# MUSIC STANDARDS OF LEARNING

## 2013 to 2020 CROSSWALK

**Grade Six General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 6.1 | 6.12 | ✓ |  | ✓ |  | 6.~~1~~12 The student will read and notate music.~~,~~ ~~including~~   1. a) I~~i~~dentify~~ing~~ tonal, rhythmic, and melodic patterns containing steps, skips, and leaps. 2. b) R~~r~~ecognize~~ing~~ diatonic intervals.~~;~~ 3. c) Identify and notate melodies on the musical staff. ~~notes written on the bass staff;~~ 4. ~~notating melodies on the treble staff, with emphasis on steps and skips;~~ 5. d) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.~~; and~~ 6. e) I~~i~~dentify~~ing~~ the meaning of the upper and lower numbers of time signatures. |
| 6.2 | 6.13 | ✓ |  | ✓ | ✓ | 6.~~2~~13 The student will perform a variety~~varied~~ ~~repertoire~~ of music.~~,~~ ~~including~~   1. ~~demonstrating acceptable performance behaviors~~ 2. a) S~~s~~ing~~ing~~ or play~~ing~~ music in unison and simple harmony. 3. b) F~~f~~ollow~~ing~~ dynamic and tempo markings.~~; and~~   c) Identifying appropriate performance practices. |
| 6.3 | 6.14 | ✓ |  | ✓ |  | 6.~~3~~14 The student will ~~play a variety of pitched and non-pitched instruments, including~~ perform melodies and accompaniments.   1. a) Sing or play instruments with and without notation.~~singing or playing melodies and accompaniments written on the treble staff; and~~ 2. b) ~~playing~~ Perform music in a variety of ensembles. |
| 6.4 | 6.15 | ✓ |  | ✓ | ✓ | 6. ~~4~~15 The student will read, count, and perform rhythmic patterns   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. ~~that~~ I~~i~~nclude whole notes, half notes, quarter notes, eighth notes, and corresponding rests. |
| 6.5 | 6.16 | ✓ |  | ✓ |  | 6.~~5~~16 The student will respond to music with movement by performing non-choreographed and choreographed movements. |
| 6.6 | 6.1 | ✓ |  | ✓ | ✓ | 6.~~6~~1 The student will demonstrate creative thinking ~~create music~~ ~~through a variety of sound and notational sources~~ by composing and improvising original music.   1. a) I~~i~~mprovise~~ing~~ four-measure melodic and rhythmic phrases.~~; and~~ 2. b) C~~c~~ompose~~ing~~ four-measure melodies and rhythms. 3. c) Arrange an existing musical phrase. |
| 6.7 | 6.5  6.6  6.8  6.9  6.10  6.11 | ✓ |  | ✓ |  | 6.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) I~~i~~dentify~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b) D~~d~~escribe~~ing~~ ways in which culture ~~and technology~~ influences the development of music~~,~~ and music styles.~~;~~[Also in 6.10] 3. The student will describe ~~examining~~ career options in music.~~;~~ [Moved to 6.9] 4. The student will describe ~~identify~~ the connections ~~relationship~~ of music to the other fine arts and other fields of knowledge.~~;~~[Moved to 6.11] 5. The student will explain intellectual property as it relates to music.~~identifying ethical standards as applied to the use of social media and copyrighted materials; and~~ [Moved to 6.8] 6. The student will identify and demonstrat~~ing~~e collaboration and communication skills for music, including ~~concert etiquette as an~~ active listen~~er~~ing~~.~~ [Moved to 6.5] |
| 6.8 | 6.3 | ✓ |  | ✓ |  | 6.~~8~~3 The student will analyze, ~~and~~ interpret, and evaluate music. ~~by~~   1. ~~examining the importance of cultural influences and historical context for the interpretation of works of music; and~~ [Moved to 6.6] 2. a) D~~d~~escribe~~ing~~ expressive qualities of works of music~~,~~ using inquiry skills and music terminology. |
| 6.9 | 6.3 | ✓ |  | ✓ |  | ~~6.9~~3 ~~The student will evaluate and critique music by~~   1. b) E~~e~~xamine~~ing~~ and apply~~ing~~ personal and accepted criteria for evaluating works of music.~~;~~ 2. c) D~~d~~escribe~~ing~~ performances of music~~,~~ using music terminology.~~; and~~ 3. d) A~~a~~pply~~ing~~ accepted criteria for critiquing musical works and performances of self and others. |
| 6.10 | 6.4 |  | ✓ |  |  | 6.~~10~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music using music terminology.~~;~~ 2. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~; and~~ 3. ~~explaining the value of musical performance to the school community.~~ |
| - | 6.2 |  |  |  | ✓ | 6.2 The student will apply a creative process for music.   1. Explore components of creative processes for music. 2. Define, organize, and share personal ideas, investigations, and research of music ideas and concepts. |
| - | 6.7 |  |  |  | ✓ | 6.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. |

**Grade Seven General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 7.1 | 7.12 | ✓ |  | ✓ |  | 7.~~1~~12 The student will read and notate music.~~, including~~   1. a) I~~i~~dentify~~ing~~ and perform tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.~~;~~ 2. b) N~~n~~otate~~ing~~ melodies on the treble ~~staff and/or bass staff;~~ and bass staves. 3. c) R~~r~~ead~~ing~~ melodic patterns using the diatonic scale.~~; and~~ 4. d) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests. |
| 7.2 | 7.13 | ✓ |  | ✓ | ✓ | 7. ~~2~~13 The student will perform a varied repertoire of music~~., including~~   1. ~~demonstrating acceptable performance behaviors;~~ 2. a) S~~s~~ing~~ing~~ or play~~ing~~ music written in two or three ~~more~~ parts.~~; and~~ 3. b) P~~p~~lay~~ing~~ melodies and accompaniments written on the treble staff and/or bass staff.   c) Demonstrate appropriate performance practices. |
| 7.3 | 7.14 | ✓ |  | ✓ |  | 7. ~~3~~14 The student will sing and/or play music of ~~increasing~~ increased levels of difficulty on a variety of ~~pitched and nonpitched~~ instruments. |
| 7.4 | 7.15 | ✓ |  | ✓ | ✓ | 7. ~~4~~15 The student will read, count, and perform rhythmic patterns   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. ~~that~~ I~~i~~nclude sixteenth notes, dotted notes, and corresponding rests. |
| 7.5 | 7.16 | ✓ |  | ✓ |  | 7.~~5~~16 The student will respond to music with movement. ~~by~~   1. a) U~~u~~se~~ing~~ movement to illustrate musical styles.~~; and~~ 2. b) U~~u~~se~~ing~~ choreography to interpret aspects of musical expression. |
| 7.6 | 7.1 | ✓ |  | ✓ | ✓ | 7.~~6~~1 The student will demonstrate creative thinking ~~create music~~ ~~through a variety of sound and notational sources~~ by composing and improvising original music.   1. a) I~~i~~mprovise~~ing~~ eight-measure melodic and rhythmic phrases.~~; and~~ 2. b) C~~c~~ompose~~ing~~ eight-measure melodies and rhythms. 3. c) Arrange an existing musical antecedent phrase and consequent phrase. |
| 7.7 | 7.5  7.6  7.7  7.8  7.9  7.11 | ✓ |  | ✓ |  | 7.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. ~~identifying and~~ a. D~~d~~escribe~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b. C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical styles~~,~~ using music terminology.~~;~~ 3. c. C~~c~~ompare~~ing~~ and contrast~~ing~~ the functions of music in a variety of cultures.~~;~~ 4. The student will describe~~ing~~ how musicians, consumers of music, and music advocates impact the community.~~;~~ [Moved to 7.7] 5. The student will compare~~ing~~ and contrast~~ing~~ career options in music in relation to career preparation.~~;~~ [Moved to 7.9] 6. The student will ~~examining the~~ relat~~ionship~~e ~~of~~ music to the other fine arts. ~~and other fields of knowledge;~~ [Moved to 7.11] 7. The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.~~applying ethical standards in the use of social media and copyrighted materials; and~~ [Moved to 7.8] 8. The student will describe and demonstrate collaboration and communication skills for music, including active listening.~~consistently demonstrating concert etiquette as an active listener or participant.~~ [Moved to 7.5] |
| 7.8 | 7.3 | ✓ |  | ✓ |  | 7. ~~8~~3 The student will analyze, ~~and~~ interpret, and evaluate music. ~~by~~   1. ~~explaining the importance of cultural influences and historical context for the interpretation of works of music; and~~ [Moved to 7.6] 2. a) D~~d~~escribe~~ing~~ and interpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology. |
| 7.9 | 7.3 | ✓ |  | ✓ |  | ~~7.9 The student will evaluate and critique music by~~   1. b. A~~a~~pply~~ing~~ accepted criteria for evaluating works of music.~~; and~~ 2. c. A~~a~~pply~~ing~~ accepted criteria for critiquing musical performances of self and others. |
| 7.10 | 7.4 | ✓ |  | ✓ |  | 7. ~~10~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) ~~describing~~ E~~e~~xplain~~ing~~ how the ~~factors of~~ time and place influence the characteristics that give meaning and value to a work of music.~~;~~ 2. b) D~~d~~escribe~~ing~~ personal responses to works of music~~,~~ using music terminology.~~;~~ 3. c) A~~a~~nalyze~~ing~~ ways in which music can evoke emotion and be persuasive.~~; and~~ 4. ~~explaining the value of musical performance to the community.~~ |
| - | 7.2 |  |  |  | ✓ | 7.2 The student will apply a creative process for music.   1. Describe components of a creative process for music. 2. Define, organize, and share personal ideas, investigations, and research of music ideas and concepts. |
| - | 7.10 |  |  |  | ✓ | 7.10 The student will identify and explore ways that new media is used to create and edit music. |

**Grade Eight General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 8.1 | 8.12 | ✓ |  | ✓ |  | 8.~~1~~12 The student will read and notate music.~~, including~~   1. a) I~~i~~dentify~~ing~~ and perform melodic patterns~~,~~ using specific interval names (e.g., third, fifth).~~; and~~ 2. b) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns of increasing complexity, including tied rhythms, eighth note triplets, syncopation. |
| 8.2 | 8.13 | ✓ |  | ✓ |  | 8.~~2~~13 The student will perform a variety of ~~varied~~ ~~repertoire~~ music.~~,~~ ~~including~~   1. a) U~~u~~se~~ing~~ indicated dynamics, phrasing, and other elements of music.~~;~~ 2. b) S~~s~~ing~~ing~~ or play~~ing~~ music written in ~~two or~~ three parts on the treble and bass staves.~~; and~~ 3. c) C~~c~~onsistently demonstrate~~ing~~ ~~acceptable~~ appropriate performance ~~behaviors~~ practices. |
| 8.3 | 8.14 | ✓ |  | ✓ |  | 8.~~3~~14 The student will sing and/or play a variety of ~~pitched and nonpitched~~ instruments.~~, including~~   1. a) P~~p~~lay~~ing~~ melodies and accompaniments written on the grand staff.~~; and~~ 2. b) P~~p~~lay~~ing~~ music of ~~increasing~~ increased difficulty in a variety of ensembles~~,~~ using traditional and non traditional instruments. |
| 8.4 | 8.15 | ✓ |  | ✓ | ✓ | 8.~~4~~15 The student will read, count, and perform rhythmic patterns.   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. Include complex rhythms and syncopation. |
| 8.5 | 8.16 | ✓ |  | ✓ |  | 8. ~~5~~16 The student will respond to music with movement. ~~by~~   1. a) C~~c~~reate~~ing~~ movements individually or collaboratively to interpret a musical composition.~~;~~ 2. b) C~~c~~reate~~ing~~ movements to illustrate forms, meters, and patterns.~~; and~~ 3. c) D~~d~~emonstrate~~ing~~ how choreography is a form of expression and communication. |
| 8.6 | 8.1  8.10 | ✓ |  | ✓ | ✓ | 8.~~6~~1 The student will demonstrate creative thinking ~~create music~~ ~~through a variety of sound and notational sources~~ by composing and improvising original music.   1. a) I~~i~~mprovise~~ing~~ sixteen-measure melodic and rhythmic phrases.~~;~~ 2. b) C~~c~~ompose~~ing~~ sixteen-measure melodies and rhythms.~~; and~~ 3. c) Arranging an existing musical tune. 4. ~~use contemporary media and technology to create music.~~ The student will explore and investigate technology and new media to create, edit, and present music. [Moved to 8.10] |
| 8.7 | 8.5  8.6  8.7  8.8  8.9  8.11 | ✓ |  | ✓ |  | 8.~~7~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) D~~d~~escribe~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical periods and styles~~,~~ using music terminology.~~;~~ 3. c) C~~c~~ompare~~ing~~ and contrast~~ing~~ the functions of music in a variety of cultures.~~;~~ 4. The student will describe~~ing~~ opportunities for music performance and advocacy within the community.~~;~~ [Moved to 8.7] 5. The student will investigate connections between music skills and college, career, and workplace skills. ~~researching career options in music~~ [Moved to 8.9] 6. The student will analyze cross-disciplinary connections with music.~~explaining the relationship of imusic to other fields of knowledge;~~ [ [Moved to 8.11] 7. The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing. ~~researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and~~ [Moved to 8.8] 8. The student will explain and apply collaboration and communication skills for music, including active listening.~~consistently demonstrating exemplary concert etiquette as an active listener.~~ [Moved to 8.5] |
| 8.8 | 8.3  8.6 | ✓ |  | ✓ |  | 8.~~8~~3 The student will analyze, ~~and~~ interpret, and evaluate music. ~~by~~   1. ~~explaining the importance of cultural influences and historical context for the interpretation of works of music; and~~ [Moved to 8.6] 2. a) A~~a~~nalyze~~ing~~ and interpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology. |
| 8.9 | 8.3 | ✓ |  | ✓ |  | ~~8.9~~3 The student will ~~evaluate and critique music by~~   1. b) F~~f~~ormulate~~ing~~ criteria to be used for evaluating works of music.~~; and~~ 2. c) A~~a~~pply~~ing~~ formulated criteria for critiquing musical works and performances of self and others. |
| 8.10 | 8.4 | ✓ | ✓ | ✓ |  | 8. ~~10~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) A~~a~~nalyze~~ing~~ how time and place influence the characteristics that give meaning and value to a work of music.~~;~~ 2. b) D~~d~~escribe~~ing~~ personal, emotional, and intellectual responses to works of music.~~;~~ 3. ~~analyzing ways in which music can evoke emotion and be persuasive; and~~ 4. ~~explaining the value of musical performance to society.~~ |
| - | 8.2 |  |  |  | ✓ | 8.2 The student will apply a creative process for music.   1. Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. 2. Collaborate with peers to define, organize, develop, and share ideas, investigations, and research of music ideas and concepts. |

**High School Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HGM.1 | HM.12 | ✓ |  | ✓ |  | H~~G~~M.~~1.~~12 The student will ~~read and notate music~~ use a variety of analog and digital notations (e.g. standard notation, lead sheets, tablature, piano roll).   1. a) ~~notating~~ Notate original musical ideas. ~~on the treble and bass staves;~~ 2. b) ~~identifying and using the standard notation~~ Identify symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.~~; and~~ 3. ~~notating music from dictation; and~~ 4. ~~using contemporary technology~~. |
| HGM.2 | HM.1 | ✓ |  | ✓ |  | H~~G~~M.~~2~~1 The student will demonstrate creative thinking by composing and arranging ~~compose and arrange~~ music within specified guidelines. ~~by~~   1. a) Compose and arrange ~~incorporating~~ appropriate voicings and ranges.~~; and~~ 2. ~~using a variety of sound, notational, and technological sources~~ |
| HGM.3 | HM.13  HM.14 | ✓ |  | ✓ | ✓ | H~~G~~M.~~3~~13 The student will perform a variety ~~varied~~ ~~repertoire~~ of music.~~,~~ ~~including~~   1. a) S~~s~~ing~~ing~~ or play with increased technical ~~vocal~~ proficiency.~~;~~ 2. ~~recognizing and demonstrating proper instrumental technique; and~~ 3. ~~playing instrumental music representative of diverse styles, forms, and cultures.~~ 4. b) Use indicated dynamics, phrasing, and other elements of music. 5. c) Evaluate and apply performance practices.   H~~G~~M.~~3~~14 The student will perform a varied repertoire of music representative of diverse styles, forms, and cultures. |
| HGM.4 | HM.1 | ✓ |  | ✓ |  | ~~HGM.4~~ HM.1 ~~The student will improvise music, including~~   1. b) I~~i~~mprovise~~ing~~ over tonal or rhythmic structure. ~~melodic and rhythmic patterns and accompaniments in a variety of styles;~~ 2. c) I~~i~~mprovise~~ing~~ variations on a simple melody. |
| HGM.5 |  |  | ✓ |  |  | ~~HG.5 The student will investigate characteristics of musical sounds by~~   1. ~~employing elements of music, including melody, rhythm, harmony, form, and texture;~~ 2. ~~employing technology to explore musical sounds; and~~ 3. ~~listening to and describing traditional and nontraditional sound sources.~~ |
| HGM.6 | HM.6  HM.8  HM.9  HM.11 | ✓ |  | ✓ |  | H~~G~~M.6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) D~~d~~escribe~~ing~~ distinguishing characteristics of musical forms and styles from a variety of cultures.~~;~~ 2. b) I~~i~~dentify~~ing~~ cultural and historical influences ~~ways in which culture and technology influence the development~~ of ~~music and~~ musical styles.~~;~~ 3. ~~identifying the relationship of music to the other fine arts and other fields of knowledge;~~ [Moved to HM.11] 4. The student will explore connections between music skills and college, career, and workplace skills. ~~research career options in music~~ [Moved to HM.9] 5. The student will describe~~ing~~ ethical standards as applied to the use of intellectual property. ~~social media and copyrighted materials; and~~ [Moved to HM.8] |
| HGM.7 | HM.7  HM.6  HM.10 | ✓ |  | ✓ |  | H~~G~~M~~.7 The student will investigate the role of music in society by~~   1. ~~comparing and contrasting the development of music in diverse cultures throughout history;~~[Moved to HM.6] 2. The student will ~~examining various~~ describe opportunities ~~to experience music in~~ for music performance and advocacy within the community.~~; and~~ [Moved to HM.7] 3. ~~describing the role of technology and social media in the development of music.~~[Moved to HM.10] |
| HGM.8 | HM.5 | ✓ |  | ✓ |  | H~~G~~M.~~8~~5 The student will exhibit and demonstrate collaborative skills and concert etiquette ~~at musical performances~~. ~~by~~   1. a) Examine ~~comparing and contrasting~~ audience ~~behavior~~ etiquette appropriate for various musical settings.~~;~~ 2. b) E~~e~~xhibit~~ing~~ ~~acceptable behavior as an~~ active listen~~er~~ing in musical settings.~~and~~ 3. c) Deomonstrate~~showing~~ respect for the contributions of others ~~with~~in collaborative music experiences. |
| HGM.9 | HM.3 | ✓ |  | ✓ |  | H~~G~~M.~~9~~3 The student will analyze, ~~and~~ interpret, and evaluate music. ~~by~~   1. a) D~~d~~escribe~~ing~~ music styles and forms using music terminology. ~~through listening;~~ 2. b) D~~d~~efine~~ing~~ and classify~~ing~~ various musical styles that represent a variety of ~~different~~ historical periods and cultur~~es~~al influences.~~;~~ 3. ~~examining the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music; and~~ 4. c) D~~d~~escribe~~ing~~ and interpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology. |
| HGM.10 | HM.3 | ✓ |  | ✓ |  | H~~G~~M~~.10~~ The student will ~~evaluate and critique music by~~   1. d) E~~e~~xamine~~ing~~ and apply~~ing~~ accepted criteria for evaluating works of music.~~;~~ 2. ~~comparing musical performances to similar exemplary models, using music terminology; and~~   e) E~~e~~xamine~~ing~~ and apply~~ing~~ accepted criteria for critiquing musical performances of self and others. |
| HGM.11 | HM.4 | ✓ |  | ✓ |  | H~~G~~M. ~~11~~ 4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) E~~e~~xplain~~ing~~ how the context of a musical work’s creation may influence the response of the listener. ~~its meaning and value;~~ 2. b) A~~a~~nalyze~~ing~~ and explain ~~justifying~~ personal responses to works of music.~~;~~ 3. ~~examining and applying aesthetic criteria for determining the quality of a musical work; and~~ 4. ~~explaining the value of music to the community and to society.~~ |
| - | HM.2 |  |  |  | ✓ | HM.2 The student will apply a creative process for music.   1. Define, evaluate, organize, develop, and share personal ideas, investigations, and research of music ideas and concepts. 2. Develop and share individual creative processes for creating original music compositions, arrangements, and improvisations. |
| - | HM.15 |  |  |  | ✓ | HM.15 The student will read, count, and perform rhythmic patterns   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. Include complex rhythms and syncopation. |
| - | HM.16 |  |  |  | ✓ | HM.16 The student will create movement to express elements of music and interpret expressive qualities of an original music composition. |

**High School Music Theory**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HMT.1 | HMT. | ✓ |  | ✓ |  | HMT.~~1~~12 The student will demonstrate understanding of the musical ~~elements of the grand~~ staff and pitch locations in ~~aural,~~ keyboard~~,~~ and notation activities. ~~by~~   * + - 1. a) I~~i~~dentify~~ing the elements of staves and~~ clefs, including treble, bass, and movable C-clefs.~~; and~~       2. b) L~~l~~abel~~ing the octaves and~~ pitches and octaves, both on the staff and on ledger lines. ~~of the grand staff.~~ |
| HMT.2 | HMT. | ✓ |  | ✓ |  | ~~HMT.2 The student will demonstrate understanding of pitch locations in aural, keyboard, and notation activities by~~ [Moved to HMT.12]   1. c) C~~c~~orrelate~~ing the grand staff~~ pitch locations to placements on the keyboard.~~;~~ 2. d) E~~e~~xplain~~ing~~ the symbols for ~~sharp, flat, and natural~~accidentals.~~; and~~ 3. d) I~~i~~dentify~~ing~~ enharmonic equivalents. |
| HMT.3 | HMT. | ✓ |  | ✓ |  | HMT.~~3~~13 The student will identify and define common music symbols and terminology, including those ~~for~~ associated with ~~dynamics, form, tempo, texture, and melody~~rhythm, melody, harmony, dynamics, texture, and form.  a) ~~The student will~~ D~~d~~emonstrate understanding of ~~the components of~~rhythmic notation. ~~by~~   1. b) E~~e~~xplain~~ing~~ beat ~~(pulse)~~, rhythm, and tempo.~~;~~ 2. c) ~~reading and notating~~ Read~~ing~~, notate~~ing~~, and perform~~ing~~ (using a counting system) rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and corresponding rests, grouplets, beamed notes, ~~beaming practices; tie vs. slur~~ ties,~~; dot;~~ and dots. 3. ~~performing simple rhythmic patterns, using a counting system; and~~ 4. d) ~~notating~~ T~~t~~ranscribe~~ing~~ simple rhythmic patterns ~~dictation~~from aural examples.~~; and~~ 5. e) I~~i~~dentify~~ing~~ and explain~~ing~~ anacrusis, syncopation, and hemiola. |
| HMT.4 | HMT. | ✓ |  | ✓ |  | HMT. ~~4~~14 The student will demonstrate understanding of ~~the components of~~ meter. ~~by~~   1. a) D~~d~~efine~~ing~~ measure, bar line, and time signature.~~; and~~ 2. b) ~~explaining~~ Perform~~ing~~ music in various meters, including, but not limited to ~~simple, compound, and complex/asymmetrical.~~ , , , , , , , and |
| HMT.5 | HMT. | ✓ |  | ✓ |  | HMT.~~5~~15 The student will demonstrate understanding of scales. ~~by~~   1. ~~defining~~ *~~interval~~* ~~as the distance between two pitches;~~ 2. ~~explaining the interval of a half step (m2) and a whole step (M2);~~ 3. ~~explaining tetrachord patterns;~~ 4. a) E~~e~~xplain~~ing~~ major, minor, pentatonic, and chromatic scales.~~;~~ 5. b) N~~n~~otate~~ing~~ and perform (using voice and/or instruments) ascending and descending major, minor, and chromatic scales~~,~~ using key signatures and accidentals.~~;~~ 6. ~~performing major, minor, pentatonic, and chromatic scales, using the voice and/or keyboard instruments; and~~ 7. ~~differentiating scale patterns from aural examples.~~ 8. c) ~~HMT.8 The student will~~ I~~i~~dentify diatonic scale degrees by ~~relating the names of the scale~~ ~~degrees~~ number and name (tonic, supertonic, mediant, subdominant, dominant, submediant, subtonic, leading-tone/subtonic). ~~to their positions in the diatonic scale; and~~ 9. ~~Uuseing upper-case and lower-case Roman numerals and chord abbreviations to designate diatonic triad quality qualities. (M, m, d, A) and scale degree; and~~ [Moved to HMT.9] |
| HMT.6 | HMT. | ✓ |  | ✓ |  | HMT.~~6~~16 The student will demonstrate understanding of key signatures. ~~by~~   1. a) D~~d~~efine~~ing~~ *key signature*.~~;~~ 2. b) I~~i~~dentify~~ing~~ the order of sharps and flats in key signatures.~~;~~ 3. c) E~~e~~xplain~~ing~~ relative and parallel major-minor key relationships.~~;~~ ~~and~~ 4. d) E~~e~~xplain~~ing~~ the circle of fifths.~~; and~~ 5. e) W~~w~~rite~~ing~~ major and minor key signatures in treble, ~~and~~ bass, alto and tenor clefs.~~;~~   f) T~~t~~ranspose~~ing~~ music into other keys. |
| HMT.7 | HMT. | ✓ |  | ✓ |  | HMT.~~7~~17 The student will demonstrate understanding of diatonic and chromatic intervals.   1. a) D~~d~~efine~~ing~~ *interval* as the distance between two pitches.~~;~~ 2. b) E~~e~~xplain~~ing~~ the interval of a half step (m2) and a whole step (M2).~~;~~ [Moved from HMT.5] 3. c) E~~e~~xplain~~ing~~ and notate~~ing~~ intervals ~~by size and quality~~ with quantitative and qualitative terminology ~~(M, m, P, d, A), including inversions~~.~~;~~ 4. d) D~~d~~efine~~ing~~ ~~and aurally identifying~~ *consonance* and *dissonance*.~~;~~ [Moved to HMT.19] 5. e) ~~aurally~~ I~~i~~dentify~~ing~~ and explain~~ing~~ harmonic and melodic intervals.~~;~~ [aural Moved to HMT.19] 6. f) ~~aurally~~ I~~i~~dentify~~ing~~ and explain~~ing~~ simple and compound intervals. [aural Moved to HMT.19]~~; and~~ 7. ~~identifying aural examples of simple intervals; and~~   g) Identify and explain~~ing~~ tetrachord patterns.~~;~~ [Moved from HMT.5] |
| HMT.8 | HMT.15 | ✓ |  | ✓ |  | ~~HMT.8 The student will identify diatonic scale degrees by~~ [Moved to HMT.15]   1. ~~relating the names of the scale degrees (tonic, supertonic, mediant, subdominant, dominant, submediant, leading tone, subtonic) to their positions in the diatonic scale;~~ 2. ~~using upper-case and lower-case Roman numerals and chord abbreviations to designate triad quality (M, m, d, A) and scale degree; and~~   ~~identifying I, IV, and V chords as primary chords.~~ |
| HMT.9 | HMT.18 | ✓ |  | ✓ |  | HMT.~~9~~18 The student will demonstrate understanding of triadic structure. ~~by~~   1. a) I~~i~~dentify~~ing~~ root, third, and fifth of a chord.~~;~~ 2. b) D~~d~~efine~~ing~~ *tertian harmony*.~~;~~ 3. c) E~~e~~xplain~~ing~~ triads and seventh chords by quality ~~(M, m, d, A)~~ .~~;~~ 4. d) C~~c~~ompare~~ing~~ and contrast~~ing~~ the qualities of chords in major and minor keys.~~;~~ 5. e) E~~e~~xplain~~ing~~ and notate~~ing~~ root-position, first-inversion, and second-inversion triads.~~;~~ 6. f) E~~e~~xplain~~ing~~ and notate~~ing~~ the figured bass system using uppercase and lowercase Roman numerals and chord abbreviations to designate diatonic triad ~~quality~~ qualities. ~~(M, m, d, A)~~ ~~and scale degree;~~ ~~and~~ [Moved from HMT.8] 7. g) E~~e~~xplain~~ing~~ and notate~~ing~~ chord ~~lead sheet~~ symbols.~~;~~ 8. h) A~~a~~nalyze~~ing~~ chord progressions from classical and popular musical scores.~~; and~~   i) R~~r~~ecognize~~ing~~ and explain~~ing~~ types and uses of non-chord tones. |
| HMT.10 | HMT.19 | ✓ |  | ✓ |  | HMT.~~10~~19 The student will demonstrate aural skills. ~~by~~   1. a) Sight-sing~~ing a simple melody~~ melodies in major and minor keys.~~;~~ 2. b) ~~singing simple~~ Perform rhythmic patterns in simple, compound, and complex/asymmetrical ~~all~~ meters.~~;~~ 3. c) ~~notating~~ T~~t~~ake~~ing~~ dictation of ~~simple~~ melodies and rhythms from aural examples.~~;and~~ 4. d) ~~notating simple~~ T~~t~~ake~~ing~~ dictation of diatonic harmonies and cadences from aural examples. 5. e) A~~a~~urally identify~~ing and explaining~~ harmonic and melodic intervals.~~;~~ 6. f) A~~a~~urally identify~~ing and explaining~~ simple and compound intervals.~~; and~~ 7. g) Aurally identify~~differentiating~~ scale and chord qualities. ~~from aural examples.~~ 8. h) A~~a~~urally identify~~ing~~ consonance and dissonance.~~;~~   i) ~~performing~~ S~~s~~ing~~ing and/or playing~~ simple intervals. |
| HMT.11 | HMT.13 | ✓ |  | ✓ |  | ~~HMT.11 The student will identify and define common music symbols and terminology, including those for dynamics, form, tempo, texture, and melody.~~ [Moved to HMT.13] |
| HMT.12 | HMT.1 | ✓ |  | ✓ |  | HMT.~~12~~1 The student will ~~apply the music theory concepts. studied by~~ demonstrate creative thinking by composing and arranging music.   1. a) C~~c~~ompose~~ing~~ or arrange a ~~two-phrase~~ diatonic melody within given tonal or rhythmic structures.~~;~~ 2. b) S~~s~~et~~ting~~ a text to an original melody.~~;~~ 3. c) H~~h~~armonize~~ing~~ a melody~~; 4.~~  following the general rules of voice leading and tendency tones~~.;~~ 4. ~~Aarrangeing existing musical material music.; and~~   d) Refine a creative sequence process that utilizes individual inquiry to produce examples of a finished musical artifact. |
| HMT.13 | HMT.11 | ✓ |  | ✓ |  | HMT.~~13~~11 The student will analyze and explain relationships of music to the other fine arts and to other fields of knowledge.  a) Explore cross-disciplinary connections of music with mathematical and scientific properties.  b) Explore principles of acoustics and the overtone series.~~by~~  c) Explore the relati~~ng~~onship of pitch to frequency of sound waves, amplitude to volume, and timbre to tone quality. |
| - | HMT.2 |  |  |  | ✓ | HMT.2 The student will apply a creative process for music.   1. Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts. 2. Monitor individual progress with a level of refinement that reflects artistic musical goals. 3. Refine a portfolio of creative original work that includes examples of both creative process as well as finished products. |
| - | HMT.3 |  |  |  | ✓ | HMT.3 The student will analyze, interpret, and evaluate music.   1. Apply accepted criteria for analyzing and evaluating works of music. 2. Apply accepted criteria for critiquing musical works of self and others. 3. Identify, define, and use both “Common Practice” and contemporary symbols for music analysis. |
| - | HMT.4 |  |  |  | ✓ | HMT.4 The student will formulate and justify personal responses to music.   1. Justify personal emotional and intellectual responses to works of music using music terminology. 2. Justify personal criteria used for evaluating works of music or critiquing musical performances. |
| - | HMT.5 |  |  |  | ✓ | HMT.5 The student will evaluate and demonstrate collaboration skills and concert etiquette.   1. Examine etiquette appropriate for various musical settings. 2. Exhibit active listening in music settings. 3. Demonstrate respect for the contributions of others in collaborative music experiences. |
| - | HMT.6 |  |  |  | ✓ | HMT.6 The student will explore historical and cultural influences of music.   1. Compare and contrast the musical styles of composers and the historical periods associated with the music literature being studied. 2. Analyze the characteristics of instrumental and vocal music from a variety of cultures. |
| - | HMT.7 |  |  |  | ✓ | HMT.7 The student will analyze and evaluate opportunities for music performance and advocacy within the community. |
| - | HMT.8 |  |  |  | ✓ | HMT.8 The student will assess and apply legal and ethical standards related to intellectual property in music research, performance, arranging, composition, and sharing. |
| - | HMT.9 |  |  |  | ✓ | HMT.9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music. |
| - | HMT.10 |  |  |  | ✓ | HIAR.10 The student will analyze how emerging technologies and innovative media, tools, and processes are influencing music. |