes and selected alternate fingerings for intonation purposes on their instrument from memory. MU.PR.6.PE.HS1a	Students should know the fingerings for all notes on their instrument from memory, including alternate technical fingerings for intonation purposes. MU.PR.6.PE.HS1a
	Students will perform simple rhythmic and melodic examples in call-and-response styles. MU.PR.6.PE.5a MU.PR.4.PE.5b	Students will be able to perform major scales up to and including 4 flats, 3 sharps, and C. MU.PR.6.PE.8a	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments. MU.PR.6.PE.HS1a	Students should recognize and perform musical ornaments (i.e. trills, grace notes, glissando, etc.) MU.PR.4.PE.HS2a	Students should recognize and interpret musical ornaments in a stylistically correct manner(i.e. trills, grace notes, glissando, etc.) MU.PR.6.PE.HS1a	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments. MU.PR.6.PE.HS1a	Students should recognize and perform musical ornaments (i.e. trills, grace notes, glissando, etc.) MU.PR.6.PE.HS1a
	Students will maintain attendance with required materials. MU.PR.6.PE.5a	Students will be able to perform a 2 octave chromatic scale. MU.PR.6.PE.8a	Students will maintain attendance with required materials MU.CN.10.PE.HS1a MU.PR.6.PE.HS1a	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments. MU.PR.4.PE.HS2a	Students will use embellishments, extreme tessitura, and a variety of timbre effects when performing on wind instruments. MU.CN.10.PE.HS1a MU.PR.6.PE.HS1a	Students will maintain attendance with required materials MU.CN.10.PE.HS1a MU.PR.6.PE.HS1a	Students will use vibrato when characteristic for their instrument, alternate fingerings, trills, and grace notes when performing on wind instruments. MU.CN.10.PE.HS1a MU.PR.6.PE.HS1a
	Students will demonstrate completion of assignments and/or practice. MU.PR.6.PE.5a	Students will maintain attendance with required materials MU.PR.6.PE.5a	Students will demonstrate completion of assignments and/or practice. MU.PR.6.PE.5a MU.PR.6.PE.HS1a	Students will maintain attendance with required materials MU.PR.6.PE.HS1a	Students will maintain attendance with required materials MU.PR.6.PE.5a MU.PR.6.PE.HS1a	Students will demonstrate completion of assignments and/or practice. MU.PR.6.PE.5a MU.PR.6.PE.HS1a	Students will maintain attendance with required materials MU.PR.6.PE.5a MU.PR.6.PE.HS1a
		Students will demonstrate completion of assignments and/or practice. MU.PR.6.PE.5a			Students will demonstrate completion of assignments MU.PR.6.PE.5a		
POSTURE	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.5a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.8a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.HS1a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.HS2a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.HS1a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.HS1a	Students will demonstrate proper posture, embouchure, hand position, and playing position. MU.PR.4.PE.HS1a
TONE	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.5a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.8a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.HS1a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.HS2a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.HS1a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.HS1a	Students will produce characteristic tone that is clear, free of tension, sustained, and unwavering in pitch. MU.PR.4.PE.HS1a
INTONATION	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.5a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.8a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.HS1a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.4.PE.HS2a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.HS1a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.HS1a	Students will recognize the concept of flat or sharp in regard to intonation. MU.PR.6.PE.HS1a
		Student will be able to tune tympani from a generated pitch MU.PR.6.PE.8a	Student will be able to tune tympani from a generated pitch MU.PR.6.PE.HS1a	Student will be able to tune tympani from a generated pitch MU.PR.4.PE.HS2a	Student will be able to tune tympani from a generated pitch MU.PR.6.PE.HS1a	Student will be able to tune tympani from a generated pitch MU.PR.6.PE.HS1a	Student will be able to tune tympani from a generated pitch MU.PR.6.PE.HS1a

Dysart Unified School District Band Scope and Sequence

CONCEPT	Elementary Beg/Inter. Band	Jr. HS Advanced Band I and II	HS Concert Band 1-2	HS Symphonic Band 3-4	HS Wind Ensemble 5-6	Marching Band	Jazz Ensemble
School Grade	5th and 6th Grade	7th and 8th Grade	9th - 12th Grade	10th - 12th Grade	9th - 12th	9th - 12th Grade	9th - 12th Grade
Playing Year	1st and 2nd Year	3rd and 4th	4th	5th	> than 4 years		
Music Difficulty (Stand)	.5 - 1.5	1.5-2.5	2.5 to 4	3 to 4.5	4 to 6	2.5 to 4	2.5 to 4.5
			Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes MU.PR.6.PE.HS1a	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes MU.PR.6.PE.HS1a	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes MU.PR.6.PE.HS1a	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes MU.PR.6.PE.HS1a	Students will demonstrate knowledge of all fingerings by memory including alternate fingerings for intonation purposes MU.PR.6.PE.HS1a
TEMPO	Students will demonstrate steady tempo while performing materials being studied. MU.PR.6.PE.5a	Students will perform tempo changes and a variety of rhythms and meters through materials being studied. MU.PR.6.PE.8a	Students will perform tempo changes and a variety of rhythms and meters through materials being studied. MU.PR.6.PE.HS1a	Students will perform tempo changes and a variety of rhythms and meters through materials being studied. MU.PR.4.PE.HS2a	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.	Students will perform tempo changes and a variety of rhythms and meters through materials being studied. MU.PR.6.PE.HS1a	Students will perform tempo changes and a variety of rhythms and meters through materials being studied.
ARTICULATION	Students will demonstrate tonguing and slurring techniques. MU.PR.6.PE.5a	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments. MU.PR.6.PE.8a	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments. MU.PR.6.PE.HS1a	Students will demonstrate a variety of articulations including double-tongue and breath attacks if applicable for the instrument. MU.PR.4.PE.HS2a	Students will perform all articulations in materials being studied, including double-tongue, triple-tongue, and breath attacks if applicable for the instrument.	Students will demonstrate staccato, legato tongue, accent, marcato, and tenuto on wind instruments. MU.PR.6.PE.HS1a	Students will demonstrate a variety of articulations including double-tongue and breath attacks if applicable for the instrument.
		Students will select the appropriate implement with which to demonstrate these styles. MU.PR.6.PE.8a	Students will select the appropriate implement with which to demonstrate these styles. MU.PR.6.PE.HS1a			Students will select the appropriate implement with which to demonstrate these styles. MU.PR.6.PE.HS1a	
MUSICALITY: Dynamic Contrast, Phrasing, and Expression	Students will use dynamic contrast as a means of expression, including f, p, mp, mf, crescendo, decrescendo, and diminuendo. MU.PR.6.PE.5b	Students will use dynamic contrast and technical skills as means of expression. MU.PR.6.PE.8b	Students will use dynamic contrast and technical skills as means of expression. MU.PR.6.PE.HS1b	Students will use dynamic contrast and technical skills as a means of expression. MU.PR.4.PE.HS2b	Students will use dynamic contrast and technical skills as a means of expression.	Students will use dynamic contrast and technical skills as means of expression. MU.PR.6.PE.HS1b	Students will use dynamic contrast and technical skills as a means of expression.
	Students will articulate four consecutive notes in one breath. They will demonstrate phrasing through the use of melodic contour, natural accents, and proper use of breath. MU.PR.6.PE.5b	Students will perform four bar phrases in common time in one breath. MU.PR.6.PE.8b	Students will perform four bar phrases in common time in one breath. MU.PR.6.PE.HS1b	Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments. MU.PR.4.PE.HS2b	Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments.	Students will perform four bar phrases in common time in one breath. MU.PR.6.PE.HS1b	Students will use vibrato, alternate fingerings, trills, and grace notes on wind instruments.
		Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour. MU.PR.6.PE.8a	Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour. MU.PR.6.PE.HS1a	Students will perform eight bar phrases in common time in one breath.	Students will perform eight bar phrases in common time in one breath.	Students will demonstrate phrasing through the use of dynamics, tempo, and melodic contour. MU.PR.6.PE.HS1a	Students will perform eight bar phrases in common time in one breath.
				Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.	Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.		Students will demonstrate musical phrasing through dynamic emphasis and tempo modification.

Dysart Unified School District Band Scope and Sequence

CONCEPT	Elementary Beg/Inter. Band	Jr. HS Advanced Band I and II	HS Concert Band 1-2	HS Symphonic Band 3-4	HS Wind Ensemble 5-6	Marching Band	Jazz Ensemble
School Grade	5th and 6th Grade	7th and 8th Grade	9th - 12th Grade	10th - 12th Grade	9th - 12th	9th - 12th Grade	9th - 12th Grade
Playing Year	1st and 2nd Year	3rd and 4th	4th	5th	> than 4 years		
Music Difficulty (Stand)	.5 - 1.5	1.5-2.5	2.5 to 4	3 to 4.5	4 to 6	2.5 to 4	2.5 to 4.5
ENSEMBLE SKILLS	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in 2/4 3/4 and 4/4 MU.PR.6.PE.5b	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter. MU.PR.6.PE.8a	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter. MU.PR.6.PE.HS1a	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.	Students will blend instrumental timbres, match dynamics, style, intonation, and respond to conducting gestures in simple and compound meter. MU.PR.6.PE.HS1a	Students will blend instrumental timbres, match dynamic levels, style, intonation, and respond to and use conducting gestures.
SCALES AND RUDIMENTS	Students will play the concert F, B-flat, E-flat, and A-flat scales, one octave. MU.PR.6.PE.5a	Students will perform the E, A, D, G, C, F, Bb, Eb, and Ab scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M. M. quarter note = 100. MU.PR.6.PE.8a	Students will perform the E, A, D, G, C, F, B-flat, E-flat, and A-flat scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100. MU.PR.6.PE.HS1	Students will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100).	The student will perform all major and minor scales, ascending and descending, in a variety of rhythmic patterns and articulations.	Students will perform the E, A, D, G, C, F, B-flat, E-flat, and A-flat scales (not transposed) on wind instruments, two octaves (when appropriate), in quarter-eighth-eighth rhythm at M.M. quarter note = 100. MU.PR.6.PE.HS1	Students will perform all major scales in the full range of the instrument, and all one-octave harmonic minor scales, with one-octave tonic arpeggios, ascending and descending, in quarter-eighth-eighth rhythm (M.M. quarter note = 100).
	Students should be able to play a one-octave chromatic scale, ascending and descending. MU.PR.6.PE.5a	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72. MU.PR.6.PE.8a	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72. MU.PR.6.PE.HS1	The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M. M. quarter note = 96 or faster) throughout the practical range of the instrument.	The student will perform a chromatic scale, ascending and descending, using the ABODA state audition tempo and range requirements for the instrument.	Students will perform the D-flat, G-flat/F-sharp, and B scales, one octave, in quarter-eighth-eighth rhythm at M.M. quarter note = 72. MU.PR.6.PE.HS1	The wind/mallet student will perform a chromatic scale, ascending and descending, in sixteenth notes (M. M. quarter note = 96 or faster) throughout the practical range of the instrument.
		Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72. MU.PR.6.PE.8a	Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72. MU.PR.6.PE.HS1			Students will perform a chromatic scale, ascending and descending, two octaves in eighth notes at M.M. quarter note = 72. MU.PR.6.PE.HS1	
DECODING	Students will use a syllable, number, or letter system to read and write simple pitch notation. MU.PR.6.PE.5a	Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles. MU.PR.6.PE.8a	Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles.			Students will use a syllable, number or letter system to read and write simple melodies in the appropriate clef individually and in large ensembles.	
	Students will use a rhythmic notation system to read and write rhythmic patterns that include whole, dotted half, half, dotted quarter, quarter, and eighth notes and rests in simple meter. Percussionists should also be able to read and notate sixteenth note patterns. MU.CR.1.PE.5a MU.PR.6.PE.5a	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters. MU.PR.6.PE.8a	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters. MU.PR.6.PE.HS1a	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with ABODA Level III-IV .	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with ABODA Level III-V .	Students will use a syllable, number, or letter system to read and write rhythmic patterns that include whole, half, quarter, eighth, and sixteenth notes and rests, dotted notes and rests, and triplets in simple and compound meters. MU.PR.6.PE.HS1a	Students will read and write rhythmic patterns in complex meters, demonstrating technical facility and precision commensurate with ABODA Level III-IV .

Dysart Unified School District Band Scope and Sequence

CONCEPT	Elementary Beg/Inter. Band	Jr. HS Advanced Band I and II	HS Concert Band 1-2	HS Symphonic Band 3-4	HS Wind Ensemble 5-6	Marching Band	Jazz Ensemble
School Grade	5th and 6th Grade	7th and 8th Grade	9th - 12th Grade	10th - 12th Grade	9th - 12th	9th - 12th Grade	9th - 12th Grade
Playing Year	1st and 2nd Year	3rd and 4th	4th	5th	> than 4 years		
Music Difficulty (Stand)	.5 - 1.5	1.5-2.5	2.5 to 4	3 to 4.5	4 to 6	2.5 to 4	2.5 to 4.5
	Students will sight-read music of varying styles from ABODA Grade I-II using the rhythms listed above. MU.PR.6.PE.5a	Students will sight-read music of varying styles from ABODA Grade II-III using the rhythms listed above. MU.PR.6.PE.8a	Students will sight-read music of varying styles from ABODA Grade II-III using the rhythms listed above. MU.PR.6.PE.HS1a	Students will sight-read music of varying styles and levels of difficulty. 	Students will sight-read music of varying styles and levels of difficulty. 	Students will sight-read music of varying styles from ABODA Grade II-III using the rhythms listed above. MU.PR.6.PE.HS1a	Students will sight-read music of varying styles and levels of difficulty.
VOCALIZATION	Students will sing exercises to make connections to tone production, demonstrate pitch matching ability, and develop intonation. MU.PR.6.PE.5a	Students will sing a part while other students sing or play contrasting parts, such as having the low voices maintain the tonic pitch while other students sing through a scale. MU.PR.6.PE.8a	Students will sing a part while other students sing or play contrasting parts, such as having the low voices maintain the tonic pitch while other students sing through a scale. MU.PR.6.PE.HS1a	Students will sing a part while other students sing or play contrasting parts. 	Students will sing a part while other students sing or play contrasting parts. 	Students will sing a part while other students sing or play contrasting parts, such as having the low voices maintain the tonic pitch while other students sing through a scale. MU.PR.6.PE.HS1a	Students will sing a part while other students sing or play contrasting parts.
MUSIC HISTORY	Students will perform music from a variety of cultures, styles, and historical periods. MU.PR.4.PE.5b	Students will perform music from a variety of cultures, styles, and historical periods. MU.PR.4.PE.8b	Students will perform music from a variety of cultures, styles, and historical periods. MU.PR.4.PE.HS1a	Students will perform music from a variety of cultures, styles, and historical periods. 	Students will perform music from a variety of cultures, styles, and historical periods. 	Students will perform music from a variety of cultures, styles, and historical periods. MU.PR.4.PE.HS1a	Students will perform music from a variety of cultures, styles, and historical periods.
	Students will identify and analyze cultures, styles, composers, and historical periods from the materials being studied. MR.PR.4.PE.5b	Students will identify and analyze cultures, styles, composers, and historical periods from the materials being studied. MU.PR.6.PE.8a	Students will compare and contrast materials being studied in its historical and cultural context. MU.PR.4.PE.HS1a	Students will compare and contrast materials being studied in its historical and cultural context. 	Students will associate aural examples of music with a variety of cultures, styles, and historical periods. 	Students will compare and contrast materials being studied in its historical and cultural context. MU.PR.4.PE.HS1a	Students will compare and contrast materials being studied in its historical and cultural context.
INSTRUMENT KNOWLEDGE	Students will identify parts of the instrument and demonstrate proper care and maintenance. MU.PR.6.PE.5a	Students will identify and repair minor problems of the instrument being studied. Dysart - MSB16	Students will identify and repair minor problems of the instrument being studied. Dysart - CB17	Students will identify and repair minor problems of the instrument being studied. 	Students will identify and repair minor problems of the instrument being studied. 	Students will identify and repair minor problems of the instrument being studied. Dysart - CB17	Students will identify and repair minor problems of the instrument being studied.
CONCERTS & PERFORMANCES	Students will participate in concerts, performances, cross- disciplinary activities, and co- curricular activities. MU.PR.6.PE.5a	Students will participate in concerts, performances, cross- disciplinary activities, and co- curricular activities. MU.PR.6.PE.8a	Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-State events. 	Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-State events. 	Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-State events. 	Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-State events. 	Students will participate in activities such as concerts, performances, marching band, jazz ensemble, chamber ensembles, and All-District, All-Region, and All-State events.
	Students will demonstrate concert etiquette as a performer and a listener. MU.PR.6.PE.5a MU.CN.11.PE.5a	Students will demonstrate concert etiquette as a performer and a listener. MU.CN.11.PE.8a	Students will demonstrate concert etiquette as a performer and a listener. MU.CN.11.PE.HS1a	Students will demonstrate concert etiquette as a performer and a listener. 	Students will demonstrate concert etiquette as a performer and a listener. 	Students will demonstrate concert etiquette as a performer and a listener. MU.CN.11.PE.HS1a	Students will demonstrate concert etiquette as a performer and a listener.
	Students will demonstrate concert etiquette as an active listener MU.PR.6.PE.5a MU.CN.10.PE.5a	Students will demonstrate concert etiquette as an active listener MU.CN.11.PE.8a			Students will serve as peer mentors.		

Dysart Unified School District Band Scope and Sequence

CONCEPT	Elementary Beg/Inter. Band	Jr. HS Advanced Band I and II	HS Concert Band 1-2	HS Symphonic Band 3-4	HS Wind Ensemble 5-6	Marching Band	Jazz Ensemble
School Grade	5th and 6th Grade	7th and 8th Grade	9th - 12th Grade	10th - 12th Grade	9th - 12th	9th - 12th Grade	9th - 12th Grade
Playing Year	1st and 2nd Year	3rd and 4th	4th	5th	> than 4 years		
Music Difficulty (Stand)	.5 - 1.5	1.5-2.5	2.5 to 4	3 to 4.5	4 to 6	2.5 to 4	2.5 to 4.5
CRITIQUES	Students will analyze and discuss individual and group performances as an ongoing class activity and after formal performances. MU.PR.5.PE.5a	Students will evaluate individual and group performances. MU.PR.5.PE.8a	Students will evaluate individual and group performances. MU.PR.5.PE.HS1a	Students will diagnose and correct personal performance errors.	Students will analyze concepts common to music and other disciplines.	Students will evaluate individual and group performances. MU.PR.5.PE.HS1a	Students will diagnose and correct personal performance errors.
			Students will diagnose and correct personal performance errors. MU.PR.5.PE.HS1a	Students will articulate expressive qualities of music.	Students will describe interrelationships between music and other disciplines.	Students will diagnose and correct personal performance errors. MU.PR.5.PE.HS1a	Students will articulate expressive qualities of music.
					Students will evaluate and improve personal performance as compared to an exemplary model.		
					Students will articulate expressive qualities of music.		
MUSIC THEORY	Students will compose/improvise a two- to four-measure melody MU.CR.1.PE.5a	Students will embellish four to eight measures of a folk song by creating rhythmic and melodic variations. MU.CR.1.PE.8a	Students will improvise a short melody within teacher specified parameters. MU.CR.1.PE.HS1a	Students will improvise a short melody within teacher specified parameters.	Students will improvise a melody to a chord progression.	Students will improvise a short melody within teacher specified parameters. MU.CR.1.PE.HS1a	Students will improvise a short melody within teacher specified parameters.
		Students will compose an eight-measure melody, using available technology, within teacher-specified parameters. MU.CR.2.PE.8a	Students will arrange accompanying harmonies or countermelodies to a given melody. MU.PR.5.PE.HS1a	Students will arrange accompanying harmonies or countermelodies to a given melody.	Students will arrange a selection for two or more instruments, using available technology.	Students will arrange accompanying harmonies or countermelodies to a given melody. MU.PR.5.PE.HS1a	Students will arrange accompanying harmonies or countermelodies to a given melody.
					Students will analyze a specific work and discuss how the music elements are used to create expression.		
OUTSIDE CONNECTIONS	Students will identify career options in music. MU.CN.10.PE.5b	Students will identify career and avocational options in music. MU.CN.10.PE.8b	Students will research career and avocational options in music, using available technology. MU.CN.10.PE.HS1b	Students will research career and avocational options in music, using available technology.	Students will research career and avocational options in music using available technology.	Students will research career and avocational options in music, using available technology. MU.CN.10.PE.HS1b	Students will research career and avocational options in music, using available technology.
	Students will associate terminology common to music with other fine arts and other disciplines. MU.CN.10.PE.5a	Students will identify, define, and apply music terms and symbols from materials being studied. MR.PR.4.PE.8b	Students will identify, define, and apply music terms and symbols from materials being studied. MU.PR.6.PE.HS1a	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied.	Students will identify, define, and apply music terms and symbols from materials being studied. MU.PR.6.PE.HS1a	Students will identify, define, and apply music terms and symbols from materials being studied.