

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 1 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 5: Perform preliminary vibrato exercises. <input type="checkbox"/> GLI 6: Demonstrate the relationship between finger placement and pitch/intonation. <input type="checkbox"/> GLI 10: Demonstrate appropriate care of the instrument.	Building the Foundation, Beginner Basics
	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: violin-D; viola/cello-D; bass-D. <input type="checkbox"/> GLI 4: Slide up and down fingerboard with fingers between strings or lightly touching strings.	
	D: Perform in ensembles.	<input type="checkbox"/> GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.	
4: Composing and arranging music within specific guidelines.	C: Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.	<input type="checkbox"/> GLI 1: Notate rhythms by hand.	
5: Reading and notating music	B: Read and notate pitches.	<input type="checkbox"/> GLI 1: Identify pitches notated in the clef which is commonly used for the instrument the student is studying.	
	C: Identify and define standard notation symbols for dynamics, articulation and expression.	<input type="checkbox"/> GLI 1: Read and notate the symbols for down bow, up bow, <i>pizzicato</i> and <i>arco</i> .	
	D: Sight read, accurately and expressively,	<input type="checkbox"/> GLI 1: Sight read and perform accurately <i>pizzicato</i> , down bow and up bow symbols. <input type="checkbox"/> GLI 5: Sight read music at an appropriate performance level for the	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	music with a level of difficulty appropriate to ensemble performance level.	literature being studied.	
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 steady beat in a given aural example.</p>	
	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 performance.	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 4: Demonstrate self-motivation to practice and keep a practice log.</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>	
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 the basic sound production mechanics of stringed instruments (i.e. friction, sound wave travel, amplification).</p> <p>___ GLI 2: Identify connections between the vocabulary being studied in music and the vocabulary 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 2: Discuss music history and culture as it relates to the music being studied and performed.</p> <p>___ GLI 4: Read program notes and background information related to the literature being studied.</p>	
	B: Classify a varied body of exemplary musical works by	___ GLI 1: Identify the characteristics of cultural music being studied by the ensemble.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	historical period and/or culture.		
	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	____ GLI 1: Identify songs used in celebration, e.g. <i>Dreidel</i> , <i>Happy Birthday</i> , etc.	
	D: Identify and compare careers in music.	____ GLI 1: Recognize the importance of self-motivation and practice in music.	

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 1 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: Demonstrate the relationship between bow angle and tone production.</p> <p>___ GLI 5: Perform preliminary vibrato exercises.</p> <p>___ GLI 6: Demonstrate the relationship between finger placement and pitch/intonation.</p> <p>___ GLI 8: Perform the following articulations: right and left hand <i>pizzicato</i>, down bow, up bow, <i>detache</i>, bow lift.</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>	Happy Birthday: Writing rhythm, Melody and Variations
	B: Recognize and perform various styles of music.	___ GLI 1: Imitate the style of aural models.	Happy Birthday: Writing rhythm, Melody and Variations
	C: Perform scales and technical exercises.	___ GLI 1: Perform with accuracy and good intonation the following major scales: violin-D,G; viola/cello-D,G; bass-D,G.	Rhythmic Unit on Half Notes and Eighth Notes
	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>	Rhythmic Unit on Half Notes and Eighth Notes
3: Improvising melodies, variations and accompaniments.	A: Improvise melodies.	<p>___ GLI 1: Echo rhythms on one note.</p> <p>___ GLI 2: Echo three to five note melodic patterns.</p>	
	C: Improvise accompaniments.	___ GLI 1: Create <i>ostinato</i> patterns in 4/4 meter one to two measures in length.	
4: Composing and	B: Arrange music	___ GLI 1: Write a rhythmic accompaniment for a given melody.	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
arranging music within specific guidelines.	within specified guidelines.		
5: Reading and notating music.	A: Read and notate rhythms.	<p>___ GLI 1: Perform from notation eighth, quarter and half notes in 4/4 and 2/4 meters.</p> <p>___ GLI 4: Comprehend and define 4/4, 3/4, and 2/4 meters.</p>	Building the Foundation, Beginner Basics
	B: Read and notate pitches.	<p>___ GLI 1: Identify pitches notated in the clef commonly used for the instrument the student is studying.</p> <p>___ GLI 4: Demonstrate ability to read notation for literature being studied.</p>	Building the Foundation, Beginner Basics
	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>pizzicato</i> and <i>arco</i>.</p> <p>___ GLI 2: Read and notate the standard symbols for the following dynamic markings: <i>p</i>, <i>mp</i>, <i>mf</i>, and <i>f</i>.</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 <i>pizzicato</i>, down bow and up bow symbols.</p> <p>___ GLI 2: Sight read simple, 4 measure, unison examples in 4/4 and 2/4 meters.</p> <p>___ GLI 5: Sight read music at an appropriate performance level for the literature being studied.</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 3: Identify the steady beat in a given aural example.</p> <p>___ GLI 4: Distinguish between major and minor aurally.</p>	Happy Birthday: Writing rhythm, Melody and Variations
	B: Describe music events in a given printed example.	<p>___ GLI 1: Identify a single repeat sign and a set of repeat signs.</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>	
7: Evaluating music and music performance.	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>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	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 name one or two performers representative of his/her instrument.</p> <p>___ GLI 4: Demonstrate self-motivation to practice and keep a practice log.</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>	
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 2: Identify connections between the vocabulary being studied in music and the vocabulary 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 2: Discuss music history and culture as it relates to the music being studied and performed.</p> <p>___ GLI 4: Read program notes and background information related to the literature being studied.</p>	
	B: Classify a varied body of exemplary musical works by historical period and/or culture.	<p>___ GLI 1: Identify the characteristics of cultural music being studied by the ensemble.</p>	
	C: Compare functions music serves, roles of musicians and conditions under which music is typically performed in several cultures.	<p>___ GLI 1: Identify songs used in celebration, e.g. <i>Dreidel</i>, <i>Happy Birthday</i>, etc.</p>	
	D: Identify and compare careers in music.	<p>___ GLI 1: Recognize the importance of self-motivation and practice in music.</p>	

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 1 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.	<ul style="list-style-type: none"> ___ GLI 1: Demonstrate proper seated or standing posture. ___ GLI 2: Demonstrate proper left hand and arm technique. ___ GLI 3: Demonstrate proper right hand and arm technique. ___ GLI 5: Perform preliminary vibrato exercises. ___ GLI 6: Demonstrate the relationship between finger placement and pitch/intonation. ___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting. 	
	B: Recognize and perform various styles of music.	<ul style="list-style-type: none"> ___ GLI 1: Imitate the style of aural models. ___ GLI 2: Recognize various styles of string music. ___ GLI 3: Perform a variety of styles using a familiar tune. 	
	C: Perform scales and technical exercises.	<ul style="list-style-type: none"> ___ GLI 1: Perform with accuracy and good intonation the following major scales: violin-D, G, A; viola/cello-D,G, C; bass-D,G. ___ GLI 3: Perform with accuracy and good intonation the following arpeggios up and down: D, G. 	
	D: Perform in ensembles.	<ul style="list-style-type: none"> ___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles. 	
3: Improvising melodies, variations and accompaniments	A: Improvise melodies.	<ul style="list-style-type: none"> ___ GLI 1: Echo rhythms on one note. 	Rhythmic Unit on Half Notes and Eighth Notes
	B: Improvise variations.	<ul style="list-style-type: none"> ___ GLI 1: Create rhythmic variations on given pitches or simple melodies with or without accompaniment. ___ GLI 3: Vary a given melodic idea using various bowings and articulations. ___ 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. 	
	C: Improvise accompaniments.	<ul style="list-style-type: none"> ___ GLI 2: Improvise an ostinato accompaniment using one or more given pitches and a I-V-I progression. 	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
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> <p>___ GLI 3: Utilize a consistent numerically based method of counting (1-e-&a...), in 4/4, 3/4, and 2/4 meters.</p>	Rhythmic Unit on Half Notes and Eighth Notes
	B: Read and notate pitches.	<p>___ GLI 1: Identify pitches notated in the clef commonly used for the instrument the student is studying.</p> <p>___ GLI 4: Demonstrate ability to read notation for literature being studied.</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>, bow lift, right and left hand <i>pizzicato</i>, and <i>arco</i>.</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 <i>pizzicato</i>, down bow and up bow symbols.</p> <p>___ GLI 2: Sight read simple, 4 measure, unison examples in 4/4 and 2/4 meters.</p> <p>___ GLI 3: Sight read the following expressive markings: <i>p</i>, <i>f</i>.</p> <p>___ GLI 5: Sight read music at an appropriate performance level for the literature being studied.</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 3: Identify the steady beat in a given aural example.</p>	
	B: Describe music events in a given printed example.	<p>___ GLI 1: Identify a single repeat sign, a set of repeat signs, and a first and second ending.</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>	
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>	

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Develop criteria for evaluating the quality and effectiveness of musical performances.	<p>___ GLI 3: Make use of a rubric to evaluate ensemble performance and seek ways to improve their performance of specific literature.</p> <p>___ GLI 4: Demonstrate self-motivation to practice and keep a practice log.</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>	
8: Understanding relationships between music, the other arts and disciplines outside the arts.	A: Understand relationships between music and the other arts.	___ GLI 1: Identify art forms that involve collaboration with multiple art forms (e.g. musical theatre, opera).	
	B: Understand relationships between music and disciplines outside the arts.	___ GLI 2: Identify connections between the vocabulary being studied in music and the vocabulary 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.	<p>___ GLI 1: Identify genres of string music such as fiddle, classical, etc.</p> <p>___ GLI 2: Discuss music history and culture as it relates to the music being studied and performed.</p> <p>___ GLI 4: Read program notes and background information related to the literature being studied.</p>	
	B: Classify a varied body of exemplary musical works by historical period and/or culture.	___ GLI 1: Identify the characteristics of cultural music being studied by the ensemble.	
	D: Identify and compare careers in music.	___ GLI 1: Recognize the importance of self-motivation and practice in music.	

COLUMBUS CITY SCHOOLS

STRINGS LEVEL 1 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 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 5: Perform preliminary vibrato exercises.</p> <p>___ GLI 6: Demonstrate the relationship between finger placement and pitch/intonation.</p> <p>___ GLI 7: Demonstrate the ability to perform notes in first position on all four strings of instrument being studied.</p> <p>___ GLI 8: Perform the following articulations: right and left hand <i>pizzicato</i>, down bow, up bow, <i>detache</i>, bow lift, slurs, <i>staccato</i> and up-bow staccato.</p> <p>___ GLI 9: Demonstrate a consistent practice routine outside of the rehearsal setting.</p>	
	B: Recognize and perform various styles of music.	<p>___ GLI 1: Imitate the style of aural models.</p> <p>___ GLI 3: Perform a variety of styles using a familiar tune.</p>	
	C: Perform scales and technical exercises.	<p>___ GLI 1: Perform with accuracy and good intonation the following major scales: violin-D, G, A; viola/cello-D, G, C; bass-D,G.</p> <p>___ GLI 2: Perform with accuracy and good intonation three to five note scale patterns in a natural minor tonality.</p>	
	D: Perform in ensembles.	<p>___ GLI 1: Interpret and respond to conducting patterns and cues in large ensembles.</p>	
3: Improvising melodies, variations and accompaniments	B: Improvise variations.	<p>___ GLI 2: Create simple melodic embellishments such as a passing tones, neighboring tones, etc.</p>	
4: Composing and arranging music within specific guidelines.	A: Compose music within specific guidelines.	<p>___ GLI 1: Write a rhythmic composition of four or more measures in 4/4, 3/4, or 2/4.</p> <p>___ GLI 2: Compose a simple, four measure melody for their instrument using the pitches the student currently knows.</p>	Rhythmic Unit on Half Notes and Eighth Notes

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
		___ GLI 3: Make use of the dynamic markings <i>forte</i> and <i>piano</i> in compositions.	
	B: Arrange music within specified guidelines.	___ GLI 2: Transpose on paper, a four-measure melody between the keys of D and G.	
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 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.	Happy Birthday: Writing rhythm, Melody and Variations
	B: Read and notate pitches	___ GLI 1: Identify pitches notated in the clef commonly used for the instrument the student is studying. ___ GLI 2: Identify intervals in literature being studied by size (unison, 2 nd , 3 rd , etc.). ___ GLI 3: Notate a familiar melody (with the aid of the instrument) in the clef the student normally reads. ___ GLI 4: Demonstrate ability to read notation for literature being studied.	Happy Birthday: Writing rhythm, Melody and Variations
	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> , bow lift, right and left hand <i>pizzicato</i> , and <i>arco</i> . ___ GLI 3: Identify the major key signature and tonality of the literature being studied.	Happy Birthday: Writing rhythm, Melody and Variations Happy Birthday: Writing rhythm, Melody and Variations
	D: Sight read, accurately and expressively, music with a level of difficulty appropriate to ensemble performance level.	___ GLI 1: Sight read and perform accurately <i>pizzicato</i> , down bow and up bow symbols. ___ GLI 2: Sight read simple, 4 measure, unison examples in 4/4 and 2/4 meters. ___ GLI 3: Sight read the following expressive markings: <i>p</i> , <i>f</i> . ___ GLI 4: Sight read music containing the following rhythms: whole, half, quarter, and eighth notes and corresponding rests. ___ GLI 5: Sight read music at an appropriate performance level for 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 steady beat in a given aural example.	Happy Birthday: Writing rhythm, Melody and Variations

STANDARDS	BENCHMARKS	GRADE LEVEL INDICATORS	CURRICULUM GUIDE SAMPLE LESSONS
	B: Describe music events in a given printed example.	___ 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. ___ GLI 2: Examine relationships between original compositions and transcriptions for orchestra.	
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.	
	C: Defend personal music preferences using appropriate terminology.	___ GLI 1: Describe personal preferences of music using appropriate music terminology.	
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: Identify connections between the vocabulary being studied in music and the vocabulary 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 2: Discuss music history and culture as it relates to the music being studied and performed. ___ GLI 3: Demonstrate knowledge of music of diverse cultures. ___ GLI 4: Read program notes and background information related to the literature being studied.	
	B: Classify a varied body of exemplary musical works by historical period and/or culture.	___ GLI 1: Identify the characteristics of cultural music being studied by the ensemble.	
	D: Identify and compare careers in music.	___ GLI 1: Recognize the importance of self-motivation and practice in music. ___ GLI 2: Identify various careers for musicians.	