

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



FIRST GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2: Performing alone and with others a varied repertoire of music.	A: Perform alone at an appropriate level of mastery on a stringed instrument.	<p>___ GLI 1: Maintain and model proper seated or standing posture.</p> <p>___ GLI 2: Maintain and model proper left hand and arm technique.</p> <p>___ GLI 3: Maintain and model proper right hand and arm technique.</p> <p>___ GLI 4: Evaluate tone and makes adjustments in right or left hand/arm technique that will produce desired tone quality.</p> <p>___ GLI 5: Demonstrate increased use of vibrato.</p> <p>___ GLI 6: Tune the open strings aurally, given a pitch reference for each open string.</p> <p>___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting.</p> <p>___ GLI 10: Demonstrate appropriate care of the instrument.</p> <p>___ GLI 11: Demonstrate the ability to use a tuner or metronome as needed to improve intonation, rhythm and tempo.</p>	Introducing Vibrato
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 2: Utilize appropriate bowings to create desired timbre and articulation. Use appropriate terminology to communicate articulations within the ensemble</p> <p>___ GLI 3: Perform literature from a variety of genres or eras in small and large ensembles.</p>	
	C: Perform scales and technical exercises.	<p>___ GLI 4: Shift to all natural harmonics.</p>	
	D: Perform in ensembles.	<p>___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.</p> <p>___ GLI 2: Demonstrate part independence.</p> <p>___ GLI 3: Work with other musicians to create a quality performance.</p> <p>___ GLI 4: Cooperate with other musicians to create a positive social atmosphere.</p>	
3: Improvising melodies, variations and accompaniments	A: Improvise melodies.	<p>___ GLI 1: Create patterns based on the major scale.</p> <p>___ GLI 2: Create a four measure phrase based on a major scale.</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
4: Composing and arranging music within specific guidelines.	A: Compose music within specified guidelines.	<p>___ GLI 3: Make use of the dynamic markings <i>ff, f, mf, mp, p, pp, crescendo</i> and <i>decrescendo</i> in compositions.</p> <p>___ GLI 4: Choose tempo markings for compositions.</p>	
	C: Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	___ GLI 1: Notate a four-measure arrangement by hand.	
5: Reading and notating music.	A: Read and notate rhythms.	___ GLI 1: Perform from notation sixteenth, eighth, quarter, dotted quarter, half, dotted half and whole notes and corresponding rests in cut time, 4/4, 3/4, and 2/4 meters.	
	B: Read and notate pitches.	<p>___ GLI 2: Identify intervals in any clef by size and quality using Major, Minor and Perfect intervals.</p> <p>___ GLI 4: Demonstrate reading from a string trio score.</p>	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	<p>___ GLI 1: Read and notate the symbols for down bow, up bow, <i>detache</i>, <i>martele</i>, slurs, <i>staccato</i>, slurred <i>staccato</i>, hooked bowing, bow lift, <i>pizzicato</i>, <i>loure</i>, <i>tremolo</i>, <i>sautille</i>, and <i>spiccato</i>.</p> <p>___ GLI 2: Read and notate the standard symbols for the following dynamic markings: <i>pp, p, mp, mf, f, ff, fp, crescendo</i> and <i>decrescendo</i>.</p> <p>___ GLI 3: Identify all relative major and minor key signatures and tonalities in the literature being studied.</p>	Bartok: Folk Trilogy
	D: Sight read, accurately and expressively, music with a level of difficulty appropriate to ensemble performance level.	<p>___ GLI 1: Sight read and perform accurately down bow and up bow symbols, bow lifts, <i>pizzicato</i>, ties, slurs, <i>detache</i>, accent, <i>staccato</i> and hooked bowings.</p> <p>___ GLI 2: Sight read 12-32 measure pieces in 2/4, 3/4, 4/4, and cut time.</p> <p>___ GLI 3: Sight read the following expressive markings: <i>pp, p, mp, mf, f, ff, crescendo</i> and <i>decrescendo</i>.</p> <p>___ GLI 4: Respond to tempi markings and cues from conductor while sight-reading, including <i>fermata</i> and grand pause.</p>	
6: Listening to, analyzing and describing music.	A: Describe specific music events in a given aural example using appropriate terminology.	<p>___ GLI 1: Identify forms associated with the literature being studied.</p> <p>___ GLI 2: Use appropriate terminology to communicate about the elements of music.</p> <p>___ GLI 3: Identify the meter in a given aural example as 4/4, 3/4, 2/4, or 6/8.</p>	Bartok: Folk Trilogy

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		___ GLI 4: Distinguish between Major and minor aurally.	
	B: Describe music events in a given printed example.	___ GLI 1: Identify various repeat signs and symbols (first and second endings, D.S., Fine, etc.). ___ GLI 2: Identify meters(s), dynamics, tonality, bowings and tempo in a given printed example.	
	C: Analyze the use of music representing diverse genres and cultures.	___ GLI 1: Relate to other cultures through music literature being studied.	Bartok: Folk Trilogy
7: Evaluating music and music performances.	A: Develop criteria for evaluating the quality and effectiveness of music compositions.	___ GLI 2: Evaluate recorded performances of the literature being studied. ___ GLI 3: Practice proper audience etiquette in selected music settings. ___ GLI 4: Attend live performances by professional musicians.	
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	___ GLI 1: Recognize the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception. ___ GLI 4: Self-evaluate home practice and seek ways to improve their personal performance. ___ GLI 5: Make use of technology in rehearsal and home practice to assist in self-evaluation (e.g. record and playback, CD from method book or metronome). ___ GLI 6: Practice proper audience etiquette in selected music settings. ___ GLI 7: Attend live performances by professional musicians.	
8: Understanding relationships between music, the other arts, and disciplines outside the arts.	B: Understand relationships between relationships between music and disciplines outside the arts.	___ GLI 1: Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. ___ GLI 2: Discuss thematic connections between the musical literature being studied and the concepts/literature being studied in other classrooms.	
9: Understanding music in relation to history and culture.	A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	___ GLI 4: Research composers and write program notes for the literature being studied.	
	B: Classify a varied body of exemplary	___ GLI 1: Explain the characteristics of cultural music being studied by the ensemble.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	musical works by historical period and/or culture.	<p>___ GLI 2: Examine contemporary music styles and identify the distinctive musical characteristics.</p>	
	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	<p>___ GLI 3: Explain the conditions under which music is typically performed in several cultures of the world.</p> <p>___ GLI 4: Recognize the influence of increasing technology on musical instruments and music performance.</p>	
	D: Identify and compare careers in music.	<p>___ GLI 1: Identify the specific skills needed to be a musician.</p> <p>___ GLI 2: Identify and compare various careers for musicians (e.g. education, entertainment, technical support).</p> <p>___ GLI 4: Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g. developing a portfolio).</p> <p>___ GLI 5: Explore and identify opportunities for lifelong involvement in music.</p>	

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



SECOND GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2: Performing alone and with others a varied repertoire of music.	A: Perform alone at an appropriate level of mastery on a stringed instrument.	<p>___ GLI 1: Maintain and model proper seated or standing posture.</p> <p>___ GLI 2: Maintain and model proper left hand and arm technique.</p> <p>___ GLI 3: Maintain and model proper right hand and arm technique.</p> <p>___ GLI 4: Evaluate tone and makes adjustments in right or left hand/arm technique that will produce desired tone quality.</p> <p>___ GLI 5: Demonstrate increased use of vibrato.</p> <p>___ GLI 6: Tune the open strings aurally, given a pitch reference for each open string.</p> <p>___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting.</p> <p>___ GLI 10: Demonstrate appropriate care of the instrument.</p> <p>___ GLI 11: Demonstrate the ability to use a tuner or metronome as needed to improve intonation, rhythm and tempo.</p>	
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 2: Utilize appropriate bowings to create desired timbre and articulation. Use appropriate terminology to communicate articulations within the ensemble</p> <p>___ GLI 3: Perform literature from a variety of genres or eras in small and large ensembles.</p>	
	C: Perform scales and technical exercises.	<p>___ GLI 1: Perform with accuracy and good intonation the following major scales: all instruments-two octaves-D,G,C, one octave-A, F and a one octave chromatic scale.</p> <p>___ GLI 2: Perform with accuracy and good intonation the following natural, harmonic, and melodic minor scales: one octave-b, e, c, a, d.</p>	
	D: Perform in ensembles.	<p>___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.</p> <p>___ GLI 2: Demonstrate part independence.</p> <p>___ GLI 3: Work with other musicians to create a quality performance.</p> <p>___ GLI 4: Cooperate with other musicians to create a positive social atmosphere.</p> <p>___ GLI 5: Participate in a small ensemble such as a duet, trio, etc.</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
3: Improvising melodies, variations and accompaniments.	B: Improvise variations.	____ GLI 4: Transpose any musical phrase up or down by one or more octaves.	
4: Composing and arranging music within specific guidelines.	B: Arrange music within specified guidelines.	____ GLI 2: Arrange a piano reduction into a four-part arrangement for a string ensemble.	
	C: Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	____ GLI 2: Notate an arrangement using compositional software and MIDI resources.	
5: Reading and notating music.	A: Read and notate rhythms.	____ GLI 4: Comprehend duple and triple meters.	
	B: Read and notate pitches.	____ GLI 3: Notate a four measure dictated melody using step-wise motion and intervals of a third or 5 th in treble or bass clef.	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	____ GLI 3: Identify all relative major and minor key signatures and tonalities in the literature being studied.	
6: Listening to, analyzing and describing music.	A: Describe specific music events in a given aural example using appropriate terminology.	____ GLI 1: Identify forms associated with the literature being studied. ____ GLI 2: Use appropriate terminology to communicate about the elements of music. ____ GLI 3: Identify the meter in a given aural example as 4/4, 3/4, 2/4, or 6/8.	
	C: Analyze the use of music representing diverse genres and cultures.	____ GLI 1: Relate to other cultures through music literature being studied.	
7: Evaluating music and music performances.	A: Develop criteria for evaluating the quality and effectiveness of music compositions.	____ GLI 1: Write a critique using appropriate terminology to evaluate musical compositions. ____ GLI 2: Evaluate recorded performances of the literature being studied. ____ GLI 3: Practice proper audience etiquette in selected music settings. ____ GLI 4: Attend live performances by professional musicians.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 2: Rate ensemble performance and seek ways to improve their overall performance.</p> <p>___ GLI 3: Self-evaluate home practice and seek ways to improve their personal performance.</p> <p>___ GLI 4: Make use of technology in rehearsal and home practice to assist in self-evaluation (e.g. record and playback, CD from method book or metronome).</p> <p>___ GLI 5: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 6: Attend live performances by professional musicians.</p>	
8: Understanding relationships between music, the other arts, and disciplines outside the arts	B: Understand relationships between music and disciplines outside the arts.	<p>___ GLI 1: Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p> <p>___ GLI 2: Discuss thematic connections between the musical literature being studied and the concepts/literature being studied in other classrooms.</p>	
9: Understanding music in relation to history and culture.	A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	<p>___ GLI 4: Research composers and write program notes for the literature being studied.</p>	
	B: Classify a varied body of exemplary musical works by historical period and/or culture.	<p>___ GLI 1: Explain the characteristics of cultural music being studied by the ensemble.</p> <p>___ GLI 2: Examine contemporary music styles and identify the distinctive musical characteristics.</p>	
	D: Identify and compare careers in music.	<p>___ GLI 4: Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g. developing a portfolio).</p> <p>___ GLI 5: Explore and identify opportunities for lifelong involvement in music.</p>	

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



THIRD GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2: Performing alone and with others a varied repertoire of music.	A: Perform alone at an appropriate level of mastery on a stringed instrument.	<p>___ GLI 5: Demonstrate increased use of vibrato.</p> <p>___ GLI 6: Tune the open strings aurally, given a pitch reference for each open string.</p>	
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 2: Utilize appropriate bowings to create desired timbre and articulation. Use appropriate terminology to communicate articulations within the ensemble</p> <p>___ GLI 3: Perform literature from a variety of genres or eras in small and large ensembles.</p>	Various Styles of Bowing
	C: Perform scales and technical exercises.	<p>___ GLI 3: Perform with accuracy and good intonation the following arpeggios up and down: 2 octaves-D, G, A,C, 1 octave-F.</p>	
	D: Perform in ensembles.	<p>___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.</p> <p>___ GLI 2: Demonstrate part independence.</p> <p>___ GLI 3: Work with other musicians to create a quality performance.</p> <p>___ GLI 4: Cooperate with other musicians to create a positive social atmosphere.</p> <p>___ GLI 5: Participate in a small ensemble such as a duet, trio, etc.</p>	
3: Improvising melodies, variations and accompaniments.	A: Improvise melodies.	<p>___ GLI 3: Create rhythmic and melodic variations on a given 4 measure phrase.</p>	Various Styles of Bowing
4: Composing and arranging music within specific guidelines.	A: Compose music within specified guidelines.	<p>___ GLI 1: Compose melodies in compound meters.</p>	
5: Reading and notating music.	A: Read and notate rhythms.	<p>___ GLI 1: Perform from notation eighth, quarter, dotted quarter, half, dotted half and whole notes and corresponding rests in cut time, 4/4, 3/4, and 2/4 meters.</p>	Various Styles of Bowing

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<p>___ GLI 3: Utilize a consistent numerically based method of counting (1-e- & a...) in cut time, 4/4, 3/4, and 2/4 meters.</p> <p>___ GLI 4: Comprehend and define cut time, 4/4, 3/4 and 2/4 meters.</p>	
	B: Read and notate pitches.	___ GLI 1: Identify pitches on the grand staff and in alto clef.	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	___ GLI 3: Identify all relative major and minor key signatures and tonalities in the literature being studied.	
	D: Sight read, accurately and expressively, music with a level of difficulty appropriate to ensemble performance level.	___ GLI 3: Sight read the following expressive markings: <i>pp</i> , <i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> , <i>ff</i> , <i>crescendo</i> and <i>decrescendo</i> .	
6: Listening to, analyzing and describing music.	A: Describe specific music events in a given aural example using appropriate terminology.	<p>___ GLI 1: Identify forms associated with the literature being studied.</p> <p>___ GLI 2: Use appropriate terminology to communicate about the elements of music.</p>	
	B: Describe music events in a given printed example.	<p>___ GLI 1: Identify various repeat signs and symbols (first and second endings, D.S., Fine, etc.).</p> <p>___ GLI 2: Identify meters(s), dynamics, tonality, bowings and tempo in a given printed example.</p>	
	C: Analyze the use of music representing diverse genres and cultures.	<p>___ GLI 1: Relate to other cultures through music literature being studied.</p> <p>___ GLI 2: Examine relationships between original compositions and transcriptions for orchestra.</p>	Introduction to Dragon Dances
7: Evaluating music and music performances.	A: Develop criteria for evaluating the quality and effectiveness of music compositions.	<p>___ GLI 2: Evaluate recorded performances of the literature being studied.</p> <p>___ GLI 3: Listen to and recognize compositions for their instrument.</p>	
	B: Develop criteria for evaluating the	___ GLI 1: Recognize the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	quality and effectiveness of musical performances.	<p>___ GLI 2: Rate ensemble performance and seek ways to improve their overall performance.</p> <p>___ GLI 4: Make use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, CD from method book, metronome).</p> <p>___ GLI 5: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 6: Attend live performances by professional musicians.</p>	
	C: Defend personal music preferences using appropriate terminology.	<p>___ GLI 1: Support personal preferences of music using appropriate music terminology.</p>	
8: Understanding relationships between music, the other arts and disciplines outside the arts.	A: Understand relationships between music and the other arts.	<p>___ GLI 1: Compare and contrast descriptors in the arts (e.g. balance, texture, color, and form).</p>	
	B: Understand relationships between music and disciplines outside the arts.	<p>___ GLI 1: Use content knowledge of other disciplines taught in the school to enhance the performance of music (i.e. bowing perpendicular to the string is the most efficient way of setting the string in motion).</p> <p>___ GLI 2: Discover connections between the musical concepts/literature being studied and the concepts being studied in other classrooms.</p>	
9: Understanding music in relation to history and culture.	A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	<p>___ GLI 1: Recognize one major Western composer from each musical era.</p> <p>___ GLI 2: Recognize possible correlations between major musical and historical events in time.</p> <p>___ GLI 3: Demonstrate knowledge of music of diverse cultures.</p>	Introduction to Dragon Dances

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 3 SCOPE AND SEQUENCE/TIMELINE



FOURTH GRADING PERIOD

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
2: Performing alone and with others a varied repertoire of music.	A: Perform alone at an appropriate level of mastery on a stringed instrument.	<p>___ GLI 5: Demonstrate increased use of vibrato.</p> <p>___ GLI 6: Tune the open strings aurally, given a pitch reference for each open string.</p> <p>___ GLI 7: Demonstrate the ability to shift to the following positions: violin/viola-3rd and 5th positions; cello-1/2 through 4th positions plus 1st, 2nd, and 4th finger extensions; bass-half through 5th positions.</p> <p>___ GLI 8: Demonstrate the following articulations: right and left hand <i>pizzicato</i>, down bow, up bow, <i>detache</i>, bow lift, <i>staccato</i>, <i>spiccato</i>, <i>loure</i>, <i>sautille</i>, <i>martele</i>, <i>tremolo</i>, double stops.</p>	<p>Bartok: Folk Trilogy</p> <p>Various Styles of Bowing</p>
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 2: Utilize appropriate bowings to create desired timbre and articulation. Use appropriate terminology to communicate articulations within the ensemble</p> <p>___ GLI 3: Perform literature from a variety of genres or eras in small and large ensembles.</p>	
	D: Perform in ensembles.	<p>___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.</p> <p>___ GLI 2: Demonstrate part independence.</p> <p>___ GLI 3: Work with other musicians to create a quality performance.</p> <p>___ GLI 4: Cooperate with other musicians to create a positive social atmosphere.</p> <p>___ GLI 5: Participate in a small ensemble such as a duet, trio, etc.</p>	
3: Improvising melodies, variations and accompaniments.	A: Improvise melodies.	<p>___ GLI 2: Create a composition for string instruments which is at least four measures in length and has at least two rhythmically independent lines and three melodically independent lines.</p>	
	B: Improvise variations.	<p>___ GLI 1: Create rhythmic and melodic variations on a given melody in binary form.</p> <p>___ GLI 2: Explore stylistic considerations of various fiddle genres (e.g. Bluegrass, Celtic, Irish, etc.).</p> <p>___ GLI 3: Explore stylistic bowings of various fiddle genres.</p>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	C: Improvise accompaniments.	___ GLI 1: Improvise a “riff” background to accompany a given melody.	
4: Composing and arranging music within specific guidelines.	A: Compose music within specified guidelines.	___ GLI 2: Create a composition for string instruments which is at least four measures in length and has at least two rhythmically independent lines and three melodically independent lines.	
	B: Arrange music within specified guidelines.	___ GLI 1: Write a 2-3 voice accompaniment for a given melody using tonic, subdominant, and dominant harmonies.	
	C: Improvise accompaniments.	___ GLI 1: Improvise a “riff” background to accompany a given melody.	
5: Reading and notating music.	A: Read and notate rhythms.	___ GLI 1: Perform from notation sixteenth, eighth, dotted eighth, quarter, dotted quarter, half, dotted half and whole notes and corresponding rests in cut time, 4/4, 3/4, 2/4, 6/8, and 3/8 meters. ___ GLI 2: Use standard notation to record a dictated rhythmic example, using the above rhythms and meters. ___ GLI 3: Utilize a consistent numerically based method of counting (1-e-&-a...), in cut time, 4/4, 3/4, 2/4, 6/8 and 3/8 meters.	Introduction to Dragon Dances
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	___ GLI 3: Identify all relative major and minor key signatures and tonalities in the literature being studied.	
6: Listening to, analyzing and describing music.	A: Describe specific music events in a given aural example using appropriate terminology.	___ GLI 1: Identify forms associated with the literature being studied. ___ GLI 2: Use appropriate terminology to communicate about the elements of music. ___ GLI 3: Identify the meter in a given aural example as 4/4, 3/4, 2/4, or 6/8.	
	C: Analyze the use of music representing diverse genres and cultures.	___ GLI 1: Relate to other cultures through music literature being studied.	
7: Evaluating music and music performances.	A: Develop criteria for evaluating the quality and effectiveness of music compositions.	___ GLI 2: Evaluate recorded performances of the literature being studied. ___ GLI 3: Practice proper audience etiquette in selected music settings. ___ GLI 4: Attend live performances by professional musicians. ___ GLI 5: Name representative performers for each orchestral instrument in various styles and cultures.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 3: Self-evaluate home practice and seek ways to improve their personal performance.</p> <p>___ GLI 4: Make use of technology in rehearsal and home practice to assist in self-evaluation (e.g. record and playback, CD from method book or metronome).</p> <p>___ GLI 5: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 6: Attend live performances by professional musicians.</p>	
	C: Defend personal music preferences using appropriate terminology.	<p>___ GLI 1: Support personal preferences for three works of music using appropriate music terminology.</p> <p>___ GLI 2: Define aesthetics and determine how it relates to playing an instrument.</p>	
8: Understanding relationships between music, the other arts and disciplines outside the arts.	A: Understand relationships between music and the other arts.	___ GLI 2: Compare and discuss the other arts in relation to music of the same artistic era (i.e. Baroque, Classical)	
	B: Understand relationships between music and disciplines outside the arts.	<p>___ GLI 1: Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.</p> <p>___ GLI 2: Discuss thematic connections between the musical literature being studied and the concepts/literature being studied in other classrooms.</p>	
9: Understanding music in relation to history and culture.	A: Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.	___ GLI 4: Research composers and write program notes for the literature being studied.	
	B: Classify a varied body of exemplary musical works by historical period and/or culture.	<p>___ GLI 1: Explain the characteristics of cultural music being studied by the ensemble.</p> <p>___ GLI 2: Examine contemporary music styles and identify the distinctive musical characteristics.</p>	Introduction to Dragon Dances
	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	<p>___ GLI 1: Compare the functions that music serves in several cultures of the world.</p> <p>___ GLI 2: Explain the roles of musicians in several cultures of the world.</p>	Introduction to Dragon Dances

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	D: Identify and compare careers in music.	<p>____ GLI 2: Identify various careers for musicians (e.g. education, entertainment, technical support).</p> <p>____ GLI 4: Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g. developing a portfolio).</p> <p>____ GLI 5: Explore and identify opportunities for lifelong involvement in music.</p>	