

# K Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Rhythm</b>	❖ Call and response rhythm(syllable counting) one 4/4 measure at a time	<input type="checkbox"/> I can recognize graphics or symbols that represent rhythms to sing or play.
<b>Pitch</b>	❖ Pitch match within a M3 above and below starting pitch	<input type="checkbox"/> I can perform vocal work, including call and response rhythm in 4/4.
<b>Reading Music</b>	❖ Recognize and identify note types, ta, ti-ti	<input type="checkbox"/> I can make patterns with ta, ti-ti and present it to the class.
<b>Level 2</b>		
<b>Rhythm</b>	❖ Call and response rhythm(syllable counting) two 4/4 measure at a time	<input type="checkbox"/> I can perform a vocal work, including call and response rhythm in 4/4, two measures at a time.
<b>Pitch</b>	❖ Pitch match within a P4 above and below starting pitch	<input type="checkbox"/> I can match pitch within a P4 above and below the starting pitch.
<b>Reading Music</b>	❖ Recognize and identify musical symbols indicating making sounds and body motions	<input type="checkbox"/> I can recognize and identify musical symbols and terminology.



# Grade 1 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Rhythm</b>	❖ Call and response Rhythm(syllable counting) one 4/4 measure at a time	<input type="checkbox"/> I can perform vocal work, including call and response rhythm in 4/4
<b>Pitch</b>	❖ Pitch match within a M3 above and below starting pitch	<input type="checkbox"/> I can match pitch within a M3 above and below the starting pitch
<b>Reading Music</b>	❖ Recognize and identify note types	<input type="checkbox"/> I can recognize and identify note types
<b>Level 2</b>		
<b>Rhythm</b>	❖ Call and response Rhythm(syllable counting) two 4/4 measure at a time	<input type="checkbox"/> I can perform a vocal work, including call and response rhythm in 4/4, two measures at a time
<b>Pitch</b>	❖ Pitch match within a P4 above and below starting pitch	<input type="checkbox"/> I can match pitch within a P4 above and below the starting pitch
<b>Reading Music</b>	❖ Recognize and identify musical symbols (dynamics, some terminology)	<input type="checkbox"/> I can recognize and identify musical symbols and terminology

# Grade 2 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Rhythm</b>	❖ Call and response rhythm using pitched instruments one 4/4 measure at a time.	<input type="checkbox"/> I can perform a call and response rhythm on a pitched instrument, one 4/4 measure at a time.
<b>Pitch</b>	❖ identify high and low notes on voices and instruments	<input type="checkbox"/> I can identify high and low notes on voices and instruments.
<b>Reading Music</b>	❖ Notation: staff, clef, Pitch notation(lines and spaces both bass and treble)	<input type="checkbox"/> I can identify the following notations: staff, clef and pitch, lines and spaces(bass and treble)
<b>Level 2</b>		
<b>Rhythm</b>	❖ Call and response Rhythm(syllable counting) two 4/4 measure at a time	<input type="checkbox"/> I can perform a vocal work, including call and response rhythm in 4/4, two measures at a time
<b>Pitch</b>	❖ Pitch match within a P5 above and below starting pitch	<input type="checkbox"/> I can match pitch within a P5 above and below the starting pitch
<b>Reading Music</b>	❖ Recognize instrument families by sight and sound(strings, bass, percussion, woodwinds)	<input type="checkbox"/> I can recognize instrument families by sight and sound(strings, bass, percussion and woodwinds)

# Grade 3 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Pitch</b>	❖ Sing a major scale on pitch using solfege	<input type="checkbox"/> I can sing a major scale on pitch.
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Identify notes including sharps and flats</li> <li>❖ Sight read examples of simple four measure long notation</li> <li>❖ Visually identify intervals up to a 5th(size not quantity)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify notes including sharps and flats.</li> <li><input type="checkbox"/> I can sight read examples of simple four measure notation.</li> <li><input type="checkbox"/> I can visually identify intervals up to a 5th.</li> </ul>
<b>Performance</b>	❖ On keyboard demonstrate whole step and half step	<input type="checkbox"/> I can demonstrate whole and half steps on a keyboard.
<b>Level 2</b>		
<b>Pitch</b>	❖ Sing a full octave chromatic scale starting on any comfortable pitch	<input type="checkbox"/> I can sing a full octave chromatic scale starting on any comfortable pitch.
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Visually identify intervals up to an octave on a keyboard</li> <li>❖ Sight read examples of simple eight measure long notation</li> </ul>	<input type="checkbox"/> I can visually identify intervals up to an octave on a keyboard.
<b>Performance</b>	❖ Improvisation	<input type="checkbox"/> I can improvise on simple instruments

# Grade 4 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Pitch</b>	<ul style="list-style-type: none"> <li>❖ Identify and sing intervals up to a P5</li> <li>❖ Explore and differentiate tonality aurally(major, minor)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify intervals up to a P5. I can sing intervals up to a P5.</li> <li><input type="checkbox"/> I can aurally explore tonality. I can aurally differentiate tonality.(major, minor)</li> </ul>
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight read simple notation including 8th note patterns up to 8 measures</li> </ul>	I can sight read simple notation including 8th note patterns up to 8 measures.
<b>Level 2</b>		
<b>Pitch</b>	<ul style="list-style-type: none"> <li>❖ Identify and sing intervals up to an octave</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify intervals up to an octave. I can sing intervals up to an octave.</li> </ul>
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Introduce ledger lines/extended staff notations</li> <li>❖ Sight read simple duets of at least 8 measures with a partner.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize ledger lines and extended staff notations.</li> <li><input type="checkbox"/> I can sight read simple duets of at least 8 measures with a partner.</li> </ul>
<b>Musical Instruments</b>	<ul style="list-style-type: none"> <li>❖ Identify instrument by sound</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify instruments by sound( how many?)</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Perform appropriate music with proper posture and playing position</li> <li>❖ 5 note scale pattern in concert Bb from memory</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can perform appropriate music with proper posture and playing position.</li> <li><input type="checkbox"/> I can perform a 5 note scale pattern in concert Bb from memory.</li> </ul>

# Grade 5 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight signing with Kodaly hand symbols</li> <li>❖ Read bass/treble clef at the piano using two hands</li> <li>❖ Introduction of dotted rhythms</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can utilize sight signing with Kodaly hand symbols</li> <li><input type="checkbox"/> I can read bass clef at the piano using two hands. I can read treble clef at the piano using two hands.</li> <li><input type="checkbox"/> I can recognize dotted rhythms.</li> </ul>
<b>Musical History</b>	<ul style="list-style-type: none"> <li>❖ Awareness of different periods of music and the composers of the music</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize different musical history periods by the way the music sounds. I can also recognize a/several major composers of those periods.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Performance of piano literature in bass and treble clef</li> <li>❖ Performance in a concert including duets and solos with instrumental accompaniment.</li> <li>❖ able to perform partner songs, rounds and two-part harmony</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can perform piano literature in bass clef. I can perform piano literature in treble clef.</li> <li><input type="checkbox"/> I can perform in a concert including duets and solos with instrumental accompaniment.</li> <li><input type="checkbox"/> I can perform partner songs. I can perform rounds. I can perform two part harmony.</li> </ul>
<b>Level 2</b>		
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>❖ Introduction to syncopation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize syncopation</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>❖ Actively listen to music and describe its effect on the listener using correct musical terminology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can describe the effect of music on me, using correct musical terminology.</li> </ul>
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Can read and fully understand sheet music</li> <li>❖ Able to sight read simple dotted rhythms</li> <li>❖ Able to decipher tempo and dynamic markings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can read sheet music. I can fully understand the notations on sheet music.</li> <li><input type="checkbox"/> I can sight read simple dotted rhythms.</li> <li><input type="checkbox"/> I can recognize tempo. I can recognize dynamic markings.</li> </ul>

<p><b>Performance</b></p>	<ul style="list-style-type: none"> <li>❖ improvisation in major and. Minor tonalities on classroom instruments and/or piano</li> <li>❖ able to perform selected sections from grade 1/2-1 music</li> <li>❖ able to perform a prepared and a sight read selection from selected method book</li> <li>❖ able to perform 8 note scale pattern in concert Bb from memory</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I am able to improvise in major and minor tonalities.</li> <li><input type="checkbox"/> I am able perform selected sections from grade 1/2-1 music.</li> <li><input type="checkbox"/> I am able to perform a prepared selection from a method book. I am able to perform a sight read selection from a method book.</li> <li><input type="checkbox"/> I am able to perform an 8 note scale pattern in concert Bb from memory.</li> </ul>
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# Grade 6 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight read a stepwise melody using solfege that is at least 16 measures in 4/4.</li> <li>❖ Able to sight read rhythms that include eight, quarter, half and whole notes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight read a stepwise melody using solfege that is at least 16 measures in 4/4.</li> <li><input type="checkbox"/> I can sight read rhythms that include eight, quarter, half and whole notes.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Successful performance of assigned piano piece</li> <li>❖ Demonstrate proper singing technique in both head and chest voice.</li> <li>❖ Able to show continued proper playing technique while increasing playing range on instrument up to 1 octave in concert Bb.</li> <li>❖ Able to perform grade 1-1.5 literature</li> <li>❖ Able to perform major scales including up to 1 flat and sharp</li> <li>❖ Percussionists will be able to play individually and as an ensemble using proper rolling techniques and simple rhythms as well as concert Bb Scale on mallet instruments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can successfully perform an assigned piano piece.</li> <li><input type="checkbox"/> I can demonstrate proper singing technique in. head voice. I can demonstrate proper singing technique in chest voice.</li> <li><input type="checkbox"/> I can show continuous proper playing technique while increasing playing range up to 1 octave in concert Bb.</li> <li><input type="checkbox"/> I can perform grades 1-1.5 literature.</li> <li><input type="checkbox"/> I can perform major scales including 1 flat and sharp.</li> <li><input type="checkbox"/> As a percussionist, I can play individually using proper rolling techniques and simple rhythms as well as concert Bb scale on mallet instruments. As a percussionist, I can play as an ensemble, using proper rolling techniques and simple rhythms as well as concert Bb Scale on mallet instruments.</li> </ul>
<b>Level 2</b>		
<b>Context of Music</b>	<ul style="list-style-type: none"> <li>❖ Shows research and understanding of various aspects of musical careers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can research and understand various aspects of musical careers.</li> </ul>

<b>Reading Music</b>	❖ Able to sight read rhythms that include the aforementioned as well as dotted rhythms.	<input type="checkbox"/> I can sight read rhythms that include eight, quarter, half and whole notes. As well as dotted rhythms.
<b>Musical Instruments</b>	❖ Understand the basics of guitar	<input type="checkbox"/> I understand the basics of guitar.
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Play melodic exercises on the guitar in the first position both alone and with others</li> <li>❖ Perform a prepared piece of music in three part harmony with assigned singing partners.</li> <li>❖ Able to show continued proper playing technique while increasing playing range on instrument. Up to 1.5 octave</li> <li>❖ Able to perform 1.5-2 literature</li> <li>❖ Able to play major scales including up to 2 flats and two sharps</li> <li>❖ Percussionists will be able to show proper stick techniques on all percussion equipment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can play melodic exercises on the guitar in first position alone. I can play melodic exercises on the guitar in first position with others.</li> <li><input type="checkbox"/> I can perform a prepared piece of music in three part harmony with assigned signing partners.</li> <li><input type="checkbox"/> I show continued proper playing technique while increasing playing range on instrument up to 1.5 octave.</li> <li><input type="checkbox"/> I can perform 1.5-2 literature.</li> <li><input type="checkbox"/> I can play major scales including up to 2 flats and two sharps.</li> <li><input type="checkbox"/> As a percussionist, I can show proper stick technique on all percussion equipment.</li> </ul>

# Grade 7 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Understand key signatures and derive all major scales</li> <li>❖ Sight read a simple melody using solfege that is at least 16 measures in 4/4 that includes some small interval leaps.</li> <li>❖ Ability to sight read rhythms that include the aforementioned plus ability to execute at different tempo markings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can understand key signatures. I can derive all major scales.</li> <li><input type="checkbox"/> I can sight read a simple melody using solfege that is at least 16 measures in 4/4 that includes some small interval leaps.</li> <li><input type="checkbox"/> I can sight read rhythms and execute at different tempo markings.</li> </ul>
<b>Technology</b>	Use technology to create and edit music.	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can use technology to create music. I can use technology to edit music.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Play all major scales on piano or guitar.</li> <li>❖ Perform selected literature from a mid year concert</li> <li>❖ Current 1.5 octave range will show control on stepwise scale exercises as well as lip flexibility exercises</li> <li>❖ Able to perform 1.5-2.0 literature</li> <li>❖ Perform major scales including up to 2 flats and two sharps using varied slurred and tongued articulations.</li> <li>❖ Percussionist will demonstrate the ability to play same scales as other instruments on mallets while using alternating stick technique.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can play all major scales on piano or guitar.</li> <li><input type="checkbox"/> I can perform selected literature from a midyear concert.</li> <li><input type="checkbox"/> I can show control on a stepwise scale exercise. I can show control on lip flexibility exercises.</li> <li><input type="checkbox"/> I can perform 1.5-2.0 literature</li> <li><input type="checkbox"/> I can perform major scales including up to 2 flats and two sharps using varied techniques.</li> <li><input type="checkbox"/> As a percussionist, I am able to play the same scales as other instruments on mallets while using alternating stick technique.</li> </ul>
<b>Level 2</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Understand the difference between major</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can demonstrate understanding of the difference</li> </ul>

	<p>and minor triads</p> <ul style="list-style-type: none"> <li>❖ Sight read a simple melody using solfege that is at least 16 measures in 4/4 that includes some small interval leaps and some half step chromatic moves.</li> <li>❖ Ability to sight read rhythms that include the aforementioned plus ability to execute at different tempo markings</li> </ul>	<p>between major and minor triads.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight read a simple melody using solfege that is at least 16 measures in 4/4 that includes some small interval leaps.</li> <li><input type="checkbox"/> I can sight read rhythms and execute at different tempo markings.</li> <li><input type="checkbox"/></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>❖ Complete a music video project using iMovie and working collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can successfully complete a music video project using iMovie. I can successfully collaborate to complete a music video.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Perform selected literature from the end of year concert individually</li> <li>❖ Current 1.5 octave range will show control on stepwise scale exercises as well as lip flexibility exercises</li> <li>❖ Able to perform 2.0-2.5 literature</li> <li>❖ Perform major scales including up to 3 flats and three sharps using varied slurred and tongued articulations.</li> <li>❖ Percussionist will demonstrate the ability to play same scales as other instruments on mallets while using alternating stick technique and introduce basic rudiments including flams and diddles</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can individually perform selected literature from an end of year concert.</li> <li><input type="checkbox"/> I can show control on a stepwise scale exercise. I can show control on lip flexibility exercises.</li> <li><input type="checkbox"/> I can perform 2.0-2.5 literature</li> <li><input type="checkbox"/> I can perform major scales including up to 3 flats and three sharps using varied techniques.</li> <li><input type="checkbox"/> As a percussionist, I am able to play the same scales as other instruments on mallets while using alternating stick technique, and introduce basic rudiments including flams and diddles.</li> </ul>

# Grade 8 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	❖ Sight read simple songs with pick up notes and intervals of a 4th or 5th	<input type="checkbox"/> I can sight read simple songs with pick up notes and intervals of a 4th or 5th.
<b>Composition</b>	❖ Compose a simple song using music notation software. ❖ Successful completion of music in the movies project	<input type="checkbox"/> I can compose a simple song using music notation software. <input type="checkbox"/> I can successfully complete a project about music in the movies.
<b>Performance</b>	❖ Improve a melody with a given background	<input type="checkbox"/> I can improvise a melody with a given background.
<b>Level 2</b>		
<b>Reading Music</b>	❖ Able to read and play a simple song with basic chordal accompaniment on piano ❖ Able to sight read rhythms that include the aforementioned at grade 2.5 level and the ability to execute those at different tempo, articulation and dynamic markings	<input type="checkbox"/> I can read a simple song with basic choral accompaniment on piano. I can play a simple song with basic choral accompaniment on piano. <input type="checkbox"/> I can sight read rhythms at the 2.5 level. I can execute those at different tempo, articulation and dynamic markings.
<b>Music In Society</b>	❖ Complete a project on the use of music in advertising, focusing on the psychological aspects of music	<input type="checkbox"/> I can successfully complete a project on the use of music in advertising, focusing on the psychological aspects of music.
<b>Performance</b>	❖ Able to use the guitar to accompany themselves or another singer on a simple song ❖ Improvise a minor melody with a given background.	<input type="checkbox"/> I can use the guitar to accompany myself and/or another singer on a simple song. <input type="checkbox"/> I can improvise a minor melody with a given background. <input type="checkbox"/> I can sing selected music from concert literature.

	<ul style="list-style-type: none"> <li>❖ Sing music from selected concert literature</li> <li>❖ Demonstrate understanding of melodic sequence by singing patterns within a given scale.</li> <li>❖ Able to reach 2 octaves on respective instruments</li> <li>❖ Able to perform 2.5-3.0 literature from concert material</li> <li>❖ Major scales including up to 4 flats and 4 sharps using varied slurred and tongued articulations and multiple octaves</li> <li>❖ Percussionists will demonstrate the ability to play the same scales as other instruments on mallets while using alternating stick technique, single and double stroke rudiments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can demonstrate understanding of melodic sequence by singing patterns within given scale.</li> <li><input type="checkbox"/> I can reach 2 octaves on respective instruments.</li> <li><input type="checkbox"/> I can successfully perform 2.5-3.0 literature from concert material.</li> <li><input type="checkbox"/> I can play major scales up to 4 flats and 4 sharps using varied slurred and tongued articulations and multiple octaves.</li> <li><input type="checkbox"/> As a percussionist, I can demonstrate the ability to play the same scales as other instruments on mallets while using alternating stick technique, single and double stroke rudiments.</li> </ul>
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# Grade 9 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight sing simple tunes with some 16th note patterns</li> <li>❖ Sight read grade 2.5 level music including some 16th note patterns and syncopations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight sing simple tunes with some 16th note patterns.</li> <li><input type="checkbox"/> I can sight read grade 2.5 level music, including some 16th note patterns and syncopations.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Solfege major scales and arpeggios</li> <li>❖ Demonstrate proper vocal resonance</li> <li>❖ Sing music from select concert literature</li> <li>❖ Sing district audition piece in Italian</li> <li>❖ Play major scales and arpeggios to 5 sharps and 5 flats</li> <li>❖ Play music from selected concert literature</li> <li>❖ Play district audition piece</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can perform solfege major scales and arpeggios.</li> <li><input type="checkbox"/> I can demonstrate proper voice resonance.</li> <li><input type="checkbox"/> I can sing music from select concert literature.</li> <li><input type="checkbox"/> I can sing the district audition piece in Italian.</li> <li><input type="checkbox"/> I can play major scales and arpeggios to 5 sharps and 5 flats.</li> <li><input type="checkbox"/> I can play music from selected concert literature.</li> <li><input type="checkbox"/> I can play the district audition piece.</li> </ul>

# Grade 10 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight sign simple tunes with some 16th note patterns</li> <li>❖ Sight read grade 2.5 level music including some 16th note patterns, syncopation and some ornaments.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight sing simple tunes with some 16th note patterns.</li> <li><input type="checkbox"/> I can sight read grade 2.5 level music including some 16th note patterns, syncopation and some ornaments.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Solfege minor scales and arpeggios</li> <li>❖ Demonstrate vocal range of at least a 10th</li> <li>❖ Demonstrate understanding of diphthongs</li> <li>❖ Sing music from selected concert literature</li> <li>❖ Articulate 16th notes at quarter note=90</li> <li>❖ Play relative minor scales and arpeggios to 2 sharps and 2 flats</li> <li>❖ Play music from selected concert literature.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can perform solfege minor scales and arpeggios</li> <li><input type="checkbox"/> I can demonstrate vocal range of at least a 10th</li> <li><input type="checkbox"/> I can demonstrate understanding of diphthongs.</li> <li><input type="checkbox"/> I can sing music from selected concert literature.</li> <li><input type="checkbox"/> I can articulate 16th notes at quarter note=90</li> <li><input type="checkbox"/> I can play relative minor scales and arpeggios to 2 sharps and 2 flats.</li> <li><input type="checkbox"/> I can play music from selected concert literature.</li> </ul>



# Grade 11 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight sing simple tunes with some 16th note patterns and syncopation</li> <li>❖ Sight read grade 3 level piece</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight sing simple tunes with some 16th note patterns and syncopation.</li> <li><input type="checkbox"/> I can sight read a grade 3 level piece.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Scat sing over a blues progression</li> <li>❖ Demonstrate vocal range of at least a 12th</li> <li>❖ Demonstrate understanding of vowel shape and placement</li> <li>❖ Sing music from selected concert literature</li> <li>❖ Sing district audition piece in Italian</li> <li>❖ Play major scales and arpeggios to 6 sharps and 6 flats</li> <li>❖ Play from selected concert literature</li> <li>❖ Play district audition piece</li> <li>❖ Demonstrate at least a 2 octave range</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can scat sing over a blues progression</li> <li><input type="checkbox"/> I can demonstrate vocal range of at least a 12th</li> <li><input type="checkbox"/> I can demonstrate understanding of vowel shape and placement</li> <li><input type="checkbox"/> I can sing music from selected concert literature</li> <li><input type="checkbox"/> I can sing the district audition piece in Italian</li> <li><input type="checkbox"/> I can play major scales and arpeggios to 6 sharps and 6 flats</li> <li><input type="checkbox"/> I can play from selected concert literature</li> <li><input type="checkbox"/> I can play the district audition piece</li> <li><input type="checkbox"/> I can demonstrate at least a 2 octave range.</li> </ul>

# Grade 12 Performing Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<b>Level 1</b>		
<b>Reading Music</b>	<ul style="list-style-type: none"> <li>❖ Sight sing an easy 4 part chorale with partners</li> <li>❖ Sight read grade level 3 piece</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can sight sing an easy 4 part chorale with partners</li> <li><input type="checkbox"/> I can sight read a grade level 3 piece</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>❖ Demonstrate vocal range of at least a 12th while crossing vocal breaks</li> <li>❖ Demonstrate understanding of italian pronunciation</li> <li>❖ Sing music from selected concert literature</li> <li>❖ Sing solo popular tune of choice (with or without accompaniment)</li> <li>❖ Play relative minor scales and arpeggios to 3 sharps and flats</li> <li>❖ Play from selected concert literature</li> <li>❖ articulate sixteenth notes at quarter note =100</li> <li>❖ Demonstrate at least 2 octave range continuous sound at a steady tempo</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can demonstrate vocal range of at least a 12th while crossing vocal breaks</li> <li><input type="checkbox"/> I can demonstrate understanding of Italian pronunciation</li> <li><input type="checkbox"/> I can sing music from selected concert literature</li> <li><input type="checkbox"/> I can sing solo a popular tune of choice(with or without accompaniment)</li> <li><input type="checkbox"/> I can play relative minor scales and arpeggios to 3 sharps and flats</li> <li><input type="checkbox"/> I can play from selected concert literature</li> <li><input type="checkbox"/> I can articulate sixteenth notes at quarter note=100</li> <li><input type="checkbox"/> I can demonstrate at least two octave range continuous sound at a steady tempo</li> </ul>