

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 2 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.	<input type="checkbox"/> GLI 1: Demonstrate proper seated or standing posture. <input type="checkbox"/> GLI 2: Demonstrate proper left hand and arm technique. <input type="checkbox"/> GLI 3: Demonstrate proper right hand and arm technique. <input type="checkbox"/> GLI 4: Explain the relationship between tone and right and left hand/arm technique. <input type="checkbox"/> GLI 5: Demonstrate basic vibrato motion. <input type="checkbox"/> GLI 6: Tune the open strings using the fine tuners and the aid of a tuner. <input type="checkbox"/> GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting. <input type="checkbox"/> GLI 10: Demonstrate appropriate care of the instrument. <input type="checkbox"/> GLI 11: Demonstrate the ability to use a tuner or metronome as needed to improve intonation, rhythm and tempo.	Introducing Vibrato
	B: Recognize and perform various styles of music.	<input type="checkbox"/> GLI 1: Imitate the style of aural models.	
	C: Perform scales and technical exercises.	<input type="checkbox"/> GLI 1: Perform with accuracy and good intonation the following major scales: all instruments – D,G. <input type="checkbox"/> GLI 4: Shift to half-string harmonics.	Introducing Vibrato
	D: Perform in ensembles.	<input type="checkbox"/> GLI 1: Interpret and respond to conducting patterns and cues in large ensembles. <input type="checkbox"/> GLI 2: Demonstrate part independence. <input type="checkbox"/> GLI 3: Work with other musicians to create a quality performance. <input type="checkbox"/> GLI 4: Cooperate with other musicians to create a positive social atmosphere.	
3: Improvising melodies, variations and accompaniments	A: Improvise melodies.	<input type="checkbox"/> GLI 1: Create simple rhythmic patterns to be echoed by the class. <input type="checkbox"/> GLI 2: Echo patterns based on a major scale.	
4: Composing and arranging music	C: Use a variety of traditional and	<input type="checkbox"/> GLI 1: Notate a melody by hand.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
within specific guidelines.	nontraditional sound sources and electronic media when composing and arranging.		
5: Reading and notating music.	A: Read and notate rhythms.	<p>_____ GLI 1: Perform from notation eighth, quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters.</p>	
	B: Read and notate pitches.	<p>_____ GLI 1: Identify pitches notated in the clef which is commonly used for the instrument the student is studying.</p> <p>_____ GLI 3: Identify intervals in literature being studied by size and quality (Major, Minor, Perfect).</p> <p>_____ GLI 4: Notate a 2-4 measure dictated melody in stepwise motion in the clef the student normally reads.</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, slurs, <i>staccato</i>, slurred <i>staccato</i>, hooked bowing, bow lift, right and left hand <i>pizzicato</i>.</p> <p>_____ GLI 3: Identify all major and minor key signatures and tonalities in the literature being studied.</p>	
	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> and <i>staccato</i>.</p>	Finale from Haydn's "Surprise Symphony"
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 3: Identify the meter in a given aural example as 4/4 or 3/4.</p>	Finale from Haydn's "Surprise Symphony"
	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>	Finale from Haydn's "Surprise Symphony"
	C: Analyze the use of music representing	<p>_____ GLI 1: Relate to other cultures through music literature being studied.</p>	Finale from Haydn's "Surprise Symphony"

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	diverse genres and cultures.		
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 quality and effectiveness of musical performances.	<p>___ GLI 1: Recognize the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.</p> <p>___ GLI 2: Listen to and recognize performers representative of their instrument.</p> <p>___ GLI 5: Make use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, CD from method book or metronome).</p> <p>___ GLI 6: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 7: 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: 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 or literature being studied and the concepts being studied in other classrooms.</p>	
9: Understanding music in relation to history and culture.	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	<p>___ GLI 4: Recognize the influence of 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 3: Identify exemplary role models in the music field.</p>	

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STRINGS LEVEL 2 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: Demonstrate proper seated or standing posture.</p> <p>___ GLI 2: Demonstrate proper left hand and arm technique.</p> <p>___ GLI 3: Demonstrate proper right hand and arm technique.</p> <p>___ GLI 4: Explain the relationship between tone and right and left hand/arm technique.</p> <p>___ GLI 5: Demonstrate basic vibrato motion.</p> <p>___ GLI 6: Tune the open strings using the fine tuners and the aid of a tuner.</p> <p>___ GLI 8: Demonstrate the following articulations: right and left hand <i>pizzicato</i>, down bow, up bow, <i>detache</i>, bow lift, slur, hooked bow, <i>staccato</i>, slurred <i>staccato</i> and double stops.</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>	
	C: Perform scales and technical exercises.	<p>___ GLI 1: Perform with accuracy and good intonation the following major scales: all instruments – D,G.</p> <p>___ GLI 2: Perform with accuracy and good intonation the following natural minor scales: b, e in one octave.</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,	B: Improvise variations.	<p>___ GLI 1: Create rhythmic and melodic variations on given simple melodies with or without an accompaniment.</p>	Happy Birthday, Mozart! Writing

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
variations and accompaniments.		____ GLI 4: Transpose familiar melodies within a range of an octave. Violin, viola, and cello will transpose by a P5 and bass will transpose by a P4 (in the opposite direction).	Melodies, Variations and Accompaniments
5: Reading and notating music.	A: Read and notate rhythms.	____ GLI 1: Perform from notation eighth, quarter, dotted quarter, half, dotted half and whole notes and corresponding rests in 4/4, 3/4, and 2/4 meters. ____ GLI 3: Utilize a consistent numerically based method of counting (1-e-&-a...) in 4/4, 3/4, and 2/4 meters. ____ GLI 4: Comprehend and define 4/4, 3/4 and 2/4 meters.	Happy Birthday, Mozart! Writing Melodies, Variations and Accompaniments
	B: Read and notate pitches.	____ GLI 1: Identify pitches notated in the clef which is commonly used for the instrument the student is studying. ____ GLI 2: Identify pitches on the grand staff. ____ GLI 3: Identify intervals in literature being studied by size and quality (Major, Minor, Perfect). ____ GLI 5: Demonstrate reading from a string duet score.	Happy Birthday, Mozart! Writing Melodies, Variations and Accompaniments
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	____ GLI 1: Read and notate the symbols for down bow, up bow, slurs, <i>staccato</i> , slurred <i>staccato</i> , hooked bowing, bow lift, right and left hand <i>pizzicato</i> . ____ GLI 2: Read and notate the standard symbols for the following dynamic 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> . ____ GLI 3: Identify all major and minor key signatures and tonalities in the literature being studied.	Happy Birthday, Mozart! Writing Melodies, Variations and Accompaniments
	D: Sight read, accurately and expressively, music with a level of difficulty appropriate to ensemble performance level.	____ GLI 1: Sight read and perform accurately down bow and up bow symbols, bow lifts, <i>pizzicato</i> , ties, slurs, <i>detache</i> and <i>staccato</i> . ____ GLI 2: Sight read eight measure, two-part examples in 2/4, 3/4, and 4/4 meters.	
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 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.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	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: Using appropriate terminology, create a rubric to evaluate music and programming choices. ____ GLI 2: Evaluate recorded performances of the literature being studied. ____ GLI 3: Listen to and recognize compositions for their instrument.	
	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 3: Rate ensemble performance and seek ways to improve their overall performance. ____ GLI 5: Make use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, CD from method book, 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 music and disciplines outside the arts.	____ GLI 2: Discover connections between the musical concepts/literature being studied and the concepts 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: Read background information and write program notes for the literature being studied.	

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STRINGS LEVEL 2 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.	___ GLI 5: Demonstrate basic vibrato motion.	
		___ GLI 6: Tune the open strings using the fine tuners and the aid of a tuner.	
		___ GLI 7: Demonstrate the ability to perform notes in first position plus the following: violin/viola-low 2 nd finger and high 3 rd finger extension; cello-extension between 1 st and 2 nd finger to perform high 4 th finger (i.e. C#on G string); bass-1/2 position and 3 rd position.	
		___ GLI 8: Demonstrate the following articulations: right and left hand <i>pizzicato</i> , down bow, up bow, <i>detache</i> , bow lift, slur, hooked bow, <i>staccato</i> , slurred <i>staccato</i> and double stops.	
		___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting.	
		___ GLI 11: Demonstrate the ability to use a tuner or metronome as needed to improve intonation, rhythm and tempo.	
	B: Recognize and perform various styles of music.	___ GLI 1: Imitate the style of aural models.	<i>Chorale and Fugue</i> by J.S. Bach
		___ GLI 3: Perform literature from a variety of genres or eras in small and large ensembles.	
	C: Perform scales and technical exercises.	___ GLI 1: Perform with accuracy and good intonation the following major scales: all instruments-D, G, A and C.	
		___ GLI 3: Perform with accuracy and good intonation the following arpeggios up and down: D, G, A and C.	
	D: Perform in ensembles.	___ GLI 5: Participate in a small ensemble such as a duet, trio etc.	
3: Improvising melodies, variations and accompaniments.	A: Improvise melodies.	___ GLI 3: Echo patterns based on a I-V-I progression.	
	B: Improvise variations.	___ GLI 1: Create rhythmic variations on given pitches or simple	
	___ GLI 2: Choose melodic embellishments (e.g. trills, turns, etc.).melodies with or without accompaniment.		
	___ GLI 3: Vary a given melodic idea using various bowings and articulations.		

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		<p>___ GLI 4: Transpose single string melodic patterns within a range of a perfect 4th for basses and perfect 5th for violin, viola, and cello by playing the same finger patterns on a different string.</p>	
	C: Improvise accompaniments.	<p>___ GLI 1: Create a simple rhythmic accompaniment in 4/4 or 3/4 given specific pitches and using easy double stops.</p>	
4: Composing and arranging music within specific guidelines.	A: Compose music within specified guidelines.	<p>___ GLI 1: Write a melodic composition of four or more measures in 4/4, 3/4, or 2/4.</p> <p>___ GLI 3: Make use of the dynamic markings <i>f</i>, <i>mf</i>, <i>mp</i>, and <i>p</i> in compositions.</p>	
	B: Arrange music within specified guidelines.	<p>___ GLI 2: Arrange a piano reduction into a duet or trio for a string ensemble.</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> <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.	<p>___ GLI 1: Identify pitches notated in the clef which is commonly used for the instrument the student is studying.</p> <p>___ GLI 3: Identify intervals in literature being studied by size and quality (Major, Minor, Perfect).</p>	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	<p>___ GLI 3: Identify all major and minor key signatures and tonalities in the literature being studied.</p>	
	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> and <i>staccato</i>.</p> <p>___ GLI 3: Sight read the following expressive markings: <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>crescendo</i> and <i>decrescendo</i>.</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>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	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>	
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 quality and effectiveness of musical performances.	<p>___ GLI 1: Recognize the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.</p> <p>___ GLI 3: Rate ensemble performance and seek ways to improve their overall performance.</p> <p>___ GLI 5: Make use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, CD from method book, metronome).</p> <p>___ GLI 6: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 7: 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: Recognize parallels in 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>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
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>	<i>Chorale and Fugue</i> by J.S. Bach

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 2 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 basic vibrato motion.</p> <p>___ GLI 6: Tune the open strings using the fine tuners and the aid of a tuner.</p> <p>___ GLI 7: Demonstrate the ability to perform notes in first position plus the following: violin/viola-low 2nd finger and high 3rd finger extension; cello-extension between 1st and 2nd finger to perform high 4th finger (i.e. C#on G string); bass-1/2 position and 3rd position.</p> <p>___ GLI 8: Demonstrate the following articulations: right and left hand <i>pizzicato</i>, down bow, up bow, <i>detache</i>, bow lift, slur, hooked bow, <i>staccato</i>, slurred <i>staccato</i> and double stops.</p> <p>___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting.</p> <p>___ GLI 11: Demonstrate the ability to use a tuner or metronome as needed to improve intonation, rhythm and tempo.</p>	Finale from Haydn's "Surprise Symphony"
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 2: Apply two or three performance styles to a familiar piece of music.</p>	Finale from Haydn's "Surprise Symphony"
	C: Perform scales and technical exercises.	___ GLI 1: Perform with accuracy and good intonation the following major scales: all instruments-D, G, A, C.	Finale from Haydn's "Surprise Symphony"
	D: Perform in ensembles.	___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.	Finale from Haydn's "Surprise Symphony"
3: Improvising melodies, variations and accompaniments.	A: Improvise melodies.	___ GLI 4: Echo patterns based on a specific fiddle genre and/or blues.	Improvising on "Summertime"
	B: Improvise variations.	___ GLI 3: Vary a given melodic idea using various bowings and articulations.	
	C: Improvise accompaniments.	___ GLI 2: Improvise an ostinato accompaniment using the notes of a major scale and a given chord progression.	
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 melodically independent lines.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Arrange music within specified guidelines.	____ GLI 1: Write one harmonic accompaniment for a given melody, choosing between tonic and dominant harmonies.	
	C: Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	____ GLI 2: Create a lead sheet with melody and chord changes using notation software.	
5: Reading and notating music.	A: Read and notate rhythms.	____ GLI 1: Perform from notation eighth, quarter, half, dotted half and whole notes and corresponding rests in cut time, 4/4, 3/4, and 2/4 meters. ____ GLI 2: Use standard notation to record a dictated rhythmic example, using the above rhythms and meters.	
	B: Read and notate pitches.	____ GLI 1: Identify pitches notated in the clef which is commonly used for the instrument the student is studying. ____ GLI 3: Identify intervals in literature being studied by size and quality (Major, Minor, Perfect).	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	____ GLI 3: Identify all 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 1: Sight read and perform accurately down bow and up bow symbols, bow lifts, <i>pizzicato</i> , ties, slurs, <i>detache</i> and <i>staccato</i> . ____ GLI 4: Sight read music containing the following rhythms: quarter, dotted quarter, eighth, half, dotted half, and whole notes and corresponding rests. ____ GLI 5: Sight read music with an ensemble and within the composer's given tempo range (e.g. <i>andante</i> 76-108).	
7: Evaluating music and music performance.	A: Develop a criteria for evaluating the quality and effectiveness of music compositions.	____ GLI 1: Using appropriate terminology, create a rubric to evaluate music and programming choices. ____ GLI 2: Evaluate recorded performances of the literature being studied. ____ GLI 3: Listen to and recognize compositions for their instrument.	
6: Listening to, analyzing and describing music.	A: Describe specific music events in a given aural example using	____ GLI 1: Identify forms associated with the literature being studied.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	appropriate terminology.		
	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.	___ GLI 1: Relate to other cultures through music literature being studied.	Improvising on “Summertime”
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 quality and effectiveness of musical performances.	<p>___ GLI 1: Recognize the influence of musical and nonmusical aspects (e.g. concert etiquette) of performance on audience perception.</p> <p>___ GLI 3: Rate ensemble performance and seek ways to improve their overall performance.</p> <p>___ GLI 4: Self-evaluate home practice and seek ways to improve their personal performance.</p> <p>___ GLI 5: Make use of technology in rehearsal to assist in self-evaluation (e.g. record and playback, CD from method book, metronome).</p> <p>___ GLI 6: Practice proper audience etiquette in selected music settings.</p> <p>___ GLI 7: Attend live performances by professional musicians.</p>	Improvising on “Summertime”
8: Understanding relationships between music, the other arts and disciplines outside the arts.	A: Understand relationships between music and the other arts.	___ GLI 2: Recognize the influence different styles of music can have on the ideas presented by other arts and vice versa.	
	B: Understand relationships between music and disciplines outside the arts.	___ GLI 2: Discover connections between the musical concepts/literature being studied and the concepts being studied in other classrooms.	
9: Understanding music in relation to history and culture.	B: Classify a varied body of exemplary musical works by	___ GLI 1: Explain the characteristics of cultural music being studied by the ensemble.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	historical period and/or culture.	____ GLI 2: Examine contemporary music styles and identify the distinctive musical characteristics.	
	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	____ GLI 1: Compare the functions that music serves in several cultures of the world. ____ GLI 2: Identify the roles of musicians in two other cultures of the world. ____ GLI 3: Identify the conditions under which music is typically performed in two other cultures of the world.	
	D: Identify and compare careers in music.	____ GLI 2: Identify various careers for musicians (e.g. education, entertainment, technical support).	