

Course Number: 5013010		
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Music » SubSubject: Music Electives »		
Course Title: Elementary Chorus		
Course Section: Grades PreK to 12 Education Courses		
Abbreviated Title: ELEM CHORUS		
Course Length: Year		
Course Status: DRAFT - State Board approval pending		
Course Description: Students who have varying levels of experience in chorus develop beginning vocal technique and skills, notational literacy and fluency, expressive and stylistic interpretation, part-singing, critical and creative thinking skills, and an appreciation of music from around the world and throughout history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.		
General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.		
Examples:		
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.		
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.		
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.		
MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.	MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.	MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.	MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.	MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.3.C.1.4 Discriminate between unison and two-part singing.	MU.4.C.1.4 Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.	MU.5.C.1.4 Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
MU.3.C.2.1 Evaluate performances of familiar music using teacher-established criteria.	MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
NA	MU.4.C.2.2 Critique specific techniques in one's own and others' performances using teacher-established criteria.	MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.	MU.4.C.3.1 Describe characteristics that make various musical works appealing.	MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.		
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.		
NA	MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.	MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.
NA	NA	MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.		
MU.3.S.2.1 Identify patterns in songs to aid the development of sequencing and memorization skills.	MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
NA	NA	MU.5.S.2.2 Apply performance techniques to familiar music.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		
MU.3.S.3.1 Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.	MU.4.S.3.1 Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.	MU.5.S.3.1 Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.	MU.4.S.3.3 Perform extended pentatonic melodies at sight.	MU.5.S.3.3 Perform simple diatonic melodies at sight.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.		
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.		
MU.3.O.1.1 Identify, using correct music vocabulary, the musical elements in a piece of music.	MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.3.O.1.2 Identify and describe the musical form of a familiar song.	NA	NA
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.		
MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music.	MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.	MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
NA	MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.		
Through study in the arts, we learn about and honor others and the worlds in which they live(d).		
MU.3.H.1.2 Identify significant information about specified composers and one or more of their musical works.	MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.	MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.		
MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.		
Careers in and related to the arts significantly and positively impact local and global economies.		
MU.3.F.2.1 Identify musicians in the school, community, and media.	MU.4.F.2.1 Describe roles and careers of selected musicians.	MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
MU.3.F.2.2 Describe opportunities for personal music-making.	NA	MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.		
MU.3.F.3.1 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
Additional Required Benchmarks:		
LACC.3.RI.2 Key Ideas and Details LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LACC.4.RI.2 Key Ideas and Details LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	LACC.5.RI.2 Key Ideas and Details LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Course Number: 5013110	
Course Path: TBA	
Course Title: Intermediate Music 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Intermed. Music 3	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Fifth-grade* students in music class develop and analyze the skills necessary for the critical assessment of artistic works and creative works in other contexts. They demonstrate the proficiency of comprehensive musicianship and interpretive skills in the arts, which allows them to explore manipulation of musical structures to represent a personal and creative form of artistic communication. As students become more musically sophisticated, they establish and document reciprocal relationships among music and other disciplines of study. They learn to transfer their music knowledge and innovative skills as a means of discovering the significant contributions of music and the arts, in general, to positive social development and global economic success in the 21 st Century.	
General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.5.C.1.1	Discuss and apply listening strategies to support appreciation of musical works.
MU.5.C.1.2	Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.
MU.5.C.1.3	Identify, aurally, selected instruments of the band and orchestra.
MU.5.C.1.4	Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.5.C.2.1	Define criteria, using correct music vocabulary, to critique one's own and others' performance.

MU.5.C.2.2	Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.5.C.3.1	Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.5.S.1.1	Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.
MU.5.S.1.2	Compose short vocal or instrumental pieces using a variety of sound sources.
MU.5.S.1.3	Arrange a familiar song by manipulating specified aspects of music.
MU.5.S.1.4	Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.5.S.2.1	Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
MU.5.S.2.2	Apply performance techniques to familiar music.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.5.S.3.1	Sing part songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.5.S.3.2	Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
MU.5.S.3.3	Perform simple diatonic melodies at sight.
MU.5.S.3.4	Play melodies and accompaniments, by ear, using classroom instruments.
MU.5.S.3.5	Notate rhythmic phrases and simple diatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.5.O.1.1	Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.5.O.2.1	Create a new melody from two or more melodic motifs.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.5.O.3.1	Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
MU.5.O.3.2	Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.5.H.1.1	Identify the purposes for which music is used within various cultures.
MU.5.H.1.2	Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
MU.5.H.1.3	Compare stylistic and musical features in musical works originating from different cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.5.H.2.1	Examine the contributions of musicians and composers for a specific historical period.
MU.5.H.2.2	Describe how technology has changed the way audiences experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.5.H.3.1	Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.5.F.1.1	Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.5.F.2.1	Describe jobs associated with various types of concert venues and performing arts centers.
MU.5.F.2.2	Explain why live performances are important to the career of the artist and the success of performance venues.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.5.F.3.1	Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
MU.5.F.3.2	Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
Additional Required Benchmarks:	
LACC.5.L.2	Knowledge of Language
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TH.5.H.1.2	Participate in a performance to explore and celebrate a variety of human experiences.

Course Number: 5013100	
Course Path: TBA	
Course Title: Intermediate Music 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Intermed. Music 2	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Fourth-grade* students in music class explore artistic intent by investigating the inventive development of ideas, applying musicianship skills and techniques while engaging in the creation and interpretation of the arts. They analyze the characteristics of musical structures from simple to complex to build understanding and respect for the creative process. As they examine the significant cultural contributions in the arts throughout history, particularly in Florida, they become increasingly able to identify the connections among music and other fields of study. Music students also develop knowledge of careers in, and related to, the arts as they explore the impact of music on the local and global economies of the 21 st century and strengthen personal skills for success throughout school and beyond.	
General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.4.C.1.1	Develop effective listening strategies and describe how they can support appreciation of musical works.
MU.4.C.1.2	Describe, using correct music vocabulary, what is heard in a specific musical work.
MU.4.C.1.3	Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
MU.4.C.1.4	Identify and describe the four primary voice parts, i.e., soprano, alto, tenor, bass.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.4.C.2.1	Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.

MU.4.C.2.2	Critique specific techniques in one's own and others' performances using teacher-established criteria.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.4.C.3.1	Describe characteristics that make various musical works appealing.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.4.S.1.1	Improvise phrases, using familiar songs.
MU.4.S.1.2	Create melodic patterns using a variety of sound sources.
MU.4.S.1.3	Arrange a familiar song for voices or instruments by manipulating form.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.4.S.2.1	Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.4.S.3.1	Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
MU.4.S.3.2	Play rounds, canons, or layered ostinati on classroom instruments.
MU.4.S.3.3	Perform extended pentatonic melodies at sight.
MU.4.S.3.4	Play simple ostinati, by ear, using classroom instruments.
MU.4.S.3.5	Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.4.O.1.1	Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.4.O.2.1	Create variations for selected melodies.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.4.O.3.1	Identify how expressive elements and lyrics affect the mood or emotion of a song.
MU.4.O.3.2	Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.4.H.1.1	Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
MU.4.H.1.2	Describe the influence of selected composers on the musical works and practices or traditions of their time.
MU.4.H.1.3	Identify pieces of music that originated from cultures other than one's own.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.4.H.2.1	Perform, listen to, and discuss music related to Florida's history.
MU.4.H.2.2	Identify ways in which individuals of varying ages and cultures experience music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.4.H.3.1	Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.4.F.1.1	Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.4.F.2.1	Describe roles and careers of selected musicians.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.4.F.3.1	Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.
MU.4.F.3.2	Discuss the safe, legal way to download songs and other media.
Additional Required Benchmarks:	
LACC.4.RL.1	Key Ideas and Details
LACC.4.RL.1.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DA.4.H.3.3	Describe how dance and music can each be used to interpret and support the other.
SC.4.P.10.3	Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.

Course Number: 5013090	
Course Path: TBA	
Course Title: Intermediate Music 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INTERMED MUSIC 1	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Third-grade* students in music class explore their world by engaging in active learning processes to refine the skills, techniques, and processes of musicianship through such activities as improvisation and arranging. As they continue to develop their working music and cross-content vocabulary and become able to identify fundamental characteristics of musical structures, they demonstrate artistic growth through cognition and reflection and endeavor to use their own artistic voices to communicate ideas and inventions. They recognize the importance of cultural experiences in music throughout history and in emerging art forms. Music students examine the positive impact of the arts in society and practice creative risk-taking in preparation for contributive citizenship in the 21 st century.	
General Notes: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
* Intermediate Music 1, 2, and 3 have been designed in two ways: 1) to challenge students <i>on grade level</i> who have previously taken classes in this content area; and 2) to challenge students whose education in this content area has been delayed until the intermediate grades. Music teachers of classes in Grades 3, 4, and 5 should select the most appropriate course level in the series based on each group’s prior experience, the benchmarks, and available instruction time. Once elementary students have entered the series, they must progress to the next course in sequence.	
Examples:	
<ul style="list-style-type: none"> • A 3rd grade class that may or may not have taken Music previously should be enrolled in Intermediate Music 1 and progress through the series in subsequent grades. • 4th graders beginning formal instruction in Music for the first time may be enrolled, as a class, in Intermediate Music 1, and must then progress to Intermediate Music 2 in the following year. 	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.3.C.1.1	Describe listening skills and how they support appreciation of musical works.
MU.3.C.1.2	Respond to a musical work in a variety of ways and compare individual interpretations.
MU.3.C.1.3	Identify families of orchestral and band instruments.
MU.3.C.1.4	Discriminate between unison and two-part singing.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.3.C.2.1	Evaluate performances of familiar music using teacher-established criteria.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.3.C.3.1	Identify musical characteristics and elements within a piece of music when discussing the value of the work.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.3.S.1.1	Improvise rhythms or melodies over ostinati.
MU.3.S.1.2	Create an alternate ending to a familiar song.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.3.S.2.1	Identify patterns in songs to aid the development of sequencing and memorization skills.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.3.S.3.1	Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
MU.3.S.3.2	Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
MU.3.S.3.3	Sing simple la-sol-mi-re-do patterns at sight.
MU.3.S.3.4	Match simple aural rhythm patterns in duple and triple meter with written patterns.
MU.3.S.3.5	Notate simple rhythmic and melodic patterns using traditional notation.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.3.O.1.1	Identify, using correct music vocabulary, the musical elements in a piece of music.
MU.3.O.1.2	Identify and describe the musical form of a familiar song.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.3.O.2.1	Rearrange melodic or rhythmic patterns to generate new phrases.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.3.O.3.1	Describe how tempo and dynamics can change the mood or emotion of a piece of music.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.3.H.1.1	Compare indigenous instruments of specified cultures.
MU.3.H.1.2	Identify significant information about specified composers and one or more of their musical works.

MU.3.H.1.3	Identify timbre(s) in music from a variety of cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.3.H.2.1	Discuss how music in America was influenced by people and events in its history.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.3.H.3.1	Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.3.F.1.1	Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.3.F.2.1	Identify musicians in the school, community, and media.
MU.3.F.2.2	Describe opportunities for personal music-making.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.3.F.3.1	Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
Additional Required Benchmarks:	
LACC.3.RI.1 Key Ideas and Details	
LACC.3.RI.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
DA.3.H.1.1	Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.
VA.3.H.1.3	Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

Course Number: 5013080	
Course Path: TBA	
Course Title: Music - Grade Two	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Music - Grade Two	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Second-grade students in music class continue exploration of their world as they strengthen their musical skills, techniques, and processes. Student’s working vocabulary and musical literacy and understanding deepen with the ability to use unique musical language to communicate their own ideas. Connections with the arts and other disciplines allow students to transfer knowledge and skills to and from other fields of study. As students sing, play, move, and create together, they continue to build such important skills as teamwork, acceptance, respect, and responsibility that will help them be successful in the 21 st century.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.2.C.1.1	Identify appropriate listening skills for learning about musical examples selected by the teacher.
MU.2.C.1.2	Respond to a piece of music and discuss individual interpretations.
MU.2.C.1.3	Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
MU.2.C.1.4	Identify child, adult male, and adult female voices by timbre.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.2.C.2.1	Identify strengths and needs in classroom performances of familiar songs.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.2.C.3.1	Discuss why musical characteristics are important when forming and discussing opinions about music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.2.S.1.1	Improvise short phrases in response to a given musical question.
MU.2.S.1.2	Create simple ostinati to accompany songs or poems.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.2.S.2.1	Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.2.S.3.1	Sing songs in an appropriate range, using head voice and maintaining pitch.
MU.2.S.3.2	Play simple melodies and/or accompaniments on classroom instruments.
MU.2.S.3.3	Sing simple la-sol-mi-do patterns at sight.
MU.2.S.3.4	Compare aural melodic patterns with written patterns to determine whether they are the same or different.
MU.2.S.3.5	Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.2.O.1.1	Identify basic elements of music in a song or instrumental excerpt.
MU.2.O.1.2	Identify the form of a simple piece of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.2.O.3.1	Describe changes in tempo and dynamics within a musical work.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.2.H.1.1	Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
MU.2.H.1.2	Identify the primary differences between composed and folk music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.2.H.2.1	Discuss how music is used for celebrations in American and other cultures.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.2.H.3.1	Perform and compare patterns, aurally and visually, found in songs, finger plays, or rhymes to gain a foundation for exploring patterns in other contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.2.F.1.1	Create a musical performance that brings a story or poem to life.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.2.F.2.1	Describe how people participate in music.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.2.F.3.1	Collaborate with others in a music presentation and discuss what was successful and what could be improved.

Additional Required Benchmarks:	
LACC.2.RI.1 Key Ideas and Details	
LACC.2.RI.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
DA.2.O.3.1	Use movement to interpret feelings, stories, pictures, and songs.
TH.2.C.1.1	Describe a character in a story and tell why the character is important to the story.

Course Number: 5013070	
Course Path: TBA	
Course Title: Music - Grade One	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Music - Grade One	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: First-grade students in music class explore their world through listening, singing, moving, playing instruments, and creating to stimulate the imagination and lead to innovation and creative risk-taking. As they develop basic skills, techniques, and processes in music, they strengthen their music and extra-music vocabulary and music literacy, as well as their ability to remember, focus on, process, and sequence information. As students sing, play, move, and create together, they develop the foundation for important skills such as teamwork, acceptance, respect, and responsibility that will help students be successful in the 21 st century.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.1.C.1.1	Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
MU.1.C.1.2	Respond to music from various sound sources to show awareness of differences in musical ideas.
MU.1.C.1.3	Classify instruments into pitched and unpitched percussion families.
MU.1.C.1.4	Differentiate between music performed by one singer and music performed by a group of singers.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.1.C.2.1	Identify the similarities and differences between two performances of a familiar song.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.1.C.3.1	Share different thoughts or feelings people have about selected pieces of music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.1.S.1.1	Improvise a four-beat response to a musical question sung or played by someone else.
MU.1.S.1.2	Create short melodic and rhythmic patterns based on teacher-established guidelines.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.1.S.2.1	Sing or play songs, which may include changes in verses or repeats, from memory.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.1.S.3.1	Sing simple songs in a group, using head voice and maintaining pitch.
MU.1.S.3.2	Play three- to five-note melodies and/or accompaniments on classroom instruments.
MU.1.S.3.3	Sing simple la-sol-mi patterns at sight.
MU.1.S.3.4	Match simple aural rhythm patterns in duple meter with written patterns.
MU.1.S.3.5	Show visual representation of simple melodic patterns performed by the teacher or a peer.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.1.O.1.1	Respond to contrasts in music as a foundation for understanding structure.
MU.1.O.1.2	Identify patterns of a simple, four-measure song or speech piece.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.1.O.3.1	Respond to changes in tempo and/or dynamics within musical examples.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.1.H.1.1	Perform simple songs, dances, and musical games from a variety of cultures.
MU.1.H.1.2	Explain the work of a composer.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.1.H.2.1	Identify and perform folk music used to remember and honor America and its cultural heritage.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.1.H.3.1	Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.1.F.1.1	Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.1.F.2.1	Describe how he or she likes to participate in music.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.1.F.3.1	Demonstrate appropriate manners and teamwork necessary for success in a music classroom.

Additional Required Benchmarks:	
LACC.1.RL.2 Craft and Structure	
LACC.1.RL.2.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
DA.1.S.3.4	Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.
DA.1.O.3.1	Create movement phrases to express a feeling, idea, or story.
TH.1.S.1.3	Explain personal preferences related to a performance.

Course Number: 5013060	
Course Path: TBA	
Course Title: Music - Grade Kindergarten	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: Music - Grade Kindergarten	
Course Length: Year	
Course Status: DRAFT – State Board approval pending	
Course Description: Kindergarten students in music class explore their environment and music world through a variety of experiences. Singing, listening, and movement activities will form the foundation for musical development, along with thinking, self-expression, and communication skills will be developed through singing, movement, creative musical play, creating, listening, and understanding activities. A variety of carefully chosen music will allow students to gain knowledge of one's self and build understanding, acceptance, and enrichment throughout their lives. By fostering creativity throughout the curriculum, the seeds of innovation will begin to bloom even in these novice learners.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This class may include opportunities to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.K.C.1.1	Respond to music from various sound sources to show awareness of steady beat.
MU.K.C.1.2	Identify various sounds in a piece of music.
MU.K.C.1.3	Identify, visually and aurally, pitched and unpitched classroom instruments.
MU.K.C.1.4	Identify singing, speaking, and whispering voices.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.K.C.2.1	Identify similarities and/or differences in a performance.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.K.C.3.1	Share opinions about selected pieces of music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.K.S.1.1	Improvise a response to a musical question sung or played by someone else.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.K.S.2.1	Sing or play songs from memory.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.K.S.3.1	Sing songs of limited range appropriate to the young child and use the head voice.
MU.K.S.3.2	Perform simple songs and accompaniments.

MU.K.S.3.3	Match pitches in a song or musical phrase in one or more keys.
MU.K.S.3.4	Imitate simple rhythm patterns played by the teacher or a peer.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.K.O.1.1	Respond to beat, rhythm, and melodic line through imitation.
MU.K.O.1.2	Identify similarities and differences in melodic phrases and/or rhythm patterns.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.K.O.3.1	Respond to music to demonstrate how it makes one feel.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.K.H.1.1	Respond to music from diverse cultures through singing and movement.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.K.H.2.1	Respond to and/or perform folk music of American cultural sub-groups.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.K.H.3.1	Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.K.F.1.1	Respond to and explore music through creative play and found sounds in the music classroom.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.K.F.3.1	Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
Additional Required Benchmarks:	
LACC.K.RL.4 Range of Reading and Level of Text Complexity	
LACC.K.RL.4.10	Actively engage in group reading activities with purpose and understanding.
LACC.K.RL.1 Key Ideas and Details	
LACC.1.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
DA.K.S.3.3	Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
DA.K.O.3.1	Use movement to express a feeling, idea, or story.
SC.K.P.10.1	Observe that things that make sound vibrate.
TH.K.S.1.3	Describe personal preferences related to a performance.

Course Number: 5013035		
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Music » SubSubject: Music Electives »		
Course Title: Elementary Special Ensemble		
Course Section: Grades PreK to 12 Education Courses		
Abbreviated Title: ELEM SPEC ENS		
Course Length: Year		
Course Status: DRAFT - State Board approval pending		
Course Type: MU		
<p>Course Description: Students with varying levels of experience in an elementary ensemble other than chorus, band, or orchestra develop foundational techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for such small-instrument ensembles as recorder or guitar, may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.</p>		
<p>General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.</p>		
<p>Examples:</p> <ul style="list-style-type: none"> - A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks. - A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year. - A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. - A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks. 		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.		
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.		
MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.	MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.	MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.	MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.	MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
MU.3.C.2.1 Evaluate performances of familiar music using teacher-established criteria.	MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
NA	MU.4.C.2.2 Critique specific techniques in one's own and others' performances using teacher-established criteria.	MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.	MU.4.C.3.1 Describe characteristics that make various musical works appealing.	MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.		
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.		
NA	MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.	MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.
NA	NA	MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.		
MU.3.S.2.1 Identify patterns in songs to aid the development of sequencing and memorization skills.	MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
NA	NA	MU.5.S.2.2 Apply performance techniques to familiar music.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		
MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.	MU.4.S.3.3 Perform extended pentatonic melodies at sight.	MU.5.S.3.3 Perform simple diatonic melodies at sight.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.		
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.		
MU.3.O.1.1 Identify, using correct music vocabulary, the musical elements in a piece of music.	MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.3.O.1.2 Identify and describe the musical form of a familiar song.	NA	NA
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.		
MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music.	MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.	MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
NA	MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.		
Through study in the arts, we learn about and honor others and the worlds in which they live(d).		
MU.3.H.1.2 Identify significant information about specified composers and one or more of their musical works.	MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.	MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.		
MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.		
Careers in and related to the arts significantly and positively impact local and global economies.		
MU.3.F.2.1 Identify musicians in the school, community, and media.	MU.4.F.2.1 Describe roles and careers of selected musicians.	MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
MU.3.F.2.2 Describe opportunities for personal music-making.	NA	MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.		
MU.3.F.3.1 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
Additional Required Benchmarks:		
LACC.3.RI. 2 Craft and Structure LACC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LACC.3.RI. 2 Craft and Structure LACC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LACC.3.RI. 2 Craft and Structure LACC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Course Number: 5013030		
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Music » SubSubject: Music Electives »		
Course Title: Elementary Orchestra		
Course Section: Grades PreK to 12 Education Courses		
Abbreviated Title: ELEM ORCH		
Course Length: Year		
Course Status: DRAFT - State Board approval pending		
Course Description: Students who have varying levels of experience on orchestral string instruments explore high-quality literature written and/or arranged for string orchestra. Rehearsals focus on the development of instrumental techniques and skills, critical listening and aural skills, music literacy, ensemble skills, and aesthetic musical awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.		
General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.		
Examples:		
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.		
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.		
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.		
MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.	MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.	MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.	MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.	MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.3.C.1.3 Identify families of orchestral and band instruments.	MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.	MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
MU.3.C.2.1 Evaluate performances of familiar music using teacher-established criteria. NA	MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others. MU.4.C.2.2 Critique specific techniques in one's own and others' performances using teacher-established criteria.	MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance. MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.	MU.4.C.3.1 Describe characteristics that make various musical works appealing.	MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.		
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.		
NA NA	MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form. NA	MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music. MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.		
MU.3.S.2.1 Identify patterns in songs to aid the development of sequencing and memorization skills. NA	MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance. NA	MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance. MU.5.S.2.2 Apply performance techniques to familiar music.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		
MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.	MU.4.S.3.3 Perform extended pentatonic melodies at sight.	MU.5.S.3.3 Perform simple diatonic melodies at sight.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.		
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.		
MU.3.O.1.1 Identify, using correct music vocabulary, the musical elements in a piece of music.	MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.3.O.1.2 Identify and describe the musical form of a familiar song.	NA	NA
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.		
MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music.	MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.	MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
NA	MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.		
Through study in the arts, we learn about and honor others and the worlds in which they live(d).		
MU.3.H.1.2 Identify significant information about specified composers and one or more of their musical works.	MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.	MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.		
MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.		
Careers in and related to the arts significantly and positively impact local and global economies.		
MU.3.F.2.1 Identify musicians in the school, community, and media.	MU.4.F.2.1 Describe roles and careers of selected musicians.	MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
MU.3.F.2.2 Describe opportunities for personal music-making.	NA	MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.		
MU.3.F.3.1 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
NA	MU.4.F.3.2 Discuss the safe, legal way to download songs and other media.	MU.5.F.3.2 Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.

Additional Required Benchmarks:		
<p>LACC.3.RI.2 Craft and Structure</p> <p>LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NA</p>	<p>LACC.4.RI.2 Craft and Structure</p> <p>LACC.4.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>SC.4.P.10.3 Investigate and explain that sound is produced by vibrating objects and that pitch depends on how fast or slow the object vibrates.</p>	<p>LACC.5.RI.2 Craft and Structure</p> <p>LACC.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>NA</p>

Course Number: 5013020		
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades PreK to 5 Education Courses » Subject: Music » SubSubject: Music Electives »		
Course Title: Elementary Band		
Course Section: Grades PreK to 12 Education Courses		
Abbreviated Title: ELEM BAND		
Course Length: Year		
Course Status: DRAFT - State Board approval pending		
Course Description: Students who have varying levels of experience on a band instrument to explore high-quality beginning band music. They develop foundational instrumental techniques, skills, and music literacy. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.		
General Note: The course descriptions for Elementary Music Electives have been designed to accommodate the mixing of grade levels, experience, and abilities within the same ensemble. Music teachers for elementary music electives should select the most appropriate set of grade-specific benchmarks based on each student's experience, music literacy, and available instruction time. Once an elementary student has entered a course at a specific level of benchmarks, he or she should progress to the next set of grade-specific benchmarks in the sequence for purposes of assessment. If a student reaches the Grade 5 level prior to 5th grade, he or she may continue to participate in the ensemble; the teacher is responsible for designating an appropriate means of increasing the rigor for the student in each subsequent year.		
Examples:		
- A 3rd grade student beginning in Elementary Band may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 2nd grade student who has taken violin lessons for several years and who is musically literate may receive instruction in Elementary Orchestra and be assessed according to the Grade 5 benchmarks, repeating use of these benchmarks with increased rigor in each subsequent year.		
- A 5th grader singing in Elementary Chorus for the first time may receive instruction and be assessed according to the Grade 3 benchmarks.		
- A 4th grader in Handbell Ensemble (Special Ensemble) for the first time may receive instruction and be assessed according to the Grade 3 benchmarks. The same student, in Orff Ensemble (Special Ensemble) for the second year, may receive instruction and be assessed according to the Grade 4 benchmarks.		
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.		
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.		
MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.	MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.	MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.	MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.	MU.5.C.1.2 Hypothesize and discuss, using correct music vocabulary, the composer's intent for a specific musical work.

MU.3.C.1.3 Identify families of orchestral and band instruments.	MU.4.C.1.3 Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.	MU.5.C.1.3 Identify, aurally, selected instruments of the band and orchestra.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.		
MU.3.C.2.1 Evaluate performances of familiar music using teacher-established criteria.	MU.4.C.2.1 Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.	MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
NA	MU.4.C.2.2 Critique specific techniques in one's own and others' performances using teacher-established criteria.	MU.5.C.2.2 Describe changes, using correct music vocabulary, in one's own and/or others' performance over time.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.		
MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.	MU.4.C.3.1 Describe characteristics that make various musical works appealing.	MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.		
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.		
NA	MU.4.S.1.3 Arrange a familiar song for voices or instruments by manipulating form.	MU.5.S.1.3 Arrange a familiar song by manipulating specified aspects of music.
NA	NA	MU.5.S.1.4 Sing or play simple melodic patterns by ear with support from the teacher.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.		
MU.3.S.2.1 Identify patterns in songs to aid the development of sequencing and memorization skills.	MU.4.S.2.1 Apply knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsal and performance.	MU.5.S.2.1 Use expressive elements and knowledge of musical structure to aid in sequencing and memorization and to internalize details of rehearsals and performance.
NA	NA	MU.5.S.2.2 Apply performance techniques to familiar music.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.		
MU.3.S.3.3 Sing simple la-sol-mi-re-do patterns at sight.	MU.4.S.3.3 Perform extended pentatonic melodies at sight.	MU.5.S.3.3 Perform simple diatonic melodies at sight.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.		
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.		
MU.3.O.1.1 Identify, using correct music vocabulary, the musical elements in a piece of music.	MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.	MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
MU.3.O.1.2 Identify and describe the musical form of a familiar song.	NA	NA
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.		
MU.3.O.3.1 Describe how tempo and dynamics can change the mood or emotion of a piece of music.	MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.	MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
NA	MU.4.O.3.2 Apply expressive elements to a vocal or instrumental piece and, using correct music vocabulary, explain one's choices.	MU.5.O.3.2 Perform expressive elements in a vocal or instrumental piece as indicated by the score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.		
Through study in the arts, we learn about and honor others and the worlds in which they live(d).		
MU.3.H.1.2 Identify significant information about specified composers and one or more of their musical works.	MU.4.H.1.2 Describe the influence of selected composers on the musical works and practices or traditions of their time.	MU.5.H.1.2 Compare and describe the compositional characteristics used by two or more composers whose works are studied in class.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.		
MU.3.H.3.1 Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.	MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.	MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.		
Careers in and related to the arts significantly and positively impact local and global economies.		
MU.3.F.2.1 Identify musicians in the school, community, and media.	MU.4.F.2.1 Describe roles and careers of selected musicians.	MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
MU.3.F.2.2 Describe opportunities for personal music-making.	NA	MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.		
MU.3.F.3.1 Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.	MU.4.F.3.1 Identify the characteristics and behaviors displayed by successful student musicians, and discuss how these qualities will contribute to success beyond the music classroom.	MU.5.F.3.1 Examine and discuss the characteristics and behaviors displayed by successful student musicians that can be applied outside the music classroom.
NA	MU.4.F.3.2 Discuss the safe, legal way to download songs and other media.	MU.5.F.3.2 Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
Additional Required Benchmarks:		
LACC.3.RI.2 Craft and Structure LACC.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LACC.4.RI.2 Craft and Structure LACC.4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	LACC.5.RI.2 Craft and Structure LACC.5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Course Number: 1303250	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: M/J Music Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC TECNQS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303240	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: M/J Music Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC TECNQS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303230	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: M/J Music Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC TECNQS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no instrumental or vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303220	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: M/J Music Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC ENS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal or instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303210	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: M/J Music Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC ENS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous vocal or instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303200	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: M/J Music Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC ENS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no small vocal or instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303150	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Technology »	
Course Title: M/J Music Technology	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUSIC TECH	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students investigate the fundamental applications, tools, history, and aesthetics of music technology. Student musicians explore traditional, current, and emerging technologies, including personal devices; and use them to explore, capture, create, arrange, manipulate, reproduce, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.6.SL.1 Comprehension and Collaboration	
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.1 Text Types and Purposes	
LACC.68.WHST.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1303140
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »
Course Title: M/J Chorus 3 and Career Planning
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J CHORUS 3 C/P
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance and study of a variety of 2-, 3-, and 4-part choral literature. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.4 Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
MU.68.S.2.2 Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively.

MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	

18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1303130
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »
Course Title: M/J Chorus 2 and Career Planning
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J CHORUS 2 C/P
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students build on previous choral experience to expand vocal, technical, musical and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. In tandem with their learning opportunities in chorus, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.4 Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2 Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3 Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure

LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	

21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1303120	
Course Title: M/J Vocal Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC ENS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303110	
Course Title: M/J Vocal Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC ENS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous vocal ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303100	
Course Title: M/J Vocal Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC ENS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no small vocal ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303090	
Course Title: M/J Vocal Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC TECNQS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303080	
Course Title: M/J Vocal Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC TECNQS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303070	
Course Title: M/J Vocal Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J VOC TECNQS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no vocal experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1303030	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: M/J Chorus 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CHORUS 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with significant experience in a choral ensemble develop advanced knowledge of vocal techniques, music literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality advanced choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1303020	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: M/J Chorus 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CHORUS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1303010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: M/J Chorus 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CHORUS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration

LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1303000	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: M/J Chorus 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J CHORUS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302160	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: M/J Orchestra 3 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ORCH 3 C/P	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1 Comprehension and Collaboration	
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self- Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.

14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1302150	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: M/J Orchestra 2 and Career Planning	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ORCH 2 C/P	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students who have some previous orchestral experience develop instrumental technique, performance skills, music literacy, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. In tandem with their learning opportunities in orchestra, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
Special Note: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1 Comprehension and Collaboration	
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	

Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.

27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1302142
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »
Course Title: M/J Band 3 and Career Planning
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J BAND 3 C/P
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Special Notes: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
MU.68.C.3.1 Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1 Comprehension and Collaboration	
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self-Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.

13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.

Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.
22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1302140
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »
Course Title: M/J Band 2 and Career Planning
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J BAND 2 C/P
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. In tandem with their learning opportunities in band, students investigate careers in a wide variety of fields guided by the competencies required by Florida Statute. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
Special Notes: Career and Education Planning - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
MU.68.S.2.2 Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):	
Understanding the Workplace	
1.0	Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
2.0	Describe the influences that societal, economic, and technological changes have on employment trends and future training.
3.0	Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
4.0	Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.
Self- Awareness	
5.0	Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
6.0	Identify five values that they consider important in making a career choice.
7.0	Identify skills needed for career choices and match to personal abilities.
8.0	Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
9.0	Identify strengths and areas in which assistance is needed at school.
10.0	Apply results of all assessments to personal abilities in order to make realistic career choices.
Exploring Careers	
11.0	Demonstrate the ability to locate, understand, and use career information.
12.0	Use the Internet to access career and education planning information.
13.0	Identify skills that are transferable from one occupation to another.
14.0	Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
15.0	Explain the relationship between educational achievement and career success.
Goal Setting and Decision-Making	
16.0	Identify and demonstrate use of steps to make career decisions.
17.0	Identify and demonstrate processes for making short and long term goals.
Workplace Skills	
18.0	Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
19.0	Demonstrate skills to interact positively with others.
20.0	Demonstrate employability skills such as working on a team, problem-solving and organizational skills.
Career and Education Planning	
21.0	Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0	Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
23.0	Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
24.0	Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
25.0	Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
26.0	Describe how extracurricular programs can be incorporated in career and education planning.
27.0	Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
28.0	Describe high school credits and explain how GPAs are calculated.
Job Search	
29.0	Demonstrate skills to complete a job application.
30.0	Demonstrate skills essential for a job interview.

Course Number: 1302130	
Course Title: M/J Instrumental Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J INST ENS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high-quality instrumental ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302120	
Course Title: M/J Instrumental Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J INST ENS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous instrumental ensemble experience continue to build musicianship and performance skills through the study, rehearsal, and performance of high-quality ensemble literature in a variety of styles. Student musicians learn to self-assess and collaborate as they study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302110	
Course Title: M/J Instrumental Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J INST ENS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302100	
Course Title: M/J Instrumental Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J INST TECNQS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Student musicians build on previous instruction to develop high levels of musicianship, technical proficiency, and performance skills through preparation of technically challenging scales, etudes, and solo literature. Students use problem-solving, critical thinking, and reflection to demonstrate the skills of disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302090	
Course Title: M/J Instrumental Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J INST TECNQS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build on previous instruction to strengthen their musicianship, technique, and performance skills through preparation of scales, etudes, and solo literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302080	
Course Title: M/J Instrumental Techniques 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no instrumental experience develop musicianship, technical proficiency, and performance skills. Beginning musicians focus on development of skills and techniques through scales, etudes, and solo literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

Course Number: 1302070	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: M/J Orchestra 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ORCH 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous orchestral experience demonstrate advanced knowledge of instrumental techniques, musical literacy, ensemble skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Additional opportunities for experiences in small ensembles, solo performance, and various leadership roles may be available. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.

MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.

MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.8.SL.1 Comprehension and Collaboration	
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302060	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: M/J Orchestra 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ORCH 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous orchestral experience demonstrate intermediate-level knowledge of instrumental techniques, musical literacy, ensemble performance skills, and related musical knowledge through study, rehearsal, and performance of a variety of high-quality orchestral literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.

MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302050	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: M/J Orchestra 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J ORCH 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students who have some previous orchestral experience focus on the development of instrumental technique, musical literacy, performance skills, and increasing aesthetic awareness through study, rehearsal, and performance of a variety of high-quality orchestra literature. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302040
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »
Course Title: M/J Orchestra 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: M/J ORCH 1
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Course Description: Students who have little or no experience on violin, viola, cello, bass, or harp explore high-quality music literature written or transcribed for string orchestra. Study includes the development of foundational instrumental ensemble techniques, performance skills, music literacy, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.68.S.1.3 Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
MU.68.S.2.1 Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2 Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2 Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3 Sight-read standard exercises and simple repertoire.
MU.68.S.3.4 Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6 Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302030	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: M/J Band 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J BAND 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with considerable band experience strengthen their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of advanced, high-quality band literature. Instrumentalists refine their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehensive and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302020	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: M/J Band 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J BAND 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous band experience expand on their instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of intermediate-level, high-quality band literature. Instrumentalists extend their knowledge of music notation and theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: M/J Band 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J BAND 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous band experience build on instrumental technique, music literacy, and aesthetic response through rehearsal, performance, and study of a variety of high-quality band literature. Instrumentalists expand their knowledge of music notation, music theory, sound production, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.

MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1302000	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: M/J Band 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J BAND 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301110	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Exploring Music 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J EXPLOR MUSIC 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301100	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Exploring Music 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J EXPLOR MUSIC 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students survey the growth of American music from its early years to 21 st -century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301090	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Exploring Music 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J EXPLOR MUSIC 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students explore the essential elements of 20 th - and 21 st -century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Bollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.1	Describe the functions of music from various cultures and time periods.
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1	Comprehension and Collaboration
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge

LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.
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Course Number: 1301080	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Guitar 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J GUITAR 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous experience strengthen their guitar skills and knowledge, reviewing barre and power chords; adding strumming and finger-picking patterns; playing in 5 th position; working with major scales; and building ensemble skills. Guitarists expand their tablature and standard-notation reading skills, add to their knowledge of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.8.SL.1	Comprehension and Collaboration
LACC.8.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301070	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Guitar 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J GUITAR 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1 st -position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.4	Classify authentic stylistic features in music originating from various cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.

MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2	Craft and Structure
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3	Research to Build and Present Knowledge
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301060	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Guitar 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J GUITAR 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, strumming patterns, playing/singing simple melodies, foundational music theory, parts of the guitar, and ensemble skills. Beginning guitarists explore the careers and music of significant performers in pop/rock, jazz, blues, classical, country, bluegrass, and hard rock/metal genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.5	Perform melodies with chord progressions.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.6.SL.1 Comprehension and Collaboration	
LACC.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301050	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Keyboard 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J KEYBD 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with significant knowledge of piano technique, music literacy, and related musical knowledge extend their skills through a variety of solo and ensemble literature. Students explore the influence of the piano on performance and composition through history, and develop the skills needed to assess their own and others' piano performances. Advanced middle school pianists investigate familiar, new, and emerging music technology and its connection to keyboards and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.1	Perform music from memory to demonstrate knowledge of the musical structure.
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
MU.68.S.3.6	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.3	Describe how American music has been influenced by other cultures.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301040	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Keyboard 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J KEYBD 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students build on prior piano experience to develop intermediate piano techniques and skills, and learn music repertoire from various styles and time periods. They explore musical creativity through improvisation and composition, and cultivate analytical listening and critical thinking skills associated with making informed musical decisions. Intermediate-level pianists also learn about the basic tools of music technology through such components as MIDI keyboards. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.2	Identify the works of representative composers within a specific style or time period.
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1301030	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Keyboard 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J KEYBD 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with little or no prior experience develop fundamental piano techniques, learn to read music, apply basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists explore musical creativity in the form of basic arranging and improvisation, and develop analytical listening and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.1	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
MU.68.C.2.2	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.68.S.2.2	Transfer performance techniques from familiar to unfamiliar pieces.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.1	Sing and/or play age-appropriate repertoire expressively.
MU.68.S.3.2	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1300010	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Music Theory 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUS THEORY 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students with prior music theory experience expand their understanding of the technical and structural elements of music. Intermediate-level music theorists develop the aural skills needed for a variety of musical styles and processes, including composition, improvisation, performance, and consumerism. Class work focuses on creativity and strengthening analytical abilities. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
MU.68.C.1.3	Identify, aurally, instrumental styles and a variety of instrumental ensembles.
MU.68.C.1.4	Identify, aurally, a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.2	Compose a short musical piece.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.5	Perform melodies with chord progressions.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.
MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.1	Create a composition, manipulating musical elements and exploring the effects of those manipulations.
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
MU.68.O.3.2	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.68.H.1.5	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.1	Describe the influence of historical events and periods on music composition and performance.
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use "traditional" and contemporary technologies.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
MU.68.F.2.2	Describe how concert attendance can financially impact a community.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.1	Describe how studying music can enhance citizenship, leadership, and global thinking.
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	
LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.1 Text Types and Purposes	
LACC.68.WHST.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.3 Research to Build and Present Knowledge	
LACC.68.WHST.3.9	Draw evidence from informational texts to support analysis reflection, and research.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1300000	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: M/J Music Theory 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: M/J MUS THEORY 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Course Description: Students discover how music works with an exploratory introduction to the compositional process, and develop fluency in music notation and rhythmic skills, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.68.C.1.1	Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.68.C.2.3	Critique personal composition and/or improvisation, using simple criteria, to generate improvements with guidance from teachers and/or peers.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.68.C.3.1	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.68.S.1.1	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
MU.68.S.1.3	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.
MU.68.S.1.4	Sing or play melodies by ear with support from the teacher and/or peers.
MU.68.S.1.6	Compose a melody, with or without lyrics, over a standard harmonic progression.
MU.68.S.1.8	Demonstrate specified mixing and editing techniques using selected software and hardware.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.68.S.3.3	Sight-read standard exercises and simple repertoire.

MU.68.S.3.4	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
MU.68.S.3.5	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.68.O.2.2	Demonstrate knowledge of major and minor tonalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.68.O.3.1	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.68.H.2.2	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
MU.68.H.2.3	Classify the literature being studied by genre, style, and/or time period.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.68.H.3.1	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
MU.68.H.3.2	Discuss how the absence of music would affect other content areas and contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.68.F.1.1	Create a composition and/or performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.68.F.2.1	Describe several routes a composition or performance could travel from creator to consumer.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.68.F.3.2	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
MU.68.F.3.3	Identify the tasks involved in the compositional process and discuss how the process might be applied in the work place.
Additional Required Benchmarks:	
LACC.68.RST.2 Craft and Structure	

LACC.68.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
LACC.68.WHST.1 Text Types and Purposes	
LACC.68.WHST.1.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DA.68.S.2.1	Sustain focused attention, respect, and discipline during classes and performances.

Course Number: 1303400	
Course Title: Vocal Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL TECNQS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: Chorus: Register-specific 4 - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHOR REG SPEC 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.

MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.

MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303380	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: Chorus: Register-specific 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHOR REG SPEC 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students continue to build on previous choral experience to develop skills to perform increasingly challenging, high-quality literature for singers in a similar vocal range. As singers explore two-, three-, and four-part literature in its historical and cultural context, they enhance their musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303370	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: Chorus: Register-specific 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHOR REG SPEC 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with prior choral or vocal instruction focus on developing skills to perform high-quality literature with singers in a similar vocal range. Through two- and three-part music, students build musicianship and choral ensemble skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas

LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.).
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2 Production and Distribution of Writing	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303360	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Choral »	
Course Title: Chorus: Register-specific 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHOR REG SPEC 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this entry-level class focus on the rehearsal, performance, and study of high-quality music literature for singers of a similar voice range. As they address the technical needs of singers in a specific range of notes, they learn beginning music theory, musicianship, and choral performance skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
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Course Number: 1303350	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 6 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 6 HON	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.

Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.

Course Number: 1303340	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 5 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 5 HON	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.

Course Number: 1303330	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students’ aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others’ performance.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others’ artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	

LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303320	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.

MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3	Analyze the evolution of a music genre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	

LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303310	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2 Production and Distribution of Writing	
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303300	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Chorus 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHORUS 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.4	Compare and perform a variety of vocal styles and ensembles.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302540	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Chamber Orchestra	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: CHAMB ORCH	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: String players seeking a challenging, small orchestra ensemble experience advance their ensemble, instrumental, and music literacy skills as they learn standard chamber orchestra works from a broad variety of periods and styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302530	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: Jazz Ensemble 4 - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: JAZZ ENS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.

MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.

MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302520	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: Jazz Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: JAZZ ENS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.

MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302510	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: Jazz Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: JAZZ ENS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302500	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Band »	
Course Title: Jazz Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: JAZZ ENS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2	Craft and Structure

LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302490	
Course Title: Instrumental Ensemble 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST ENS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302480	
Course Title: Instrumental Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST ENS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
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Course Number: 1302470	
Course Title: Instrumental Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST ENS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	

MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3	Research to Build and Present Knowledge

LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302460	
Course Title: Instrumental Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST ENS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302450	
Course Title: Instrumental Techniques 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST TECNQS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	

MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	

LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302440	
Course Title: Instrumental Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST TECNQS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302430	
Course Title: Instrumental Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST TECNQS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302420	
Course Title: Instrumental Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: INST TECNQS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302410	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 6 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 6 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302400	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 5 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 5 HON	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 4	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

Additional Required Benchmarks:	
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302380	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302370	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302360	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Orchestra »	
Course Title: Orchestra 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: ORCH 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302355

Course Title: Marching Band

Abbreviated Title: MARCH BAND

Course Length: Semester

Course Level: 2

Course Status: Draft – State Board approval pending

Credit: 0.5 (Multiple Credits)

Course Description: Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.

MU.912.C.2.3 Evaluate one's own or others' compositions and/or improvisations and generate improvements independently or cooperatively.

MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

MU.912.S.2.2 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.

MU.912.O.3.2 Interpret and perform expressive elements indicated by the musical score and/or conductor.

MU.912.F.3.3 Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

Additional Required Benchmarks:

LACC.910.SL.1 Comprehension and Collaboration

LACC.910.SL.1.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LACC.910.RST.2. Craft and Structure

LACC.910.RST.2.4 Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

DA.912.C.1.2 Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.

DA.912.C.2.1 Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.

DA.912.S.2.1 Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.2 Apply corrections and concepts from previously learned steps to different material to improve processing of new information.

DA.912.O.1.3 Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression.

DA.912.F.3.8 Demonstrate effective teamwork and accountability, using compromise, collaboration, conflict resolution, to set and achieve goals as required in the work environment.

PE.912.C.1.3 Analyze through observation the movement performance of self and others.

PE.912.C.1.7: Evaluate the effectiveness of specific warm-up and cool-down activities.

PE.912.C.1.9: Explain the precautions to be taken when exercising in extreme weather and/or environmental conditions.

PE.912.C.1.25 Analyze and evaluate the risks, safety procedures, rules, and equipment associated with specific course activities.

PE.912.M.1.20 Perform complex combinations and sequences demonstrating smooth transitions while alone, with a partner, or in a small group.

PE.912.R.1.5 Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors, while participating in a variety of physical activities.

Course Number: 1302350	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 6 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 6 HON	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.

Course Number: 1302340	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 5 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 5 HON	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles, solo performance, and leadership opportunities may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
SS.912.H.1.5	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

Course Number: 1302330	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 4	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302320	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 3	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course requires students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3	Analyze the evolution of a music genre.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1302310	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 2	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF)	
Course Description: This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1302300	
Course Path: Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music »	
Course Title: Band 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: BAND 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT – State Board approval pending	
Credit: 1.0	
Graduation Requirements: Will meet Performing/Fine Arts (PF) requirement	
Course Description: This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.	
General Note: All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.	
Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.

MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21 st -century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.RST.2.4 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301390	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Keyboard 4 - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: KEYBD 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.

MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.L.1	Conventions of Standard English
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301380	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Keyboard 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: KEYBD 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.

MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.L.1	Conventions of Standard English
LACC.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301370	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Keyboard 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: KEYBD 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.L.1	Conventions of Standard English
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301360	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Keyboard 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: KEYBD 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.L.1	Conventions of Standard English
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301350	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Guitar 4 - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: GUITAR 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	

MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	

MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301340	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Guitar 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: GUITAR 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1 st , 2 nd , and 5 th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	

MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	

LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Guitar 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: GUITAR 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	

MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1301320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Guitar 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: GUITAR 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1300810

Course Title: Music 2 – Florida’s Pre-International Baccalaureate

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: MUSIC 2 FL PRE-IB

Number of Credits: 1

Course Length: Year

Course Level: 3

Course Status: DRAFT - State Board approval pending

Graduation Requirements: PF

Course Description: Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students in this Pre-IB class use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Special Note: *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group6/> Published 12/06/2010 Updated 05/23/2011*

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts,

	and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1300800

Course Title: Music 1 – Florida’s Pre-International Baccalaureate

Course Section: Grades PreK to 12 Education Courses

Abbreviated Title: MUSIC 1 FL PRE-IB

Number of Credits: 1

Course Length: Year

Course Level: 3

Course Status: DRAFT - State Board approval pending

Graduation Requirements: PF

Course Description: Students in this Pre-IB class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

Special Note: *Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group6/> Published 12/06/2010 Updated 05/23/2011*

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1300340	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »	
Course Title: Music of the World	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC WORLD	
Number of Credits: 1.0	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore the musical traditions of 20 th - and 21 st -century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.L.1 Conventions of Standard English	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1300310
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »
Course Title: Music Theory 2 Honors
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: MUS THEORY 2 HON
Number of Credits: 1
Course Length: Year
Course Level: 3
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
MU.912.C.1.3	Analyze instruments of the world and classify them by common traits.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.
MU.912.S.1.8	Record, mix, and edit a recorded performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.

MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	

LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.L.1	Conventions of Standard English
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3	Research to Build and Present Knowledge
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1300300
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: General Music »
Course Title: Music Theory 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: MUS THEORY 1
Number of Credits: 1
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
Special Notes:

Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

MU.912.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.

MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.1	Improvise rhythmic and melodic phrases over harmonic progressions.
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.8	Record, mix, and edit a recorded performance.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.3	Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.L.1 Conventions of Standard English	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1305530	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: Music Techniques 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC TECNQS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this advanced class refine their musicianship and performance skills on a specified instrument or voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1305520	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: Music Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC TECNQS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this intermediate-level class develop their musical and technical skills further on a specific instrument or voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure

LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1305510	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: Music Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC TECNQS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this novice-level class continue to develop musical and technical skills on a specific instrument or voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1305500	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Vocal or Instrumental Techniques »	
Course Title: Music Techniques 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC TECNQS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1305430	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: Music Ensemble 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC ENS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.1112.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.	
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1305420	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: Music Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC ENS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students strengthen vocal or instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1305410	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »	
Course Title: Music Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUSIC ENS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with previous vocal or instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure

LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.3 Research to Build and Present Knowledge	
LACC.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1305400
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Small Vocal or Instrumental Ensemble »
Course Title: Music Ensemble 1
Course Section: Grades PreK to 12 Education Courses
Abbreviated Title: MUSIC ENS 1
Number of Credits: 1
Course Length: Year
Course Level: 2
Course Status: DRAFT - State Board approval pending
Graduation Requirements: PF
Course Description: Students with little or no experience in a vocal or instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.
MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2 Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
MU.912.S.1.3 Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
MU.912.S.2.2 Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.F.3.8

Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1305330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Music and Movement »	
Course Title: Eurhythmics 4	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: EURHY 4	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.3	Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
DA.912.C.2.1	Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
DA.912.C.2.4	Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance.

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.1	Synthesize a variety of choreographic principles and structures to create a dance.
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
DA.912.O.1.5	Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework.

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.2	Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
DA.912.F.1.3	Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
DA.912.F.3.1	Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece.
DA.912.F.3.2	Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Course Number: 1305320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Music and Movement »	
Course Title: Eurhythmics 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: EURHY 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
DA.912.C.1.4	Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
DA.912.C.3.1	Critique the quality and effectiveness of performances based on exemplary models and self-established criteria.
DA.912.C.3.2	Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition.

SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.2	Apply corrections and concepts from previously learned steps to different material to improve processing of new information.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
DA.912.H.1.1	Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography.
DA.912.H.1.3	Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
DA.912.H.3.3	Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
DA.912.F.2.1	Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas

LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Course Number: 1305310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Music and Movement »	
Course Title: Eurhythmics 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: EURHY 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
DA.912.C.2.2	Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
DA.912.S.1.2	Generate choreographic ideas through improvisation and physical brainstorming.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Course Number: 1305300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Performance - Music and Movement »	
Course Title: Eurhythmics 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: EURHY 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
DA.912.C.1.2	Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
DA.912.C.2.3	Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

DA.912.S.2.4	Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
DA.912.S.3.2	Develop and maintain flexibility, strength, and stamina for wellness and performance.
DA.912.S.3.4	Perform dance vocabulary with musicality and sensitivity.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
DA.912.O.1.2	Apply standards of class and performance etiquette consistently to attain optimal working conditions.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
DA.912.O.3.1	Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures.
DA.912.O.3.2	Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
DA.912.F.3.6	Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure

LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Course Number: 1304330	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Technology »	
Course Title: Music Technology and Sound Engineering 4 - Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUS TECH ENG 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students refine and build on previous experience to identify their own creative voice through music technology and sound engineering, independently integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music of their own design. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.6	Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.

MU.912.S.1.8	Record, mix, and edit a recorded performance.
MU.912.S.1.9	Score music and use Foley art for a video segment or full video.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.4	Analyze how Western music has been influenced by historical and current world cultures.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.3	Analyze the evolution of a music genre.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.RST.3	Integration of Knowledge and Ideas

LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1304320	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Technology »	
Course Title: Music Technology and Sound Engineering 3 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUS TECH SOUN ENG 3 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students expand their experience with music technology and sound engineering, integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students focus on deeper exploration of their own creative work, enhanced by their knowledge of music and other arts and sciences. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
MU.912.S.1.8	Record, mix, and edit a recorded performance.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
MU.912.H.3.2	Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
LACC.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.RST.3 Integration of Knowledge and Ideas	
LACC.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
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Course Number: 1304310	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Technology »	
Course Title: Music Technology and Sound Engineering 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUS TECH SOUN ENG 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.2	Compose music for voices and/or acoustic, digital, or electronic instruments.
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
MU.912.S.1.8	Record, mix, and edit a recorded performance.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.L.1 Conventions of Standard English	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.RST.3 Integration of Knowledge and Ideas	

LACC.910.RST.3.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

LACC.1112.WHST.3 Research to Build and Present Knowledge

LACC.1112.WHST.3.9 Draw evidence from informational texts to support analysis, reflection, and research.
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DA.912.S.2.1 Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1304300	
Course Path: Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Music » SubSubject: Music Technology »	
Course Title: Music Technology and Sound Engineering 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: MUS TECH SOUN ENG 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
MU.912.C.2.3	Evaluate one's own or other's compositions and/or improvisations and generate improvements independently or cooperatively.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.5	Research and report on the impact of MIDI as an industry-standard protocol.
MU.912.S.1.7	Combine and/or create virtual and audio instruments.
MU.912.S.1.8	Record, mix, and edit a recorded performance.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.2	Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1 Comprehension and Collaboration	
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.910.SL.2 Presentation of Knowledge and Ideas	
LACC.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LACC.910.L.1 Conventions of Standard English	
LACC.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LACC.910.RST.2 Craft and Structure	
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.RST.3 Integration of Knowledge and Ideas	
LACC.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LACC.1112.WHST.3 Research to Build and Present Knowledge	
LACC.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
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Course Number: 1303470	
Course Title: Vocal Ensemble 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL ENS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.2	Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.1	Evaluate the social impact of music on specific historical periods.
MU.912.H.2.2	Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.	
MU.912.F.1.1	Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.2	Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303460	
Course Title: Vocal Ensemble 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL ENS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
MU.912.S.1.4	Perform and notate, independently and accurately, melodies by ear.

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.3	Compare two or more works of a composer across performance media.
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.

INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
MU.912.F.2.3	Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
Additional Required Benchmarks:	
LACC.1112.SL.1 Comprehension and Collaboration	
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2 Presentation of Knowledge and Ideas	
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2 Craft and Structure	
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
LACC.1112.WHST.2 Production and Distribution of Writing	
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303450	
Course Title: Vocal Ensemble 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL ENS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.	
MU.912.O.1.1	Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.910.WHST.2	Production and Distribution of Writing
LACC.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303440	
Course Title: Vocal Ensemble 1	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL ENS 1	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.	
MU.912.S.1.3	Arrange a musical work by manipulating two or more aspects of the composition.
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.5	Analyze music within cultures to gain understanding of authentic performance practices.
The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.	
MU.912.H.2.4	Examine the effects of developing technology on composition, performance, and acquisition of music.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.2	Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.
DA.912.F.3.8	Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment.

Course Number: 1303430	
Course Title: Vocal Techniques 4 Honors	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL TECNQS 4 HON	
Number of Credits: 1	
Course Length: Year	
Course Level: 3	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
MU.912.C.1.2	Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one's own hypothesis of the composer's intent.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.1	Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	

MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
MU.912.O.2.2	Transpose melodies into different modalities through performance and composition.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
Careers in and related to the arts significantly and positively impact local and global economies.	
MU.912.F.2.1	Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.1	Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	

LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
LACC.1112.WHST.2	Production and Distribution of Writing
LACC.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.1112.WHST.3	Research to Build and Present Knowledge
LACC.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303420	
Course Title: Vocal Techniques 3	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL TECNQS 3	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.1	Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
HISTORICAL and GLOBAL CONNECTIONS: Experiences in the arts foster understanding, acceptance, and enrichment among individuals, groups, and cultures from around the world and across time.	
Through study in the arts, we learn about and honor others and the worlds in which they live(d).	
MU.912.H.1.1	Investigate and discuss how a culture's traditions are reflected through its music.
Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.	
MU.912.H.3.1	Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.1112.SL.1	Comprehension and Collaboration
LACC.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LACC.1112.SL.2	Presentation of Knowledge and Ideas
LACC.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 1112 Language standards 1 and 3 on page 54 for specific expectations.)
LACC.1112.RST.2	Craft and Structure
LACC.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.

Course Number: 1303410	
Course Title: Vocal Techniques 2	
Course Section: Grades PreK to 12 Education Courses	
Abbreviated Title: VOCAL TECNQS 2	
Number of Credits: 1	
Course Length: Year	
Course Level: 2	
Course Status: DRAFT - State Board approval pending	
Graduation Requirements: PF	
Course Description: Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.	
CRITICAL THINKING and REFLECTION: Critical and creative thinking, self-expression, and communication with others are central to the arts.	
Cognition and reflection are required to appreciate, interpret, and create with artistic intent.	
MU.912.C.1.1	Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.
Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.	
MU.912.C.2.1	Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
MU.912.C.2.2	Evaluate performance quality in recorded and/or live performances.
The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.	
MU.912.C.3.1	Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.
SKILLS, TECHNIQUES, and PROCESSES: Through dance, music, theatre, and visual art, students learn that beginners, amateurs, and professionals benefit from working to improve and maintain skills over time.	
Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.	
MU.912.S.2.2	Transfer expressive elements and performance techniques from one piece of music to another.
Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.	
MU.912.S.3.1	Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
MU.912.S.3.2	Sight-read music accurately and expressively to show synthesis of skills.
MU.912.S.3.4	Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

ORGANIZATIONAL STRUCTURE: Works in dance, music, theatre, and visual art are organized by elements and principles that guide creators, interpreters, and responders.	
The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.	
MU.912.O.2.1	Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.	
MU.912.O.3.2	Interpret and perform expressive elements indicated by the musical score and/or conductor.
INNOVATION, TECHNOLOGY, and the FUTURE: Curiosity, creativity, and the challenges of artistic problems drive innovation and adaptation of new and emerging technologies.	
The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.	
MU.912.F.3.3	Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.
MU.912.F.3.4	Design and implement a personal learning plan, related to the study of music, that demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.
Additional Required Benchmarks:	
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LACC.910.SL.2	Presentation of Knowledge and Ideas
LACC.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
LACC.910.RST.2	Craft and Structure
LACC.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain- specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
DA.912.S.2.1	Sustain focused attention, respect, and discipline during class, rehearsal, and performance.