# INSTRUMENTAL MUSIC STANDARDS OF LEARNING

## 2013 – 2020 CROSSWALK

**Elementary Instrumental Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| EI.1 | EI.12 | ✓ |  | ✓ |  | EI.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~ 2. b) Notate student-created compositions using standard notation. 3. c) S~~s~~ing~~ing~~ selected lines from music being studied. 4. ~~EI.2~~ 12.d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.   ~~EI.4~~ 12 e) ~~The student will~~ Identify, read, and perform music in simple meters ( , , , C).  ~~EI.9~~ 12 f) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied.  ~~EI.13~~12 g) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~  h) Sight-read music of varying styles. |
| EI.2 | EI.12.d | ✓ |  | ✓ |  | ~~EI.2~~ 12.d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. |
| EI.3 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~ |
| EI.4 | EI.12.e | ✓ |  | ✓ | ✓ | ~~EI.4~~ 12.e) ~~The student will~~ Identify, read, and perform music in simple meters ( , , , C). |
| EI.5 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~ |
| EI.6 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~   1. a) W~~w~~ind/~~mallet~~percussion student—one-octave ~~ascending and descending~~ concert F and B-flat major scales.~~; and~~ 2. b) Orchestral string student—one-octave ~~ascending and descending~~ D and G major scales. |
| EI.7 |  |  | ✓ |  |  | ~~EI.7 The student will identify and perform music written in binary form.~~ |
| EI.8 | EI.1 | ✓ |  | ✓ |  | EI.~~8~~1 The student will ~~use~~ create music ~~composition~~ as a means of individual expression. ~~by~~  a) C~~c~~ompose~~ing~~ a four-measure rhythmic-melodic variation.~~; and~~  b) ~~EI.15 The student will perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles.  c) ~~EI.16 The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| EI.9 | EI.12.f | ✓ |  | ✓ |  | ~~EI.9~~12.f) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied. |
| EI.10 | EI.14 | ✓ |  | ✓ |  | EI.~~10~~14 The student will demonstrate preparatory instrumental basics and playing procedures.~~, including~~   1. a) I~~i~~dentify~~ication~~ and select~~ion of~~ an appropriate instrument.~~;~~ 2. b) I~~i~~dentify~~ication~~ ~~of the~~ parts of the instrument.~~;~~ 3. c) ~~procedures for~~Identify procedures for cC~~c~~are of the instrument.~~;~~ 4. d) Identify pP~~p~~roper playing posture and instrument position.~~;~~ 5. ~~wind student—embouchure;~~ 6. ~~string student—bow hold and left-hand position; and~~ 7. ~~percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~   e) Basic tuning of the instrument with a visual aid or electronic tuner. |
| EI.11 | EI.15 | ✓ |  | ✓ |  | EI.~~11~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) Correct hand positions, finger/slide placement, ~~using finger/slide patterns and~~ fingerings/positions, and finger/slide patterns.~~;~~ 2. b) P~~p~~roduction of tones that are clear, free of tension, and sustained.~~;~~ 3. c) W~~w~~ind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).~~;~~ 4. d) Orchestral string: bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs).~~; and~~ 5. e) P~~p~~ercussion student—stick control, appropriate grip, and performance of beginning roll, diddle, and flam rudiments, and multiple bounce roll.~~,5-stroke roll, and flam, using appropriate grip; stick control with mallets, using appropriate grip.~~ |
| EI.12 | EI.16 | ✓ |  | ✓ |  | EI.~~12~~16 The student will demonstrate musicianship and ensemble skills at a beginning level.~~,including~~  a) I~~i~~dentify~~ing~~ the characteristic sound of the instrument being studied.~~;~~ [Moved from EI.17]   1. b) P~~p~~laying unisons.~~;~~ 2. c) D~~d~~ifferentiate~~ing~~ between unisons that are too high or low in order to match pitches.   d) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~   1. e) B~~b~~alance~~ing~~ instrumental timbres.~~;~~ 2. f) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 3. g) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied. 4. h) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~; and~~   i) Begin to use articulations and dynamic contrasts as a means of expression. |
| EI.13 | EI.12.g | ✓ |  | ✓ |  | ~~EI.13~~ 12.g) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~ |
| EI.14 | EI.16.i | ✓ |  | ✓ |  | EI.~~14~~ 16.i) ~~The student will b~~Begin to use articulations and dynamic contrasts as a means of expression. |
| EI.15 | EI.1.b | ✓ |  | ✓ |  | ~~EI.15~~ 1.b) ~~The student will~~ ~~perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles. |
| EI.16 | EI.1.c | ✓ |  | ✓ |  | ~~EI.16~~ 1.c) ~~The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| EI.17 | EI.2  EI.5  EI.16 | ✓ |  | ✓ |  | EI.~~17~~5 The student will identify and demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to EI.16] ~~identifying the characteristic sound of the instrument being studied;~~ 2. [Moved to EI.2] ~~monitoring individual practice through the use of practice records or journals that identify specific musical goals;~~ 3. a) P~~p~~articipate~~ing~~ in school performances and ~~local or district~~ community events~~,~~ as appropriate to level, ability, and interest.~~; and~~ 4. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) Describe and demonstrate~~ing~~ active listen~~er~~ing in rehearsal and as an audience member. [Moved from EI.18] |
| EI.18 | EI.5  EI.6  EI.8  EI.9  EI.10  EI.11  EI.17 | ✓ |  | ✓ |  | EI.~~18~~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~~ through listening, performing, and studying.~~;~~ 2. b) I~~i~~dentify~~ing~~ ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.~~;~~ 3. [Moved to EI.10] ~~identifying ways in which technology influences music;~~ 4. [Moved to EI.11] ~~describing the relationship of music to the other fine arts and other fields of knowledge;~~ 5. [Moved to EI.9] ~~describing career options in music;~~ 6. Moved to EI.8] ~~describing ethical standards as applied to the use of social media and copyrighted materials; and~~ [ 7. [Moved to EI.5 and EI.17] ~~demonstrating concert etiquette as an active listener.~~ |
| EI.19 | EI.3 | ✓ |  | ✓ |  | EI.~~19~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. ~~describing the cultural influences and historical context of works of music.~~ 2. a) D~~d~~escribe~~ing~~ diverse works of music using inquiry skills and music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 4. c) D~~d~~escribe~~ing~~ performances of music, using music terminology.~~;~~ ~~and~~ 5. ~~identifying accepted criteria used for critiquing musical performances of self and others.~~ |
| EI.20 | EI.4 | ✓ |  | ✓ |  | EI.~~20~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. ~~proposing a definition of~~ *~~music~~*~~;~~ 2. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music using music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~; and~~ |
| - | EI.2 | ✓ |  | ✓ | ✓ | EI.2 The student will apply a creative process for music.   1. Identify and apply steps of a creative process. 2. Collaboratively identify and examine inquiry-based questions related to music.   c) M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~through the use of practice records or journals that identify specific musical goals.;~~ [Moved from EI.17.2] |
| - | EI.7 |  |  |  | ✓ | EI.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. |

**Middle School Instrumental Music, Beginning Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MIB.1 | MIB.12 | ✓ |  | ✓ |  | MIB.12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~ 2. b) Notate student-created compositions using standard notation. 3. c) S~~s~~ing~~ing~~ selected lines from music being studied. 4. d) ~~MIB.2 The student will~~ E~~e~~cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.   ~~MIB.4~~ e) ~~The student will~~ Identify, read, and perform music in simple meters ( , , , C).  ~~MIB.9~~ f) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied.  ~~MIB.13~~ g) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~  ~~MIB.18~~ h) ~~The student will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 0 and 1.~~  i) Guitar student— read and create chord diagrams; read and perform basic rhythm guitar using G, G7, B7, C, D, D7, dm, A, A7, am, E, E7, em, and F chords in first position. |
| MIB.2 | MIB.12 | ✓ |  | ✓ |  |
| MIB.3 | MIB.13 | ✓ |  | ✓ |  | ~~MIB.3 The student will identify and demonstrate half-step and whole-step patterns.~~ MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.~~, including~~ |
| MIB.4 | MIB.12 | ✓ |  | ✓ |  | ~~MIB.4~~ e) ~~The student will~~ Identify, read, and perform music in simple meters ( , , , C). |
| MIB.5 | MIB.13 | ✓ |  | ✓ |  | ~~MIB.5 The student will identify and notate key signatures of scales and literature being performed.~~ MIB.13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.~~, including~~ |
| MIB.6 | MIB.13 | ✓ |  | ✓ |  | MIB.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.~~, including~~   1. a) W~~w~~ind/~~mallet~~percussion student—one-octave ~~ascending and descending~~ concert F, B-flat, and E-flat major scales and ~~small~~ chromatic patterns.~~; and~~ 2. b) Orchestral string student—one-octave ~~ascending and descending~~ G, ~~and~~ D, and C major scales and introduce the concept of ~~a D harmonic~~ minor scales.   c) Guitar student—one-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat; a chromatic scale; one form of the moveable, one-octave pentatonic scale; open position chords; power chords with roots on the sixth and fifth strings; a I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor; and 12-bar blues in a variety of keys. |
| MIB.7 |  |  | ✓ |  |  | ~~MIB.7 The student will identify and perform music written in binary form.~~ |
| MIB.8 | MIB.1 | ✓ |  | ✓ |  | MIB.~~8~~1 The student will ~~use~~ create music ~~composition~~ as a means of individual expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ a four-measure rhythmic-melodic variation.~~; and~~ 2. [Moved to MIB.12.b] ~~notating the composition in standard notation, using contemporary technology.~~   ~~MIB.15~~ b) ~~The student will~~ ~~perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles.  ~~MIB.16~~ c) ~~The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| MIB.9 | MIB.12 | ✓ |  | ✓ |  | ~~MIB.9~~  12.f) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied. |
| MIB.10 | MIB.14 | ✓ |  | ✓ |  | MIB.~~10~~14 The student will demonstrate preparatory instrumental basics and playing procedures.~~, including~~   1. a) I~~i~~dentify~~ication~~ and select~~ion of~~ an appropriate instrument.~~;~~ 2. b) I~~i~~dentify~~ication~~ ~~of the~~ parts of the instrument.~~;~~ 3. c) Identify procedures for care of the instrument.~~;~~ 4. d) Identify proper playing posture and instrument position.~~;~~ 5. ~~wind student—embouchure;~~ 6. ~~string student—bow hold and left-hand position; and~~ 7. ~~percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~   e) Understand procedures for basic tuning of the instrument with a visual aid or electronic tuner. |
| MIB.11 | MIB.15 | ✓ |  | ✓ |  | MIB.~~11~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) Identify cCorrect hand positions, finger/slide placement, ~~using finger/slide patterns and~~ fingerings/positions, and finger/slide patterns.~~;~~ 2. b) M~~m~~atch~~ing~~ pitches and begin~~ning~~ to make adjustments to facilitate correct intonation.~~;~~ 3. c) P~~p~~roducetion of tones that are clear, free of tension, and sustained.~~;~~ 4. d) W~~w~~ind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).~~;~~ 5. e) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, two-note slurs).~~; and~~ 6. f) P~~p~~ercussion student—stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; multiple bounce roll~~,~~; playing techniques on mallet and auxiliary instruments. ~~5-stroke roll, flam, flam tap, and single paradiddle, open-close-open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.~~ 7. g) Guitar student—correct left hand position and finger placement, right hand position and techniques (finger style and pick style). |
| MIB.12 | MIB.16 | ✓ |  | ✓ |  | MIB.~~12~~16 The student will demonstrate musicianship and ensemble skills at a beginning level.~~, including~~   1. a) I~~i~~dentify~~ing~~ the characteristic sound of the instrument being studied.~~;~~ [Moved from MIB.17] 2. b) Blend and balance~~ing~~ instrumental timbres.~~;~~ 3. c) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ 4. d) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 5. e) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~; and~~ 6. f) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied.   g) Begin to use articulations, dynamic contrasts, and phrasing, as a means of expression. |
| MIB.13 | MIB.12 | ✓ |  | ✓ |  | ~~MIB.13~~ 12.g) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~ |
| MIB.14 | MIB.16 | ✓ |  | ✓ |  | ~~MIB.14 The student will begin to use articulations, dynamic contrasts, and phrasing as means of expression.~~  MIB.16.g) Begin to use articulations, dynamic contrasts, and phrasing, as a means of expression. |
| MIB.15 | MIB.1.b | ✓ |  | ✓ |  | ~~MIB.15~~ MIB.1.b) ~~The student will~~ ~~perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles. |
| MIB.16 | MIB.1.c | ✓ |  | ✓ |  | ~~MIB.16~~ MIB.1.c) ~~The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| MIB.17 | MIB.5 | ✓ |  | ✓ |  | MIB.~~17~~5 The student will identify and demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to MIB.16] ~~identifying the characteristic sound of the instrument being studied;~~ 2. [Moved to MIB.2] M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~through the use of practice records or journals that identify specific musical goals.;~~ 3. a) P~~p~~articipate~~ing~~ in school performances, and in local or district events~~,~~ as appropriate to level, ability, and interest.~~; and~~ 4. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). 5. c) Describe and demonstrate active listening in rehearsal and as an audience member. [Moved from MIB.19] |
| MIB.18 | MIB.12 | ✓ |  | ✓ |  | ~~MIB.18~~12.h) ~~The student will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 0 and 1.~~ |
| MIB.19 | MIB.5  MIB.6  MIB.8  MIB.9  MIB.11 | ✓ |  | ✓ |  | MIB.~~19~~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~~ through listening, performing, and studying.~~;~~ 2. b) D~~d~~escribe~~ing~~ ways in which culture ~~and technology~~ influences the development of instruments, instrumental music, and instrumental music styles.~~;~~ 3. [Moved to MIB.11] The student will describe~~ing~~ the connections ~~relationship~~ of instrumental music to the other fine arts and other fields of knowledge.~~;~~ 4. [Moved to MIB.9] The student will D~~d~~escribe~~ing~~ career options in music.~~;~~ 5. [Moved to MIB.8] The student will examine and apply digital citizenship skills related to intellectual property as it relates to music. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and~~ 6. [Moved to MIB.5] ~~demonstrating concert etiquette as an active listener.~~ |
| MIB.20 | MIB.3 | ✓ |  | ✓ |  | MIB.~~20~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. ~~describing the importance of cultural influences and historical context for the interpretation of works of music.~~ 2. a) D~~d~~escribe~~ing~~ and interpret~~ing~~ diverse works of music using inquiry skills and music terminology.~~;~~ 3. b) D~~d~~escribe~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 4. c) D~~d~~escribe~~ing~~ performances of music using music terminology.~~;~~ ~~and~~ 5. ~~describing accepted criteria used for critiquing musical performances of self and others.~~ |
| MIB.21 | MIB.4 | ✓ |  | ✓ |  | MIB.~~21~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. ~~proposing a definition of~~ *~~music~~* ~~and supporting that definition;~~ 2. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music using music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~; and~~ 4. c) D~~d~~escribe~~ing~~ aesthetic criteria used for determining the quality of a work of music or importance of a musical style. |
|  | MIB.2 | ✓ |  | ✓ | ✓ | MIB.2 The student will apply a creative process for music.   1. Identify and apply steps of a creative process in a variety of contexts in music. 2. Collaboratively identify and examine inquiry-based questions related to music. 3. M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~through the use of practice records or journals that identify specific musical goals.;~~ [Moved from MIB.17] |

**Middle School Instrumental Music, Intermediate Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MII.1 | MII.12 | ✓ |  | ✓ |  | MII.12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   * + - 1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~   b) Notate student-created compositions using standard notation.   * + - 1. c) S~~s~~ing~~ing~~ independent parts selected from the music being studied.   ~~MII.2~~ MII.12.d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations.  ~~MII.3~~ MII.12.e) ~~The student will~~I~~i~~dentify, read, and perform music in (alla breve or cut time) and meters.  ~~MII.6~~ MII.12.f) ~~The student will~~ I~~i~~dentify and perform music written in rondo and ternary forms.  ~~MII.8~~ MII.12.g) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied.  ~~MII.17~~ MII.12.h) ~~The student~~ ~~will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~  i) Guitar student—identify and perform music written in ABA and strophic forms. |
| MII.2 | MII.12 | ✓ |  | ✓ |  | ~~MII.2~~ MII.12.d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, eighth-note triplets, dotted eighth notes, corresponding rests, and syncopations. |
| MII.3 | MII.12 | ✓ |  | ✓ |  | ~~MII.3~~ MII.12.e) ~~The student will~~I~~i~~dentify, read, and perform music in (alla breve or cut time) and meters. |
| MII.4 | MII.13 | ✓ |  | ✓ |  | ~~MII.4 The student will identify and notate key signatures of scales and literature being performed.~~  MII.~~5~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.~~, including~~ |
| MII.5 | MII.13 | ✓ |  | ✓ |  | MII.~~5~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand and perform scales, key signatures, and/or chords.~~, including~~   1. a) W~~w~~ind/~~mallet~~percussion student—concert C, F, B-flat, E-flat, A-flat, and G major scales; g and d minor scales; chromatic scale~~. C, G, and D major scales; a G harmonic minor scale; a chromatic scale.; and~~ 2. b) Orchestral string student—one-octave C, G, D, ~~and~~ F, and B-flat major scales and ~~two-octave G and D major scales~~ a, e, g, and d minor scales (double bass dropping to lower string as needed).   c) Guitar student—scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. Chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. A 12-bar blues progression in the keys of A and E. |
| MII.6 | MII.12 | ✓ |  | ✓ |  | ~~MII.6~~ MII.12.f) ~~The student will~~ I~~i~~dentify and perform music written in rondo and ternary forms. |
| MII.7 | MII.1 |  | ✓ |  |  | MII.~~7~~1 The student will ~~use~~ create music ~~composition~~ as a means of individual expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ a four-measure rhythmic-melodic variation.~~; and~~   ~~MII.14~~ b) ~~The student will perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles.  ~~MII.15~~ c) ~~The student will create, through playing and~~ W~~w~~rite~~ing~~ and perform~~,~~ ~~rhythmic and melodic~~ melodic variations of four- to-eight-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| MII.8 | MII.12 | ✓ |  | ✓ |  | ~~MII.8~~ MII.12.g) ~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied. |
| MII.9 | MII.14 | ✓ |  | ✓ |  | MII.~~9~~14 The student will identify, describe, and demonstrate preparatory playing procedures.~~, including~~   1. a) Demonstrate procedures for cC~~c~~are and basic maintenance of the instrument.~~;~~ 2. b) Demonstrate procedures for cC~~c~~onsistent use of proper playing posture, instrument position, and hand positions.~~;~~ 3. c) Demonstrate procedures for bB~~b~~asic tuning of the instrument, with and without an electronic tuner.~~;~~ 4. ~~wind student—consistent use of proper embouchure; and~~ 5. ~~percussion student—stick grip for snare drum and mallets; basic tuning of two timpani; setup of timpani, mallet instruments, and auxiliary instruments.~~ |
| MII.10 | MII.15 | ✓ |  | ✓ |  | MII.~~10~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) A~~a~~djust~~ing~~ ~~and perfecting~~ intonation while playing.~~;~~ 2. b) P~~p~~roduce~~ing~~ tones that are clear, free of tension, sustained, and unwavering in pitch.~~;~~ 3. c) W~~w~~ind student—proper breathing techniques and embouchure; contrasting articulations (legato, marcato).~~;~~ 4. d) Orchestral string student—proper bow placement, weight, angle, and speed~~, and pressure~~; contrasting articulations (détaché, accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando).~~; and~~ 5. e) P~~p~~ercussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; playing techniques on mallet and auxiliary instruments.~~9-stroke roll, drag, drag paradiddle, flam accent, flamacue, single drag tap, double drag tap, and Lesson 25, open-close-open, on snare drum (PAS); playing techniques on timpani, mallet, and auxiliary instruments, including single-stroke roll.~~ 6. f) Guitar student—right-hand techniques (finger style and pick style), and left-hand-techniques (vibrato, slurs, string-bending and barre techniques). |
| MII.11 | MII.16 | ✓ |  | ✓ |  | MII.~~11~~16 The student will demonstrate musicianship and ensemble skills at an intermediate level.~~, including~~   1. a) I~~i~~dentify~~ing~~ and produce~~ing~~ the characteristic sound of the instrument being studied.~~;~~ [Moved from MII.16] 2. b) Blend and balance~~ing and blending~~ instrumental timbres.~~;~~ 3. c) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ 4. d) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 5. e) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~; and~~ 6. f) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied.   g) Use articulations, dynamic contrasts, and phrasing as means of expression. |
| MII.12 | MII.12 | ✓ |  | ✓ |  | MII.~~12~~12.g ~~The student will~~ rRead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1–3.~~ |
| MII.13 | MII.16.g | ✓ |  | ✓ |  | ~~MII.13~~16.g) ~~The student will demonstrate~~ U~~u~~se ~~of~~ articulations, dynamic contrasts, and phrasing as means of expression. |
| MII.14 | MII.1.b | ✓ |  | ✓ |  | ~~MII.14~~ 1.b) ~~The student will perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles. |
| MII.15 | MII.1.c | ✓ |  | ✓ |  | ~~MII.15~~ 1.c) ~~The student will create, through playing and~~ W~~w~~rite~~ing~~ and perform~~,~~ ~~rhythmic and melodic~~ melodic variations of four- to-eight-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| MII.16 | MII.5 | ✓ |  | ✓ |  | MII.~~16~~5 The student will describe and demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to new MII.16]~~making adjustments to facilitate correct intonation;~~ 2. ~~identifying and producing the characteristic sound of the instrument being studied;~~ 3. [Moved to MII.2.c] M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~with a level of refinement that reflects specific musical goals;~~ 4. a) P~~p~~articipate~~ing~~ in curricular and co-curricular school performances, and in local, district, or regional events, as appropriate to level, ability, and interest.~~; and~~ 5. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) ~~consistently~~ D~~d~~emonstrate~~ing~~ concert etiquette as an active listener. [Moved from MII.18] |
| MII.17 | MII.12 | ✓ |  | ✓ |  | ~~MII.17~~ 12.h) ~~The student~~ ~~will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~ |
| MII.18 | MII.12  also  MII.5  MII.7  MII.8  MII.9  MII.11 | ✓ |  | ✓ |  | MII.~~18~~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~~ through listening, performing, and studying.~~;~~ 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 instrumental music in a variety of cultures.~~;~~ 4. [Moved to MII.7] The student will describe~~ing~~ how musicians, consumers of music, and music advocates impact the community.~~;~~ 5. [Moved to MII.9] The student will compare~~ing~~ and contrast~~ing~~ career options in music in relation to career preparation.~~;~~ 6. [Moved to MII.11] The student will examine the relat~~eing~~ionship of instrumental music to the other fine arts.~~;~~ 7. [Moved to MII.8] 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;~~ 8. [Moved to MII.5] ~~consistently~~ D~~d~~emonstrate~~ing~~ concert etiquette as an active listener. |
| MII.19 | MII.3 | ✓ |  | ✓ |  | MII.~~19~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. ~~explaining the importance of cultural influences and historical context for the interpretation of works of music.~~ 2. a) I~~i~~nterpret~~ing~~ diverse works of music~~,~~ using inquiry skills and music terminology.~~;~~ 3. b) A~~a~~pply~~ing~~ accepted criteria for analyzing, ~~and~~ critiquing, and evaluating works of music.~~;~~ 4. c) D~~d~~escribe~~ing~~ performances of music~~,~~ using music terminology.~~;~~ ~~and~~ 5. ~~applying accepted criteria for critiquing musical performances of self and others.~~ |
| MII.20 | MII.4 | ✓ |  | ✓ |  | MII.~~20~~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 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. d) A~~a~~pply~~ing~~ aesthetic criteria for determining the quality of a work of music or importance of a musical style. |
|  | MII.2 | ✓ |  | ✓ | ✓ | MII.2 The student will apply a creative process for music.   1. Apply steps of a creative process in a variety of contexts in music. 2. Collaboratively identify and examine inquiry-based questions related to music. 3. M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~with a level of refinement that reflects specific musical goals;~~ [Moved from MII.16.3] |

**Middle School Instrumental Music, Advanced Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| MIAD.1 | MIAD.12 | ✓ |  | ✓ |  | MIAD.12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ advanced standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~   b) Notate student-created compositions using standard notation.   1. c) S~~s~~ing~~ing~~ assigned parts in combination with other parts from the music being studied.   ~~MIAD.2~~ d) ~~The student will~~ R~~r~~ead, count (using a counting system), perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests.  ~~MIAD.3~~ e) ~~The student will~~ Identify, read, and perform music in complex meters, including compound and asymmetrical meters.   1. ~~identifying, reading, and performing compound meters ( ,~~ ~~);~~ 2. ~~identifying, reading, and performing simple mixed meters; and~~ 3. ~~identifying asymmetrical meters.~~   ~~MIAD.6~~ f) ~~The student will~~ I~~i~~dentify and perform music written in theme-and-variations form.  ~~MIAD.8~~ g) ~~The student will~~ D~~d~~efine and consistently apply music terminology found in the music literature being studied.  ~~MIAD.12~~ h) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~  ~~MIAD.17~~ i) ~~The student will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1–3.~~  j) Guitar student— Read and create chord diagrams; read basic rhythm guitar using first position chords; read and correctly interpret guitar tablature. |
| MIAD.2 | MIAD.12.d | ✓ |  | ✓ |  | ~~MIAD.2~~ d) ~~The student will~~ R~~r~~ead, count (using a counting system), perform, and compose rhythms and rhythmic patterns that include quarter-note triplets and corresponding rests. |
| MIAD.3 | MIAD.12.e | ✓ |  | ✓ |  | ~~MIAD.3~~ e) ~~The student will~~ Identify, read, and perform music in complex meters, including compound and asymmetrical meters. |
| MIAD.4 | MIAD.13 | ✓ |  | ✓ |  | ~~MIAD.4 The student will identify and notate key signatures of scales and literature being performed.~~  MIAD.~~5~~ 13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand, and perform scales, key signatures, and/or chords.~~, including~~ |
| MIAD.5 | MIAD.13 | ✓ |  | ✓ |  | MIAD.~~5~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, understand, and perform scales, key signatures, and/or chords.~~, including~~   1. a) W~~w~~ind/~~mallet~~ percussion student—~~ascending and descending~~ C~~c~~oncert C, F, B-flat, E-flat, A-flat, D-flat, G, and D major scales; g, d,and c minor scales; an extended chromatic scale.~~; commensurate with VBODA district requirements; and~~ 2. b) Orchestral string student—Oone-octave F and B-flat major scales; two-octave C, ~~F, B-flat,~~ G, and D, and ~~A~~ major scales ~~and A, D, and E~~ a, e, b, d, and g ~~harmonic~~ minor scales.~~, commensurate with VBODA regional requirements.~~   c) Guitar student—ascending and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys. |
| MIAD.6 | MIAD.12.f | ✓ |  | ✓ |  | ~~MIAD.6~~12.f) ~~The student will~~ I~~i~~dentify and perform music written in theme-and-variations form. |
| MIAD.7 | MIAD.1 | ✓ |  | ✓ |  | MIAD.~~7~~1 The student will ~~use~~ create music ~~composition~~ as a means of expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ an eight-measure rhythmic-melodic variation.~~;~~ ~~and~~   ~~MIAD.14~~ MIAD.1 b) ~~The student will perform~~ Improvise increasingly complex rhythmic and melodic examples in call-and-response styles.  ~~MIAD.15~~ MIAD.1 c) ~~The student will create, through playing and~~ W~~w~~rite~~ing~~ and perform~~,~~ ~~rhythmic and melodic~~ rhythmic-melodic variations of selections taken from ~~folk songs~~existing melodies, exercises, or etudes, incorporating a variety of expressive elements. |
| MIAD.8 | MIAD.12.g | ✓ |  | ✓ |  | ~~MIAD.8~~ 12.g) ~~The student will~~ D~~d~~efine and consistently apply music terminology found in the music literature being studied. |
| MIAD.9 | MIAD.14 | ✓ |  | ✓ |  | MIAD.~~9~~14 The student will independently demonstrate preparatory playing procedures.~~, including~~   1. a) P~~p~~rocedures for care and maintenance of the instrument.~~;~~ 2. b) C~~c~~onsistent use of proper playing posture, instrument position, and hand positions.~~;~~ 3. c) Basic tuning of the instrument, with and without an external source.~~;~~ 4. ~~wind student—adjustment of embouchure, as appropriate; and~~ 5. ~~percussion student—tuning of three or more timpani to a reference pitch; stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~ |
| MIAD.10 | MIAD.15 | ✓ |  | ✓ |  | MIAD.~~10~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) C~~c~~onsistently adjust~~ing~~ and control ~~perfecting~~ intonation while playing.~~;~~ 2. b) P~~p~~roduce~~ing~~ tones that are clear, free of tension, sustained, and centered in pitch.~~;~~ 3. c) W~~w~~ind student—proper breathing techniques and embouchure; various articulations (tenuto, sforzando).~~;~~ 4. d) Orchestral string student—proper bow placement, weight, angle, and speed~~, and pressure~~; various articulations (brush stroke, tremolo); a beginning vibrato motion; shifting to higher positions as needed.~~; and~~ 5. e) P~~p~~ercussion student—stick control, appropriate grip, and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; ~~13 rudiments (Percussive Arts Society), open-close-open, on snare drum;~~ tuning timpani while playing; playing techniques on mallet and auxiliary instruments.~~;~~   f) Guitar student—Right-hand techniques (finger style and pick style) and left-hand techniques (vibrato, slurs, string ~~sting~~-bending, and barre techniques). |
| MIAD.11 | MIAD.16 | ✓ |  | ✓ |  | MIAD.~~11~~16 The student will demonstrate musicianship and ensemble skills at an advanced level.~~, including~~  a) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ [Moved from MIAD.16]  b) P~~p~~roduce~~ing~~ the characteristic sound of the instrument being studied.~~;~~ [Moved from MIAD.16]   1. c) Blend and balance~~ing and blending~~ instrumental timbres.~~;~~ 2. d) M~~m~~atch~~ing~~ dynamic levels, playing style, and intonation.~~;~~ 3. e) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~;~~ ~~and~~ 4. f) M~~m~~aintain~~ing~~ a steady beat at various tempos and perform~~ing~~ tempo changes in the music literature being studied.   g) Use articulations, dynamic contrasts, and phrasing as means of expression. |
| MIAD.12 | MIAD.12.h | ✓ |  | ✓ |  | ~~MIAD.12~~ 12.h) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~ |
| MIAD.13 | MIAD.16 | ✓ |  | ✓ |  | ~~MIAD.13~~16 g)  ~~The student will consistently u~~Use articulations, dynamic contrasts, and phrasing as means of expression. |
| MIAD.14 | MIAD.1.b | ✓ |  | ✓ |  | ~~MIAD.14~~ MIAD.1.b) ~~The student will perform~~ Improvise increasingly complex rhythmic and melodic examples in call-and-response styles. |
| MIAD.15 | MIAD.1.c | ✓ |  | ✓ |  | ~~MIAD.15~~ MIAD.1.c) ~~The student will create, through playing and~~ W~~w~~rite~~ing~~ and perform~~,~~ ~~rhythmic and melodic~~ rhythmic-melodic variations of selections taken from ~~folk songs~~existing melodies, exercises, or etudes, incorporating a variety of expressive elements. |
| MIAD.16 | MIAD.5  MIAD.16 | ✓ |  | ✓ |  | MIAD. ~~16~~5 The student will ~~demonstrate~~ explain and apply collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to MIAD.16] ~~making adjustments to facilitate correct intonation;~~ 2. [Moved to MIAD.16] ~~producing the characteristic sound of the instrument being studied;~~ 3. [Moved to MIAD.2] ~~monitoring individual practice with a level of refinement that reflects advanced musical goals;~~ 4. a) P~~p~~articipate~~ing~~ in curricular and co-curricular school performances, and in local, district, or regional events~~,~~ as appropriate to level, ability, and interest.~~; and~~ 5. b) ~~describing and demonstrate~~ Apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) C~~c~~onsistently demonstrate~~ing~~ exemplary concert etiquette as an active listener. |
| MIAD.17 | MIAD.12.i | ✓ |  | ✓ |  | ~~MIAD.17~~ 12.i) ~~The student will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1–3.~~ |
| MIAD.18 | MIAD.6  Also  MIAD.5  MIAD.7  MIAD.8  MIAD.9  MIAD.11 | ✓ |  | ✓ |  | MIAD.~~18~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) A~~a~~nalyze~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature ~~being studied~~ through listening, performing, and studying.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical periods and styles~~,~~ using music terminology.~~;~~ 3. c) A~~a~~nalyze~~ing~~ the characteristics of instrumental music from a variety of cultures.~~;~~ 4. [Moved to MIAD.7] ~~describing opportunities for music performance and advocacy within the community;~~ 5. [Moved to MIAD.9] ~~researching career options in music~~; 6. [Moved to MIAD.11] ~~explaining the relationship of instrumental music to other fields of knowledge;~~ 7. [Moved to MIAD.8]~~researching the use and misuse of ethical standards as applied to social media and intellectual property copyrighted materials; and~~ 8. [Moved to MIAD.5] ~~consistently demonstrating exemplary concert etiquette as an active listener.~~ |
| MIAD.19 | MIAD.3 | ✓ |  | ✓ |  | MIAD.~~19~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. a) C~~c~~ompare~~ing~~ and contrast~~ing~~ the ~~importance of composers’ use of~~ style, cultural influences, and historical contexts ~~for the interpretation of works~~ of music literature being studied.~~;~~ 2. b) E~~e~~xamine~~ing~~ ways in which personal experiences influence critical judgment about works of music and musical performances.~~;~~ 3. c) A~~a~~pply~~ing~~ accepted criteria for analyzing, ~~and~~ evaluating, and critiquing works of music.~~;~~ 4. ~~describing performances of music, using music terminology; and~~   ~~applying accepted criteria for critiquing musical performances of self and others.~~ |
| MIAD.20 | MIAD.4 | ✓ |  | ✓ |  | MIAD.~~20~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) A~~a~~nalyze~~ing~~ personal responses to works of music~~,~~ using music terminology.~~;~~ 2. b) Identify ~~analyzing aesthetic~~ personal criteria used for evaluating works of music. ~~or critiquing musical performances.; and~~   c) ~~identifying the value of musical performance to society.~~Apply criteria for determining the quality of a work of music or importance of a musical style. |
| - | MIAD.2 | ✓ |  | ✓ | ✓ | MIAD.2 The student will apply a creative process for music.   1. Apply steps of a creative process in a variety of contexts in music. 2. Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music idea and concepts.   c) M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~with a level of refinement that reflects advanced musical goals;~~ [Moved from MIAD.16] |
| - | MIAD.10 |  |  |  | ✓ | MIAD.10 The student will explore and investigate technology and new media to create, edit, and present music. |

**High School Instrumental Music, Beginning Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HIB.1 | HIB.12 | ✓ |  | ✓ |  | HIB.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   * + - 1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~       2. b) Notate student-created compositions using standard notation.       3. c) S~~s~~ing~~ing~~ selected lines from music being studied.   ~~HIB.2~~ d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations.  ~~HIB.4~~ e) ~~The student will~~ I~~i~~dentify, read, and perform music in simple and compound meters ( , , , C, ).  ~~HIB.7~~ f) ~~The student will~~ I~~i~~dentify and perform music written in binary, ternary, and theme-and-variations forms.  ~~HIB.9~~ g) ~~The student will~~ D~~d~~efine and identify ~~apply~~ music terminology found in the music literature being studied.  ~~HIB.13~~ h)  ~~The student will read and interpret standard music notation while p~~Perform~~ing~~ music of varying styles and levels of difficulty~~, in accordance with VBODA Levels 1 and 2.~~  ~~HIB.18~~ i) ~~The student will s~~Sight-read music of varying styles and levels of difficulty. ~~, in accordance with VBODA Levels 0–2.~~  j) Guitar student—Use standard and instrument specific notation; read basic rhythm guitar using first position chords. |
| HIB.2 | HIB.12.d | ✓ |  | ✓ |  | ~~HIB.2 The student will~~ E~~e~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations. [Moved to HIB.12.d |
| HIB.3 | HIB.13.a | ✓ |  | ✓ |  | ~~HIB.3 The student will~~ I~~i~~dentify and demonstrate half-step and whole-step patterns. [Moved to HIB.13.a] |
| HIB.4 | HIB.12.e | ✓ |  | ✓ |  | ~~HIB.4 The student will~~ I~~i~~dentify, read, and perform music in simple and compound meters ( , , , C, ). [Moved to HIB.12.e] |
| HIB.5 | HIB.13.b | ✓ |  | ✓ |  | ~~HIB.5 The student will~~ I~~i~~dentify and notate key signatures of scales and literature being performed. [Moved to HIB.13.b] |
| HIB.6 | HIB.13 | ✓ |  | ✓ |  | HIB.~~6~~13 The student will read, notate, and perform scales.~~, including~~  a) ~~HIB.3 The student will~~ I~~i~~dentify and demonstrate half-step and whole-step patterns.  b) ~~HIB.5 The student will~~ I~~i~~dentify and notate key signatures of scales and literature being performed.   1. c) W~~w~~ind/mallet student—concert C, F, B-flat, E-flat, A-flat, and G major scales; G minor scale; a chromatic scale.~~; and~~ 2. d) Orchestral string student—C, F, G, and D major scales; D harmonic minor scale.   e) Guitar student—Read, analyze, notate, and perform scales and chords. One-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat. A chromatic scale and one form of the moveable, one-octave pentatonic scale. Open position chords and power chords with roots on the sixth and fifth strings. A I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor. 12-bar blues in a variety of keys. |
| HIB.7 | HIB.12.f | ✓ |  | ✓ |  | ~~HIB.7 The student will~~ I~~i~~dentify and perform music written in binary, ternary, and theme-and-variations forms. [Moved to HIB.12.f] |
| HIB.8 | HIB.1 | ✓ |  | ✓ |  | HIB.~~8~~1 The student will use music composition as a means of creative expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ a four-measure rhythmic-melodic variation.~~; and~~   b) ~~HIB.15 The student will perform and~~ Improvise simple rhythmic and melodic examples in call-and-response styles.  c) ~~HIB.16 The student will~~ C~~c~~reate, ~~through playing and~~ write, and perform~~ing,~~ rhythmic and melodic variations of four-measure selections taken from, but not limited to, ~~folk~~ songs, exercises, or etudes. |
| HIB.9 | HIB.12.g | ✓ |  | ✓ |  | ~~HIB.9 The student will~~ D~~d~~efine and identify ~~apply~~ music terminology found in the music literature being studied.[Moved to HIB.12.g] |
| HIB.10 | HIB.14 | ✓ |  | ✓ |  | HIB.~~10~~14 The student will demonstrate preparatory instrumental basics and playing procedures.~~, including~~   1. a) I~~i~~dentify~~ication~~ and select~~ion of~~ an appropriate instrument.~~;~~ 2. b) I~~i~~dentify~~ication~~ ~~of the~~ parts of the instrument.~~;~~ 3. c) Identify pP~~p~~rocedures for care of the instrument.~~;~~ 4. d) Identify pP~~p~~roper playing posture and instrument position.~~;~~ 5. ~~wind student—embouchure.;~~ 6. ~~string student—bow hold and left-hand position.; and~~ 7. ~~percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments~~   e) Guitar student—Demonstrate the ability to change a guitar string. |
| HIB.11 | HIB.15 | ✓ |  | ✓ |  | HIB.~~11~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) Identify cCorrect hand positions, finger/slide placement, ~~using finger/slide patterns and~~ fingerings/positions, and finger/slide patterns.~~;~~ 2. b) M~~m~~atch~~ing~~ pitches and begin~~ning~~ to make adjustments to facilitate correct intonation.~~;~~ 3. c) P~~p~~roduce~~tion of~~ tones that are clear, free of tension, and sustained.~~;~~ 4. d) W~~w~~ind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).~~;~~ 5. e) Orchestral string student—proper bow placement, weight, angle, , and speed; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs).~~; and~~ 6. f) P~~p~~ercussion student—~~stick control and performance of multiple bounce roll, 5-stroke roll, 9-stroke roll, flam, drag, flam tap, single paradiddle, and double paradiddle, open-close-open, on snare drum (from Percussive Arts Society [PAS] International Drum Rudiments); stick control with mallets, using appropriate grip.~~ stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; multiple bounce roll; playing techniques on mallet and auxiliary instruments.   g) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indiciao, mediao, anular [pima]); and left-hand techniques (first position, finger technique). |
| HIB.12 | HIB.16 | ✓ |  | ✓ |  | HIB.~~12~~16 The student will demonstrate musicianship and ensemble skills. ~~at a beginning level, including~~  a) Identify the characteristic sound of the instrument being studied.   1. b) B~~b~~alance~~ing~~ instrumental timbres.~~;~~ 2. c) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ 3. d) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 4. e) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~; and~~ 5. f) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied.   g) Use articulations, dynamic contrasts, and phrasing as means of expression. |
| HIB.13 | HIB.12.h | ✓ |  | ✓ |  | ~~HIB.13 The student will read and interpret standard music notation while p~~Perform~~ing~~ music of varying styles and levels of difficulty~~, in accordance with VBODA Levels 1 and 2.~~[Moved to HIB.12.h] |
| HIB.14 | HIB.16.g | ✓ |  | ✓ |  | ~~HIB.14 The student will use articulations, dynamic contrasts, and phrasing as means of expression.~~ [Moved to HIB.16.g] |
| HIB.15 | HIB.1.b | ✓ |  | ✓ |  | ~~HIB.15 The student will perform simple rhythmic and melodic examples in call-and-response styles.~~ [Moved to HIB.1.b] |
| HIB.16 | HIB.1 | ✓ |  | ✓ |  | ~~HIB.16 The student will create, through playing and writing, rhythmic variations of four-measure selections taken from folk songs, exercises, or etudes.~~ [Moved to HIB.1] |
| HIB.17 | HIB.5 | ✓ |  | ✓ |  | HIB.~~17~~5 The student will demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to HIB.16] Identify the characteristic sound of the instrument being studied. 2. [Moved to HIB.2] M~~m~~onitor~~ing~~ individual practice through the use of practice records or journals that identify specific musical goals.~~;~~ 3. a) P~~p~~articipate~~ing~~ in curricular and co-curricular school performances, and in local, district, or regional events~~,~~ as appropriate to level, ability, and interest.~~; and~~ 4. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).[Moved from HIB.6.6]   c) Describe and demonstrate active listening skills as an audience member. [Moved from HIB.6.6] |
| HIB.18 | HIB.12.i | ✓ |  | ✓ |  | ~~HIB.18 The student will s~~Sight-read music of varying styles and levels of difficulty. ~~, in accordance with VBODA Levels 0–2.~~[Moved to HIB.12.i] |
| HIB.19 | HIB.6  Also  HIB.5  HIB.8  HIB.9  HIB.10  HIB.11  HIB.20 | ✓ |  | ✓ |  | HIB.~~19~~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. [Moved to HIB.10] The student will describe~~ing~~ ways in which ~~culture and technology~~ innovative tools and media influence the development of instruments, instrumental music, and instrumental music styles.~~;~~ 3. [Moved to HIB.11] The student will describe~~ing the~~ relationships of instrumental music to the other fine arts and other fields of knowledge.~~;describing the relationship of instrumental music to the other fine arts and other fields of knowledge.;~~ 4. [Moved to HIB.9] The student will describe~~ing~~ career options in music and discuss the future of music-related careers.~~;~~ 5. [Moved to HIB.8] The student will describe~~ing~~ ethical standards as applied to the use of intellectual property. ~~social media and copyrighted materials; and~~ 6. [Moved to HIB.5] Describe and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). ~~as an active listener.~~ [Moved to HIB.5.c) Describe and demonstrate active listening skills as an audience member.]   b) D~~d~~escribe~~ing~~ the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music.~~;~~ [Moved from HIB.20] |
| HIB.20 | HIB.3 | ✓ |  | ✓ |  | HIB.~~20~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. a) P~~p~~ropose~~ing~~ a definition of *music* and support~~ing~~ that definition.~~;~~[Moved from HIB.21] 2. [Moved to HIB.6]D~~d~~escribe~~ing~~ the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music.~~;~~ 3. b) D~~d~~escribe~~ing~~ and interpret~~ing~~ diverse works of music~~,~~ using inquiry skills and music terminology.~~;~~ 4. c) D~~d~~escribe~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 5. d) D~~d~~escribe~~ing~~ performances of music using music terminology.~~;~~ ~~and~~ 6. e) D~~d~~escribe~~ing~~ accepted criteria used for critiquing musical performances of self and others.~~;~~ |
| HIB.21 | HIB.4 | ✓ |  | ✓ |  | HIB.~~21~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. [Moved to HIB.3.a]P~~p~~ropose~~ing~~ a definition of *music* and support~~ing~~ that definition.~~;~~ 2. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music using music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~;~~ 4. ~~describing aesthetic criteria used for determining the quality of a work of music or importance of a musical style; and~~ 5. [Moved to HIB.7] ~~explaining the value of musical performance to the school community.~~ The student will identify ways to engage the school community in a music performance. |
| - | HIB.2 | ✓ |  | ✓ | ✓ | HIB.2 The student will apply a creative process for music.   1. Identify and explore steps of a creative process. 2. Define, identify, organize, and document ideas, investigations, and research of music ideas and concepts. 3. M~~m~~onitor~~ing~~ individual practice through the use of practice records or journals that identify specific musical goals.~~;~~ [Moved from HIB.17] |

**High School Instrumental Music, Intermediate Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HII.1 | HII.12 | ✓ |  | ✓ |  | HII.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and apply~~ing~~ standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~   b) Notate student-created compositions using standard notation.   1. c) S~~s~~ing~~ing~~ similar and contrasting parts from the music being studied.   d) ~~HII.2 The student will~~ E~~e~~cho, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests.  e) ~~HII.3 The student will~~ I~~i~~dentify, read, compare, contrast, and perform music in , , , , and (alla breve or cut time) meters.  f) ~~HII.6 The student will~~ I~~i~~dentify, compare, contrast, and perform music written in sonata, theme-and-variation~~s~~, and compound binary forms.  g) ~~HII.8 The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied.  h) ~~HII.12 The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~  i) ~~HII.17 The student will~~ S~~s~~ight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~  j) Guitar student—Read basic rhythm guitar using first position and bar chords. Read and interpret guitar tablature. |
| HII.2 | HII.12 | ✓ |  | ✓ |  | ~~HII.2 The student will echo, read, and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests.~~ [Moved to HII.12.d] |
| HII.3 | HII.12 | ✓ |  | ✓ |  | ~~HII.3 The student will identify, read, compare, contrast, and perform music in~~ ~~,~~ ~~,~~ ~~,~~ ~~, and~~ ~~(alla breve or cut time) meters.~~ [Moved to HII.12.e] |
| HII.4 | HII.13 | ✓ |  | ✓ |  | ~~HII.4 The student will identify and notate key signatures of scales and literature being performed.~~ [Moved to HII.13.a] |
| HII.5 | HII.13 | ✓ |  | ✓ |  | HII.~~5~~13 The student will read, notate, and perform scales.~~, including~~  a) ~~HII.4 The student will~~ I~~i~~dentify and notate key signatures of scales and literature being performed.   * + - 1. b) W~~w~~ind/mallet student—concert major scales up to 5 flats and 5 sharps; minor scales up to 3 flats and 1 sharp; a chromatic scale, in eighth notes with M.M. quarter note= 100.~~;~~       2. c) Orchestral string student—T~~t~~wo-octave scales up to three flats and three sharps, up to 2 sharps relative minor~~; C, F, B-flat, E-Flat, G, D, and A major scales and G and A harmonic minor scales (double bass: one octave)~~, in eighth notes with M.M. quarter note = 100.   d) Guitar student—scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. 12-bar blues progression in a variety of keys. |
| HII.6 | HII.12 | ✓ |  | ✓ |  | ~~HII.6 The student will identify, compare, contrast, and perform music written in sonata, theme-and-variations, and compound binary forms.~~ [Moved to HII.12.f] |
| HII.7 | HII.1 | ✓ |  | ✓ |  | HII.~~7~~1 The student will use music composition as a means of creative expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ an eight-measure rhythmic-melodic variation.~~;~~ ~~and~~ 2. b) ~~HII.14 The student will~~ C~~c~~reate and perform simple rhythmic and melodic examples~~,~~ using call-and-response and basic improvisation. 3. c) ~~HII.15 The student will~~ C~~c~~ompose, improvise, and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works. ~~folk songs, exercises, or etudes.~~ |
| HII.8 | HII.12 | ✓ |  | ✓ |  | ~~HII.8 The student will define and apply music terminology found in the music literature being studied.~~ [Moved to HII.12.g] |
| HII.9 | HII.14 | ✓ |  | ✓ |  | HII.~~9~~14 The student will demonstrate preparatory instrumental basics and playing procedures.~~, including~~   1. a) Demonstrate proper cC~~c~~are and basic maintenance of the instrument.~~;~~ 2. b) I~~i~~dentify~~ing~~ and repair~~ing~~ minor problems of the instrument.~~;~~ 3. c) Demonstrate bB~~b~~asic tuning of the instrument, with and without an electronic tuner.~~;~~ 4. d) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ proper posture, instrument position, and hand positions.~~;~~ 5. [Moved to HII.14] ~~wind student—describing and demonstrating proper embouchure; and~~   [Moved to HII.14] ~~percussion student—stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.~~   1. e) P~~p~~ercussion student—Describe and demonstrate stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments.   f) Guitar student— Demonstrate correct left hand position and finger placement, and right hand strumming position with thumb and pick. |
| HII.10 | HII.15 | ✓ |  | ✓ |  | HII.~~10~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) A~~a~~djust~~ing~~ and control ~~perfecting~~ intonation while playing.~~;~~ 2. b) P~~p~~roduce~~ing~~ characteristic tones that are clear, free of tension, sustained, and unwavering in pitch.~~;~~ 3. c) W~~w~~ind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto).~~;~~ 4. d) Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato), and shifting.~~; and~~ 5. e) P~~p~~ercussion student—~~percussion student—13 Standard Rudiments and Lesson 25,~~ ~~Open-close-open, on snare drum (PAS); tuning timpani while playing; playing techniques on timpani, mallet, and auxiliary~~ ~~instruments, including single-stroke roll.~~ stick control and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; open-close-open on snare drum; single stroke roll; playing techniques on timpani, mallet and auxiliary instruments.   f) Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indiciao, mediao, anular [pima]); and left-hand techniques (first position, finger technique, barre techniques). |
| HII.11 | HII.16 | ✓ |  | ✓ |  | HII.~~11~~16 The student will demonstrate and describe musicianship and ensemble skills. ~~at an intermediate level, including~~   1. a) B~~b~~alance~~ing~~ and blend~~ing~~ instrumental timbres.~~;~~ 2. b) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ 3. c) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 4. d) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~;~~ ~~and~~ 5. e) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied.   f) Apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. |
| HII.12 | HII.12 | ✓ |  | ✓ |  | ~~HII.12 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.~~ [Moved to HII.12.h] |
| HII.13 | HII.16.f | ✓ |  | ✓ |  | ~~HII.13 The student will apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.~~ |
| HII.14 | HII.1 | ✓ |  | ✓ |  | ~~HII.14 The student will create and perform simple rhythmic and melodic examples, using call-and-response and basic improvisation.~~ [Moved to HII.1.b] |
| HII.15 | HII.1 | ✓ |  | ✓ |  | ~~HII.15 The student will compose and perform rhythmic and melodic variations based upon original ideas or folk songs, exercises, or etudes.~~ [Moved to HII.1.c] |
| HII.16 | HII.5  HII.15  HII.16 | ✓ |  | ✓ |  | HII.~~16~~5 The student will demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   * + - 1. ~~making adjustments to facilitate correct intonation;~~ [Moved to HII.16.b]       2. [Moved to HII.15.b]~~identifying and producing the characteristic sound of the instrument being studied;~~       3. [Moved to HII.2.c]~~monitoring individual practice with a level of refinement that reflects specific musical goals;~~       4. a) P~~p~~articipate~~ing~~ in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. ~~(e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events.; and~~       5. b) D~~d~~escribe~~ing~~ and apply ~~demonstrating~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) Apply active listening skills as an audience member. |
| HII.17 | HII.12 | ✓ |  | ✓ |  | ~~HII.17 The student will sight-read music of varying styles and levels of difficulty, in accordance with VBODA Levels 2–4.~~ [Moved to HII.12.i] |
| HII.18 | HII.6  Also  HII.5  HII.7  HII.8  HII.9  HII.11 | ✓ |  | ✓ |  | HII.~~18~~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~~ diverse musical styles~~,~~ using music terminology.~~;~~   3. c) C~~c~~ompare~~ing~~ and contrast~~ing~~ the functions of instrumental music in a variety of cultures and communities.~~;~~   4. [Moved to HII.7] ~~describing how musicians, consumers of music, and music advocates impact the community;~~   5. [Moved to HII.9] ~~comparing and contrasting career options in music;~~   6. [Moved to HII.11] ~~relating the relationship of instrumental music to the other fine arts~~;   7. [Moved to HII.8] ~~applying ethical standards to the use of social media and copyrighted materials~~. ~~and~~   8. [Moved to HII.5] ~~consistently demonstrating concert etiquette as an active listener~~. |
| HII.19 | HII.3  HII.6 | ✓ |  | ✓ |  | HII.~~19.~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. [Moved to HII.6] ~~explaining the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music;~~ 2. a) I~~i~~nterpret~~ing~~ works of music~~,~~ using inquiry skills and music terminology.~~;~~ 3. b) A~~a~~pply~~ing~~ accepted criteria for analyzing and evaluating works of music.~~;~~ 4. c) D~~d~~escribe~~ing~~ performances of music~~,~~ using music terminology.~~; and~~   d) A~~a~~pply~~ing~~ accepted criteria for critiquing musical performances of self and others. |
| HII.20 | HII.4 | ✓ |  | ✓ |  | HII.~~20~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. ~~analyzing and explaining how the factors of time and place influence characteristics that give meaning and value to a work of music;~~ 2. a) D~~d~~escribe~~ing~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 3. b) A~~a~~nalyze~~ing~~ ways in which music can evoke emotion and be persuasive.~~;~~ 4. ~~applying aesthetic criteria for determining the quality of a work of music or importance of a musical style; and~~ 5. ~~explaining the value of musical performance to the community.~~ |
| - | HII.2 | ✓ |  | ✓ | ✓ | HII.2 The student will apply a creative process for music.   1. Identify and document the steps of a creative process to develop original music arrangements, compositions, or improvisations. 2. M~~m~~onitor individual practice with a level of refinement that reflects specific musical goals. [Moved from HII.16.3] |
| - | HII.10 |  |  |  | ✓ | HII.10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music. |

**High School Instrumental Music, Advanced Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HIAD.1 | HIAD.12 | ✓ |  | ✓ |  | HIAD.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and apply~~ing~~ advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~ 2. b) Notate student-created compositions using standard notation. 3. c) S~~s~~ing~~ing~~ assigned parts while others sing or play contrasting parts from the music being studied.   d) ~~HIAD.2 The student will~~R~~r~~ead, analyze, count (using a counting system), perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision. ~~commensurate with VBODA Levels 4 and 5.~~  e) ~~HIAD.6 The student will~~I~~i~~dentify, compare, contrast, and perform music written in fugal and theme-and-variations forms.  f) ~~HIAD.8 The student will~~A~~a~~pply and differentiate music terminology found in the music literature being studied.  g) ~~HIAD.19 The student will s~~Sight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~ |
| HIAD.2 | HIAD.12.d | ✓ |  | ✓ |  | ~~HIAD.2 The student will~~R~~r~~ead, analyze, count (using a counting system), perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision. ~~commensurate with VBODA Levels 4 and 5.~~[Moved to HIAD.12.d] |
| HIAD.3 | HIAD.13.a | ✓ |  | ✓ |  | ~~HIAD.3 The student will~~ I~~i~~dentify and notate all key signatures. [Moved to HIAD.13.a] |
| HIAD.4 | HIAD.13 | ✓ |  | ✓ |  | HIAD.~~4~~ 13 The student will read, notate, and perform scales.  a) ~~HIAD.3 The student will~~ I~~i~~dentify and notate all key signatures.  b) ~~HIAD.4 The student will~~ R~~r~~ead, notate, and perform all ascending and descending major scales as well as select minor scales. ~~as per VBODA All-Virginia audition requirements, as well as selected minor scales.~~  c) ~~HIAD.5 The~~ W~~w~~ind/mallet student—~~will~~ Pp~~p~~erform an ascending and descending chromatic scale., ~~as per VBODA All-Virginia audition requirements.~~  d) Guitar student—and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys. |
| HIAD.5 | HIAD.13.c | ✓ |  | ✓ |  | ~~HIAD.5 The wind/mallet student will perform an ascending and descending chromatic scale, as per VBODA All-Virginia audition requirements.~~ [Moved to HIAD.13.c] |
| HIAD.6 | HIAD.12.e | ✓ |  | ✓ |  | ~~HIAD.6 The student will identify, compare, contrast, and perform music written in fugal and theme-and-variations forms.~~ [Moved to HIAD.12] |
| HIAD.7 | HIAD.1 | ✓ |  | ✓ |  | HIAD.~~7~~1 The student will use music composition as a means of creative expression. ~~by~~   1. a) C~~c~~ompose~~ing~~ a rhythmic-melodic variation.~~; and~~ 2. [Moved to HIAD.12.b] ~~notating the composition in standard notation, using contemporary technology.~~   b) ~~HIAD.9 The student will~~ I~~i~~mprovise a melody to a I-IV-V(V7)-I chord progression.  c) ~~HIAD.10 The student will~~ A~~a~~rrange or compose accompanying harmonies and/or counter melodies to a given melody.  d) ~~HIAD.16 The student will~~ C~~c~~reate, improvise, and perform rhythmic and melodic examples to a I-IV-V(V7)-I chord progression~~,~~ using call-and-response and improvisation.  e) ~~HIAD.17 The student will~~ P~~p~~erform accompanying harmonies and/or counter melodies to a given melody. |
| HIAD.8 | HIAD.12.f | ✓ |  | ✓ |  | ~~HIAD.8 The student will apply and differentiate music terminology found in the music literature being studied.~~ [Moved to HIAD.12] |
| HIAD.9 | HIAD.1.b | ✓ |  | ✓ |  | ~~HIAD.9 The student will~~ I~~i~~mprovise a melody to a I-IV-V(V7)-I chord progression. [Moved to HIAD.1.b] |
| HIAD.10 | HIAD.1.c | ✓ |  | ✓ |  | ~~HIAD.10 The student will~~ A~~a~~rrange or compose accompanying harmonies and/or counter melodies to a given melody. [Moved to HIAD.1.c] |
| HIAD.11 | HIAD.14 | ✓ |  | ✓ |  | HIAD.~~11~~14 The student will demonstrate appropriate ~~preparatory~~ procedures for playing.~~, including~~   1. a) Apply pP~~p~~rocedures for care and basic maintenance of the instrument.~~;~~ 2. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ the process for tuning the instrument.~~;~~ 3. c) I~~i~~dentify~~ing~~ and repair~~ing~~ minor problems of the instrument.~~;~~ 4. d) A~~a~~nalyze~~ing~~, describe~~ing~~, and demonstrate~~ing~~ proper posture, instrument position, and hand positions.~~;~~ 5. e) W~~w~~ind student—A~~a~~nalyze~~ing~~, describe~~ing~~, and demonstrate~~ing~~ proper embouchure.~~;~~ ~~and~~ 6. ~~identifying intonation problems within the ensemble, and providing a solution.~~ |
| HIAD.12 | HIAD.15 | ✓ |  | ✓ |  | HIAD.~~12~~15 The student will demonstrate and describe proper instrumental techniques.~~, including~~   1. a) A~~a~~djust~~ing~~ and perfect~~ing~~ intonation while playing.~~;~~ 2. b) Identifying and produce~~ing~~ tones that are characteristic of the instrument. ~~clear, free of tension, sustained, and unwavering in pitch;~~ 3. c) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ contrasting articulations in the music literature being studied.~~;~~ 4. ~~using vibrato, alternate fingerings, trills, and grace notes when performing;~~ 5. ~~wind student—proper breathing techniques and embouchure; double-tongue and breath attacks;~~ 6. ~~string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—up to fifth position; cello or bass—up to thumb position); playing double stops; and~~ 7. ~~percussion student—advanced techniques; 40 Standard Rudiments and Lesson 25, open-close-open, on snare drum (PAS); three-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on three or four drums; tuning drums to reference pitches; making changes during performance.~~   d) Identify and apply advanced techniques including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing. |
| HIAD.13 | HIAD.16 | ✓ |  | ✓ |  | HIAD.~~13~~16 The student will demonstrate, describe, and analyze musicianship and ensemble skills. ~~at an advanced level, including~~   1. a) B~~b~~alance~~ing~~ and blend~~ing~~ instrumental timbres.~~;~~   b) Identify intonation problems within the ensemble and provide a solution.   1. c) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~ 2. d) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 3. e) R~~r~~espond~~ing~~ to advanced conducting patterns and gestures.~~;~~ 4. f) D~~d~~emonstrate~~ing~~ conducting patterns and gestures.~~;~~ ~~and~~   g) M~~m~~aintain~~ing~~ a steady beat at various tempos and perform~~ing~~ tempo changes in the music literature being studied.  h) Use contrasting articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. |
| HIAD.14 | HIAD.12.d | ✓ |  | ✓ |  | ~~HIAD.14 The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 4 and 5.~~[Included in HIAD.12.d] |
| HIAD.15 | HIAD.16.h | ✓ |  | ✓ |  | ~~HIAD.15 The student will demonstrate the uU~~se ~~of~~ contrasting articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression.[Moved to HIAD.16.h] |
| HIAD.16 | HIAD.1.d | ✓ |  | ✓ |  | ~~HIAD.16 The student will~~ C~~c~~reate, improvise, and perform rhythmic and melodic examples to a I-IV-V(V7)-I chord progression~~,~~ using call-and-response and improvisation. [Moved to HIAD.1.d] |
| HIAD.17 | HIAD.1.e | ✓ |  | ✓ |  | ~~HIAD.17 The student will~~ P~~p~~erform accompanying harmonies and/or counter melodies to a given melody. [Moved to HIAD.1.e] |
| HIAD.18 | HIAD.5 | ✓ |  | ✓ |  | HIAD.~~18~~5 The student will demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to HIAD.16] ~~making adjustments to facilitate correct intonation;~~ 2. [Moved to HIAD.16] ~~identifying and producing the characteristic sound of the instrument being studied;~~ 3. [Moved to HIAD.2] ~~monitoring individual practice with a level of refinement that reflects advanced musical goals;~~ 4. a) P~~p~~articipate~~ing~~ in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. ~~(e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events.; and~~ 5. b) P~~p~~articipate~~ing~~ in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) Consistently demonstrate exemplary concert etiquette as an active listener. |
| HIAD.19 | HIAD.12.g | ✓ |  | ✓ |  | ~~HIAD.19 The student will s~~Sight-read music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 2–4.~~ [Moved to HIAD.12.g] |
| HIAD.20 | HIAD.6 | ✓ |  | ✓ |  | HIAD.~~20~~6 The student will explore historical and cultural influences ~~aspects~~ of music. ~~by~~   1. a) A~~a~~nalyze~~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) A~~a~~nalyze~~ing~~ the characteristics of instrumental music from a variety of cultures.~~;~~ 4. [Moved to HII.7] ~~describing opportunities for music performance and advocacy within the community;~~ 5. [Moved to HII.9] ~~researching career options in music;~~ 6. [Moved to HII.11] ~~explaining the relationship of instrumental music to other fields of knowledge;~~ 7. [Moved to HII.8] ~~researching the use and misuse of ethical standards as applied to social media and~~ ~~copyrighted materials~~ ~~and~~ 8. [Moved to HII.5] ~~consistently demonstrating exemplary concert etiquette as an active listener.~~ |
| HIAD.21 | HIAD.3 | ✓ |  | ✓ |  | HIAD.~~21~~3 The student will analyze, interpret, and evaluate music. ~~by comparing and contrasting the importance of~~   1. [Moved to HIAD.6] ~~composers’ use of style, cultural influences, and historical context for the interpretation of works of music;~~ 2. ~~examining ways in which personal experiences influence critical judgment about works of music and musical performances;~~ 3. a) A~~a~~pply~~ing~~ accepted criteria for analyzing and evaluating works of music.~~;~~ 4. b) A~~a~~ssess~~ing~~ performances of music~~,~~ using music terminology.~~; and~~ 5. c) A~~a~~pply~~ing~~ accepted criteria for critiquing musical performances of self and others. |
| HIAD.22 | HIAD.4 | ✓ |  | ✓ |  | HIAD.~~22~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) A~~a~~nalyze~~ing~~ and explain~~ing~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 2. b) A~~a~~nalyze~~ing~~ ~~aesthetic~~ personal criteria used for evaluating works of music or critiquing musical performances.~~; and~~ 3. ~~Explain the value of musical performance to society.~~ |
| - | HIAD.2 | ✓ |  | ✓ | ✓ | HIAD.2 The student will apply a creative process for music.   1. Develop and share a creative process through original music arrangements and productions. 2. Monitor individual practice with a level of refinement that reflects advanced musical goals. |

**High School Instrumental Music, Artist Level**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| HIAR.1 | HIAR.12 | ✓ |  | ✓ |  | HIAR.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and apply~~ing~~ advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~ 2. b) Notate student-created compositions using standard notation~~,~~ using contemporary technology. 3. c) S~~s~~ing~~ing~~ assigned parts while others sing or play contrasting parts.   d) ~~HIAR.2 The student will~~ R~~r~~ead, analyze, count (using a counting system), perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision. ~~commensurate with VBODA Levels 5 and 6.~~  e) ~~HIAR.8 The student will~~ I~~i~~dentify, explain, and apply music terminology found in the music literature being studied.  f) ~~HIAR.14 The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~,~~ ~~in accordance with VBODA Levels 5 and 6.~~  g) ~~HIAR.16 The student will~~ C~~c~~reate and perform rhythmic and melodic examples in sonata-allegro form.  h) ~~HIAR.19 The student will~~ Sight-read music of varying styles and levels of difficulty. |
| HIAR.2 | HIAR.12.d | ✓ |  | ✓ |  | HIAR.~~1~~12.d ~~HIAR.2 The student will~~ R~~r~~ead, analyze, count (using a counting system), perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision. ~~commensurate with VBODA Levels 5 and 6.~~ |
| HIAR.3 | HIAR.13.a | ✓ |  | ✓ |  | HIAR.13 The student will read, notate, and perform scales.  a) ~~HIAR.3 The student will~~ I~~i~~dentify and notate all key signatures.  b) ~~HIAR.4 The student will~~ R~~r~~ead, notate, and perform all ascending and descending major scales~~, as per VBODA All-Virginia audition requirements~~, as well as selected minor scales and tonic arpeggios ~~in eighth notes~~.  c) ~~HIAD.5 The~~ W~~w~~ind /mallet student ~~will~~ perform an ascending and descending chromatic scale.~~, as per VBODA All-Virginia audition requirements.~~  d) Guitar Student—ascending and descending scales; major, natural minor, harmonic minor and melodic minor scales that cover the range of the instrument; chromatic scales up to the 19th fret. Dorian, Phrygian, and Mixolydian modes in all positions. Major 7, Dominant 9, Dominant 13, Minor 7 (b5), diminished and substitute chords. Chords in root position and in inversions. Chord progression in a variety of jazz and blues standards. Utilize correct finger patterns in performing scales and repertoire in all major and minor keys. Perform moveable scale and mode patterns from memory. |
| HIAR.4 | HIAR.13.b | ✓ |  | ✓ |  |
| HIAR.5 | HIAR.13.c | ✓ |  | ✓ |  |
| HIAR.6 |  |  | ✓ |  |  | ~~HIAR.6 The student will identify, compare, contrast, analyze, and perform music written in standard and nonstandard musical forms.~~ [Elements contained in HIAR.3 and HIAR.12] |
| HIAR.7 | HIAR.1 | ✓ |  | ✓ |  | HIAR.~~7~~1 The student will use music composition as a means of creative expression. ~~by~~  a) Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact.  b) C~~c~~ompose~~ing~~ a rhythmic-melodic variation.~~; and~~  c) ~~HIAR.9 The student will~~ I~~i~~mprovise a melody to a ~~12-bar blues~~ I-IV-V(V7)-I chord progression.  d) ~~HIAR.10 The student will~~ A~~a~~rrange or compose accompanying harmonies and/or counter melodies to a given melody. |
| HIAR.8 | HIAR.12.e | ✓ |  | ✓ |  | ~~HIAR.8~~12.e)  ~~The student will~~ I~~i~~dentify, explain, and apply music terminology found in the music literature being studied. |
| HIAR.9 | HIAR.1.c | ✓ |  | ✓ |  | ~~HIAR.9~~1.c) ~~The student will~~ I~~i~~mprovise a melody to a ~~12-bar blues~~ I-IV-V(V7)-I chord progression. |
| HIAR.10 | HIAR.1.d | ✓ |  | ✓ |  | ~~HIAR.10~~1.d) ~~The student will~~ A~~a~~rrange or compose accompanying harmonies and/or counter melodies to a given melody. |
| HIAR.11 | HIAR.14 | ✓ |  | ✓ |  | HIAR.~~11~~14 The student will demonstrate preparatory procedures for playing.~~, including~~   1. a) P~~p~~rocedures for care and maintenance of the instrument.~~;~~ 2. b) D~~d~~escribing and demonstrate~~ing~~ the process for tuning the instrument.~~;~~ 3. c) I~~i~~dentify~~ing~~ and repair~~ing~~ minor problems of the instrument.~~;~~ 4. d) A~~a~~nalyze~~ing~~, describe~~ing~~, and demonstrate~~ing~~ proper posture, instrument position, and hand positions.~~;~~ 5. e) W~~w~~ind student—A~~a~~nalyze~~ing~~, describe~~ing~~, and demonstrate~~ing~~ proper embouchure.~~; and~~ 6. ~~identifying intonation problems within the ensemble, and providing a solution.~~ |
| HIAR.12 | HIAR.15 | ✓ |  | ✓ |  | HIAR.~~12~~15 The student will demonstrate and describe proper instrumental techniques.~~, including~~   * + - 1. a) C~~c~~onsistently adjust~~ing~~ and perfect~~ing~~ intonation.~~; while playing;~~       2. b) P~~p~~roduce~~ing~~ characteristic sound and tone quality. ~~tones that are clear, free of tension, sustained, and unwavering in pitch;~~       3. c) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ contrasting articulations in the music literature being studied.~~;~~       4. ~~using vibrato, alternate fingerings, trills, and grace notes when performing;~~       5. ~~wind student—proper breathing techniques and embouchure; double-tongue, triple-tongue, breath attacks, and flutter-tongue;~~       6. ~~string student—advanced tuning and artistic bowing techniques; shifting (violin or viola—fifth position and higher; cello or bass—beyond thumb position); playing chords; and~~       7. ~~percussion student—artist-level techniques; 40 PAS drum rudiments, open-close-open, on snare drum; four-mallet technique on mallet percussion; multiple percussion techniques on auxiliary percussion instruments; timpani technique on four or more drums; tuning drums to reference pitches; making changes during performance~~.   d) Use advanced techniques with fluency and expression, including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing. |
| HIAR.13 | HIAR.16 | ✓ |  | ✓ |  | HIAR.~~13~~16 The student will demonstrate, describe, and analyze musicianship and ensemble skills. ~~at an advanced level, including~~   1. a) B~~b~~alance~~ing~~ and blend~~ing~~ instrumental timbres.~~;~~ 2. b) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation as an ensemble member and soloist.~~;~~ 3. c) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~ 4. d) R~~r~~espond~~ing~~ to advanced conducting patterns and gestures.~~;~~ 5. e) D~~d~~emonstrate~~ing~~ conducting patterns and gestures.~~; and~~   f) M~~m~~aintain~~ing~~ a steady beat at various tempos and perform~~ing~~ tempo changes in the music literature being studied.  ~~HIAR.15~~ g) ~~The student will~~ Describe and demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. |
| HIAR.14 | HIAR.12.f | ✓ |  | ✓ |  | ~~HIAR.14~~12.f)  ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~,~~ ~~in accordance with VBODA Levels 5 and 6.~~ |
| HIAR.15 | HIAR.16.g | ✓ |  | ✓ |  | ~~HIAR.15~~16.g)  ~~The student will~~ Describe and demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. |
| HIAR.16 | HIAR.12.g | ✓ |  | ✓ |  | ~~HIAR.16~~12.g)  ~~The student will~~ C~~c~~reate and perform rhythmic and melodic examples in sonata-allegro form. |
| HIAR.17 |  |  | ✓ |  |  | ~~HIAR.17 The student will perform accompanying harmonies and/or counter melodies to a given melody.~~ |
| HIAR.18 | HIAR.5 | ✓ |  | ✓ |  | HIAR.~~18~~5 The student will demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. [Moved to HIAD.16.b] ~~making adjustments to facilitate correct intonation as an ensemble member and soloist;~~ 2. [Moved to HIAD.15.b] ~~identifying and producing the characteristic sound of the instrument being studied;~~ 3. [Moved to HIAR.2.b] ~~monitoring individual practice with a level of refinement that reflects artistic musical goals;~~ 4. a) P~~p~~articipate~~ing~~ in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. ~~(e.g., concerts, other performances); ensembles such as symphonic ensembles, chamber ensembles, marching band, jazz ensembles; All-County, All-District, All-Region, and All-Virginia events.; and~~ 5. b) P~~p~~articipate~~ing~~ in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) Model exemplary concert etiquette as an active listener. |
| HIAR.19 | HIAR.12.h | ✓ |  | ✓ |  | ~~HIAR.19~~12.h)  ~~The student will~~ Sight-read music of varying styles and levels of difficulty. ~~, in accordance with VBODA Level 4 or higher.~~ |
| HIAR.20 | HIAR.6 | ✓ |  | ✓ |  | HIAR.~~20~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   * 1. a) C~~c~~ompare~~ing~~ and contrast~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature being studied.~~;~~   2. b) A~~a~~ssess~~ing~~ musical periods and styles~~,~~ using music terminology.~~;~~   3. c) A~~a~~nalyze~~ing~~ the characteristics of instrumental music from a variety of cultures.~~;~~   4. [Moved to HIAR.7] ~~analyzing and evaluating opportunities for music performance and advocacy within the community;~~   5. [Moved to HIAR.9] ~~investigating career pathways in the music field;and~~   6. [Moved to HIAR.8] ~~assessing the use and misuse of ethical standards as applied to social media and copyrighted materials; and~~   7. [Moved to HIAR.5.b and 5.c] ~~modeling exemplary concert etiquette as an active listener.~~ |
| HIAR.21 | HIAR.3 | ✓ |  | ✓ |  | HIAR.~~21~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. [Moved to HIAR.6]~~comparing and contrasting the importance of composers’ use of style, cultural influences, and historical context for the interpretation of works of music;~~ 2. [Moved to HIAD.4]~~analyzing ways in which personal experiences influence critical judgment about works of music and musical performances;~~ 3. a) A~~a~~pply~~ing~~ accepted criteria for analyzing and evaluating works of music.~~; and~~ 4. b) A~~a~~pply~~ing~~ accepted criteria for critiquing musical performances of self and others. |
| HIAR.22 | HIAR.4 | ✓ |  | ✓ |  | HIAR.~~22~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. a) Justify ~~analyzing and explaining~~ personal emotional and intellectual responses to works of music~~,~~ using music terminology.~~;~~ 2. b) Justify ~~analyze~~ personal ~~aesthetic~~ criteria used for evaluating works of music or critiquing musical performances.~~; and~~ 3. ~~analyze the value of musical performance to society~~ |
| - | HIAR.2 | ✓ |  | ✓ | ✓ | HIAR.2 The student will apply a creative process for music.   1. Refine a portfolio of creative original work that includes examples of both a creative process as well as finished products. 2. ~~HIAR.18.4~~Monitor individual practice with a level of refinement that reflects artistic musical goals. |