



Visual and Performing Arts Sample Learning Targets for General Music

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Document Introduction

The Visual and Performing Arts are not only a vital component of a well-rounded education but also a powerful avenue for self-expression, creativity, and understanding. As educators, our mission is to cultivate these essential skills in our learners, enabling them to engage with the world around them through various artistic mediums.

This *Visual and Performing Arts Sample Learning Targets* document serves as a resource designed to guide educators in effectively implementing the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* within their classrooms.

The SC CCR VPAPS provide expectations for developmental growth across four artistic processes: Creating, Performing or Presenting, Responding, and Connecting. Within each of these artistic processes there is a framework of Benchmarks and Indicators. The Benchmarks simply establish the proficiency levels while the Indicators clearly outline what students should know and/or be able to demonstrate .

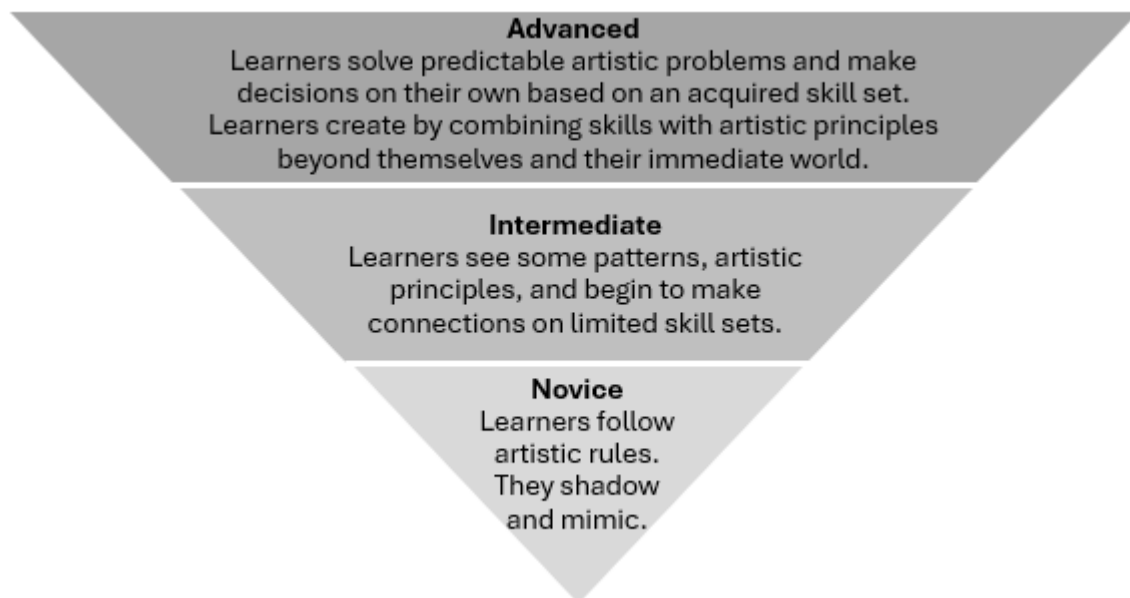
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate possible ways learners might demonstrate their abilities and understanding that can be adapted to fit the unique needs, context, and instructional style of each classroom.

Proficiency-Based Standards, Instruction, and Assessment

Proficiency-based standards represent a revolutionary approach to education that emphasizes mastery of skills and demonstration of knowledge. Learners progress toward proficiency at different rates, often influenced by instructional time, resulting in varied levels of proficiency among similarly aged learners. By prioritizing individual progress and personalized learning experiences, proficiency-based standards aim to cultivate a deeper understanding of the subject matter. The *SC CCR VPAPS* delineate a progression of skills based on proficiency rather than traditional grade levels, enabling educators to effectively identify and differentiate instruction and assessment for all learners. This document outlines indicators that learners should demonstrate at three distinct levels of proficiency.

Proficiency-based instruction and assessment rely on the planned, intentional use of clear learning objectives, formative assessment, and summative assessment. Personalized instruction and feedback mechanisms are essential components of the educational structure.

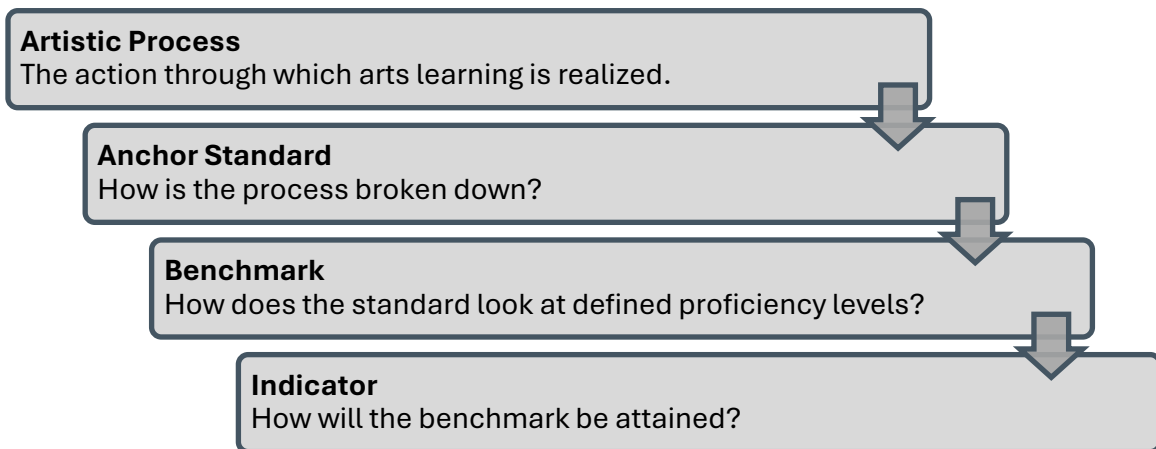
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



SC CCR VPAPS Organization

The SC CCR VPAPS are organized according to the artistic processes outlined in the national arts standards, providing a unified structure for all arts disciplines. The order of the artistic processes and anchor standards is NOT intended to prescribe an instructional sequence.

Each artistic process is broken down into anchor standards that define learning and provide overarching goals. Benchmarks deconstruct the anchor standard into defined levels of proficiency to establish course or unit learning targets. Indicators dissect the benchmarks to further clarify specific learning goals.



Artistic Processes

The artistic processes are the cognitive and physical actions by which arts learning is realized. Inspired by the National Assessment of Educational Progress (NAEP) Arts Education Framework, the artistic processes are: Creating; Performing or Presenting; Responding; and Connecting. The collective inclusion of indicators from the four artistic processes in the development and alignment of instructional units differentiates what learners should experience in an arts education classroom versus what an individual might experience in a private studio.

The artistic processes are color-coded, as follows, for quick identification.

Artistic Process: Creating
Artistic Process: Performing/Presenting
Artistic Process: Responding
Artistic Process: Connecting

Creating, Responding, and Connecting are used in each of the arts disciplines; however, their “I can” descriptors may differ slightly from one discipline to another. Performing and Presenting are specific to their related disciplines. Performing is the artistic process demonstrated through dance, general music, choral music, instrumental music, and theatre. Presenting is the artistic process demonstrated through design, media arts, and visual arts.

Anchor Standards

Anchor standards provide broad, overarching guidelines that shape the learning process within artistic disciplines by expressing essential competencies developed consistently across all proficiency levels. All proficiency benchmarks map to these anchor standards, ensuring that each benchmark supports the overarching goals established by them.

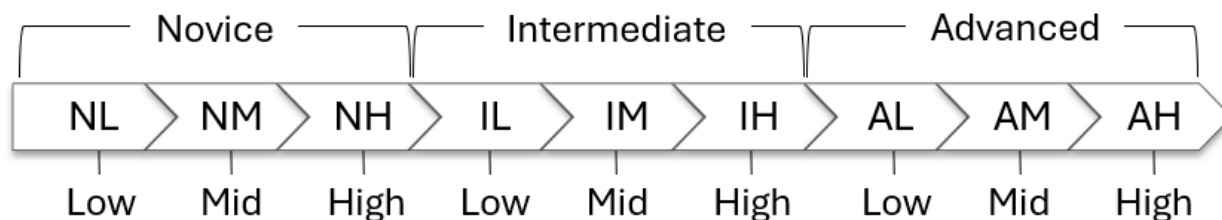
The anchor standards are color-coded similarly to artistic processes.

Artistic Process: Creating
Anchor Standard(s)
Artistic Process: Performing/Presenting
Anchor Standard(s)
Artistic Process: Responding
Anchor Standard(s)
Artistic Process: Connecting
Anchor Standard(s)

For instructional planning purposes, anchor standards should be utilized in the development of long-range goals for student achievement. Anchor standards are achieved over the course of a year or multiple years.

Benchmarks

Benchmarks are statements describing the skills and knowledge learners should demonstrate at each level of proficiency. Benchmarks begin with “I can,” empowering learners to chart their own progress fostering self-reflection, goal setting, and a strong sense of ownership over their individual learning journey towards mastery.



Building upon these foundations, benchmarks are carefully structured across a continuous spectrum of knowledge and skill acquisition. This continuum encompasses three primary levels (Novice, Intermediate, and Advanced), each representing a significant milestone in the learning process. It is important to note that these levels are not intended to directly correlate with traditional educational stages like elementary, middle, and high school. For example, a student in elementary school may exhibit Advanced proficiency in a specific discipline, while a high school student embarking on a new artistic pursuit may initially fall into the Novice category. Within each of these levels, further granularity is achieved through sub-levels designated as Low, Mid, and High. These sub-levels allow for a more nuanced assessment of progress. The benchmarks function as a series of progressive steps; learners should successfully demonstrate mastery of all indicators within a given benchmark before advancing to the subsequent, more challenging benchmark. This sequential structure ensures a steady and measured development of skills and knowledge, leading towards a comprehensive understanding of the art form.

For instructional planning purposes, benchmarks should be utilized in the development of unit goals and objectives for student achievement. Benchmarks are traditionally achieved over the course of a unit consisting of one or more lessons.

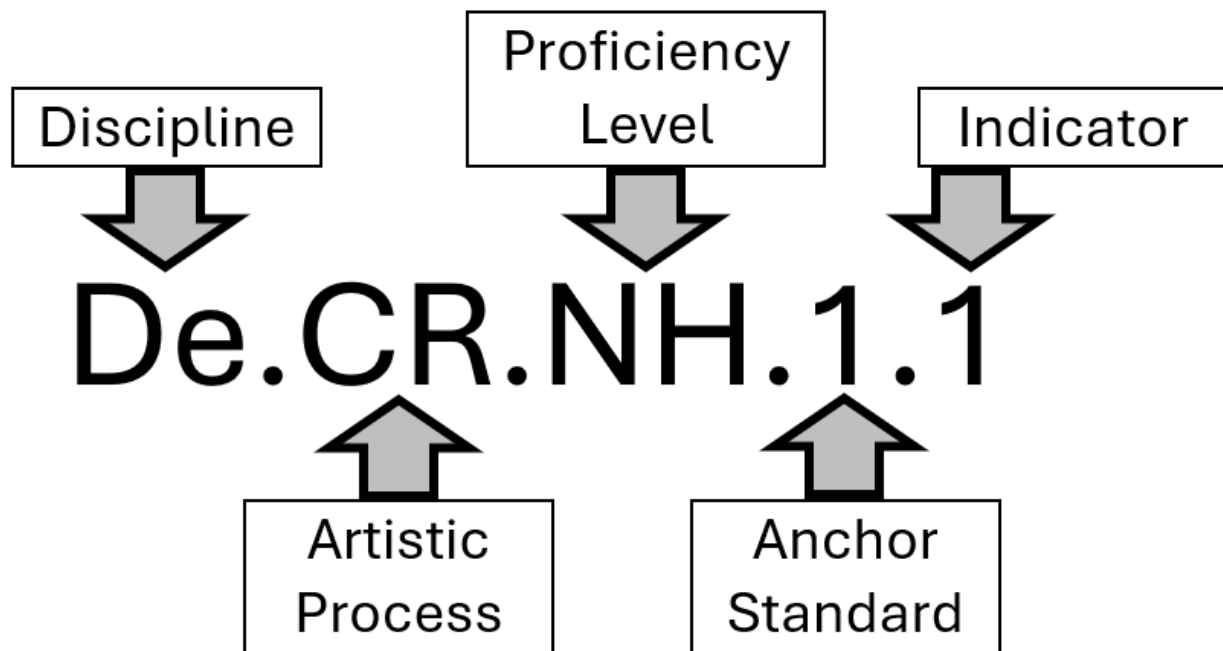
Indicators

Indicators serve as critical tools in the educational framework, breaking down benchmarks into specific, observable functions that outline the range of skills and knowledge a learner is expected to attain. These indicators clarify what learners should be able to demonstrate at various points in their learning journey, providing a clear set of expectations without prescribing the methods of instruction or assessment. By highlighting the “what” rather than the “how,” indicators empower educators with the flexibility to tailor their teaching strategies and assessment approaches to meet the unique needs of their students. This adaptability fosters an environment in which personalized learning can flourish, enabling educators to experiment with various pedagogical techniques while ensuring that each learner can achieve and demonstrate the necessary competencies outlined in the benchmarks.

For instructional planning purposes, indicators should be utilized in the development of individual lessons since they include the specific skills and knowledge that are both taught and assessed. The sequence in which indicators are addressed within a unit or lesson is flexible; while a logical progression may be beneficial, there is no strict requirement to teach indicators in a predetermined order. However, it is crucial to recognize that a student's successful achievement of a proficiency benchmark is only confirmed when they have successfully demonstrated mastery of all the indicators within that benchmark. This structure allows educators to adapt their teaching to suit the unique learning styles and needs of their students, while still ensuring a comprehensive and well-rounded understanding of the artistic discipline.

Coding System

The coding of the *SC CCR VPAPS* is presented in a format showing the arts discipline, artistic process, proficiency level, anchor standard number, and indicator number.



De.CR.NH.1.1 = Design, Creating, Novice High, Standard 1, Indicator 1

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General Music Introduction

Students who participate in standards-based visual and performing arts education programs in South Carolina are heirs to excellent arts opportunities and programs because of the vision and tenacity of generations of devoted arts educators in our state.

General music education serves as a fundamental component of the arts curriculum in South Carolina, promoting musical literacy and fostering a comprehensive understanding of music's role in society. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a cohesive framework for general music instruction, facilitating an approach that nurtures students' creativity, critical thinking, and appreciation for musical traditions.

The South Carolina Department of Education emphasizes that general music standards aim to guide developing students' skills in singing, playing instruments, creating, and responding to music. These standards incorporate a range of concepts and skills that encourage students to explore various musical styles, from classical to contemporary, and to engage actively with music through both performance and analysis. The National Association for Music Education highlights that a comprehensive music education not only nurtures artistic expression but also supports cognitive growth and emotional well-being, making it an essential component of a well-rounded education.

Evidence supports the positive impact of general music education on student outcomes. A research article published by PLOS One reveals that participation in music classes can lead to significant improvements in students' academic performance, self-esteem, and interpersonal skills (Jiang, 2024). Moreover, general music education encourages collaboration and teamwork, key competencies that are increasingly essential in today's interconnected and rapidly changing world.

In South Carolina, general music programs reflect the state's vibrant musical heritage, encompassing a wide range of genres, including folk, spirituals, and popular music. These influences not only enrich the educational experience but also allow students to connect with their backgrounds and foster a sense of community. As noted by the South Carolina Arts Commission, such programs play a crucial role in developing young musicians who are aware and capable of navigating a global musical landscape.

The *SC CCR VPAPS* should serve as the basis for the continuation of the comprehensive, sequential arts education offered in our state. In addition, these standards provide guaranteed experiences for our students to grow, perform, and produce in the arts.

Novice General Music Standards

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 1: I can compose and arrange music.

Proficiency Level: Novice Low (NL)	Benchmark: GM.CR.NL.1 – I can imitate a musical statement by sight and sound.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NL.1.1 – I can match sound and pattern.	- I can clap a repeated rhythm. - I can imitate sounds using my voice. - I can use found sounds to create a composition.
GM.CR.NL.1.2 – I can imitate a given music rhythm or sound using symbols.	- I can use symbols to show a rhythm pattern. - I can compose by drawing icons to represent music beats.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.CR.NM.1 – I can answer a musical question.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NM.1.1 – I can identify simple forms.	- I can identify call and response as a musical form. - I can identify AB/ABA form in simple songs.
GM.CR.NM.1.2 – I can identify same and different patterns.	- I can give a rhythmic response to a rhythm question. - I can identify same/different melodic and rhythmic patterns. - I can identify patterns of same/different in simple songs and patterns.

Proficiency Level: Novice High (NH)	Benchmark: GM.CR.NH.1 – I can arrange a musical idea.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NH.1.1 – I can use rhythm patterns, songs, or words to create a musical idea.	- I can arrange a sound poem. - I can arrange a melodic idea on a barred instrument. - I can arrange rhythm patterns with flashcards. - I can use movement to show melodic contour.
GM.CR.NH.1.2 – I can create a musical idea given specific instructions.	- I can create rhythmic compositions using standard notation. - I can use notation technology to arrange musical patterns. - I can use movement to share a musical idea. - I can use technology to create musical ideas.

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 2: I can improvise music.

Proficiency Level: Novice Low (NL)	Benchmark: GM.CR.NL.2 – I can imitate simple rhythm patterns within a given meter.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NL.2.1 – I can identify same and different rhythm patterns.	• I can use a counting system to decide same and different. • I can listen to two rhythm samples and label same and different.
GM.CR.NL.2.2 – I can echo simple rhythm patterns.	• I can use body percussion to echo a rhythm pattern. • I can echo simple rhythm patterns on an instrument. • I can use chants to echo a rhythm pattern.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.CR.NM.2 – I can imitate simple tonal patterns within a given key and tonality.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NM.2.1 – I can identify same and different melodic patterns.	• I can listen to two melodic samples and label same and different. • I can sing a melodic pattern that is the same and one that is different from the one I hear.
GM.CR.NM.2.2 – I can echo simple tonal patterns.	• I can echo simple tonal patterns using tonal solfege or pitch name. • I can echo simple tonal patterns on a neutral syllable. • I can echo simple tonal patterns on an instrument.

Proficiency Level: Novice High (NH)	Benchmark: GM.CR.NH.2 – I can improvise responses to given rhythmic patterns.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.NH.2.1 – I can improvise simple ostinati patterns within a given meter.	• I can improvise an ostinato rhythm pattern on an instrument. • I can use a counting system to improvise a rhythm pattern.
GM.CR.NH.2.2 – I can improvise rhythm patterns, songs, or chants to create a musical idea.	• I can write new words for a familiar tune. • I can improvise a chant for a given rhythmic pattern.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 3: I can sing alone and with others.

Proficiency Level: Novice Low (NL)		Benchmark: GM.P.NL.3 – I can use my voice in many ways.	
Indicator		Sample Learning Targets	
GM.P.NL.3.1 – I can sing songs in my range.		• I can echo, speak, chant, sing and move to music. • I can sing songs from memory.	
GM.P.NL.3.2 – I can use my voice to imitate other sounds.		• I can make sound effects with my voice. • I can sing with a group. • I can explore different sounds with voice changing software.	
Proficiency Level: Novice Mid (NM)		Benchmark: GM.P.NM.3 – I can use my singing voice to match pitch on “sol-mi-la” songs and tonal patterns.	
Indicator		Sample Learning Targets	
GM.P.NM.3.1 – I can match pitch when I sing.		• I can match pitch with piano or my teacher. • I can sing songs in unison.	
GM.P.NM.3.2 – I can sing with my head voice and chest voice.		• I can sing patriotic songs. • I can sing folk songs. • I can echo short melodic patterns.	
Proficiency Level: Novice High (NH)		Benchmark: GM.P.NH.3 – I can sing, chant, and move to demonstrate a steady beat.	
Indicator		Sample Learning Targets	
GM.P.NH.3.1 – I can sing or move using a steady beat.		• I can identify beat/no beat. • I can use rhythm sticks to demonstrate steady beat. • I can move to a steady beat following a conductor.	
GM.P.NH.3.2 – I can use good posture and breath support when I sing.		• I can demonstrate good singing posture. • I can use basic dynamics (piano and forte) when I sing.	

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 4: I can play instruments alone and with others.

Proficiency Level: Novice Low (NL)	Benchmark: GM.P.NL.4 – I can make sounds with classroom instruments and other sound sources.
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Indicator	Sample Learning Targets
GM.P.NL.4.1 – I can use my body to make sounds.	- I can echo your pattern by clapping. - I can patch, clap, and stomp a pattern.
GM.P.NL.4.2 – I can play pitched and unpitched instruments.	- I can echo your patterns with my rhythm sticks. - I can use instruments to make sound stories.
GM.P.NL.4.3 – I can follow the teacher when I use classroom instruments.	- I can follow my teacher’s pattern on my rhythm instrument. - I can start and stop with the conductor.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.P.NM.4 – I can imitate short rhythmic and melodic patterns on appropriate instruments.
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Indicator	Sample Learning Targets
GM.P.NM.4.1 – I can echo an ostinato rhythm pattern.	- I can play classroom instruments to follow a rhythm pattern. - I can play an ostinato on a classroom instrument. - I can play djembes in a Drum circle.
GM.P.NM.4.2 – I can play melodic patterns using steps and skips.	- I can play xylophones and other pitched instruments. - I can use classroom instruments or sound software to create sound stories. - I can identify a skip and step on a barred instrument.
GM.P.NM.4.3 – I can ask and answer musical questions using instruments.	- I can respond to a musical question on a classroom instrument. - I can write and perform a 4-beat answer to a 4-beat question.

Proficiency Level: Novice High (NH)	Benchmark: GM.P.NH.4 – I can play and read rhythmic, melodic, and chord patterns.
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Indicator	Sample Learning Targets
GM.P.NH.4.1 – I can use music notation to play instruments.	- I can play guitar following a chord sheet. - I can play recorder from notation B, A, & G.
GM.P.NH.4.2 – I can play pentatonic scales on instruments.	- I can select the correct notes to make a pentatonic scale on a barred instrument. - I can play leaps/skips/steps on barred instruments.
GM.P.NH.4.3 – I can identify rhythmic notation.	- I can identify quarter, eighth, half, and whole notes and their rests. - I can play a rhythm pattern from notation.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 5: I can read and notate music.

Proficiency Level: Novice Low (NL)	Benchmark: GM.P.NL.5 – I can read rhythm patterns.
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Indicator	Sample Learning Targets
GM.P.NL.5.1 – I can read rhythm patterns with my voice, body, and instruments.	• I can read quarter notes/rests. • I can identify beat/no beat. • I can notate one and two sounds to a beat.
GM.P.NL.5.2 – I can read quarter and eighth notes and rests.	• I can clap a rhythm pattern from traditional/non-traditional notation. • I can play a rhythm pattern from notation on a non-pitched instrument.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.P.NM.5 – I can read simple rhythmic and melodic notation.
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Indicator	Sample Learning Targets
GM.P.NM.5.1 – I can name notes in treble clef.	• I can read notes from the staff in treble clef. • I can use technology to practice reading and writing simple notation. • I can identify a second, third, fifth, and octave.
GM.P.NM.5.2 – I can read simple quarter, eighth, half, whole notes, and rests.	• I can complete measures using the correct rhythmic notation for a given meter signature. • I can add missing bar lines for given meters.

Proficiency Level: Novice High (NH)	Benchmark: GM.P.NH.5 – I can read, write simple rhythmic and melodic standard notation.
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Indicator	Sample Learning Targets
GM.P.NH.5.1 – I can read standard notation.	• I can write simple melodic and rhythmic notation. • I can write music notation using music software. • I can write the notes for “Twinkle, Twinkle Little Star” on staff paper.
GM.P.NH.5.2 – I can read meter in 4/4, 3/4, and 2/4.	• I can write simple melodic and rhythmic notation. • I can conduct music in 4/4. • I can write the counting for simple rhythms to include sixteenth notes. • I can write music notation using music software.

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 6: I can analyze music.

Proficiency Level: Novice Low (NL)		Benchmark: GM.R.NL.6 – I can identify contrasts in music.	
Indicator		Sample Learning Targets	
GM.R.NL.6.1 – I can identify dynamics and steady beat.		- I can clap or march to a steady beat. - I can show loud and soft with body movements.	
GM.R.NL.6.2 – I can identify same and different sound sources.		- I can name different sounds from my environment to create a sound poem. - I can identify whisper, speaking, shouting, or singing voice. - I can select a class instrument to imitate a sound (clock, horse's feet, rain, etc.)	
GM.R.NL.6.3 – I can name same and different sections.		- I can show movements to music to demonstrate same and different. - I can use shapes to identify sections of music.	
Proficiency Level: Novice Mid (NM)		Benchmark: GM.R.NM.6 – I can identify the elements of music.	
Indicator		Sample Learning Targets	
GM.R.NM.6.1 – I can identify changes in dynamics, tempo, and rhythm.		- I can use movement to express dynamics in music. - I can identify same and different rhythm patterns. - I can move to changes of tempo from a recording or sound source.	
GM.R.NM.6.2 – I can name voice types and instrument families.		- I can identify a child, adult woman, and adult male voice. - I can name classroom instruments by sight and sound.	
GM.R.NM.6.3 – I can identify examples of some basic musical forms including ABA and Rondo forms.		- I can identify ABA form. - I can identify repeated sections to label simple forms. - I can sing the response to a call and response song.	
Proficiency Level: Novice High (NH)		Benchmark: GM.R.NH.6 – I can describe how the music elements are used.	
Indicator		Sample Learning Targets	
GM.R.NH.6.1 – I can use appropriate vocabulary to describe pitch, tempo, and dynamics.		- I can identify dynamic contrasts by sight and sound. - Given two pitches, I can name the second as higher, lower, or the same as the first.	
GM.R.NH.6.2 – I can identify by sight and sound voice types and classroom instruments.		- I can classify classroom instruments into families by sight and sound (woods, metals, shakers, etc.). - I can identify soprano, alto, and tenor, bass.	
GM.R.NH.6.3 – I can identify examples of complex musical forms including Arch and Sonata forms.		- I can identify verse and refrain from the music and by hearing it. - I can identify motif, canon, rondo, AABA, and theme and variations as a musical form.	

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 7: I can evaluate music.

Proficiency Level: Novice Low (NL)	Benchmark: GM.R.NL.7 – I can communicate about music verbally.
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Indicator	Sample Learning Targets
GM.R.NL.7.1 – I can listen and respond to music.	• I can talk about music I listen to at home. • I can use my words to tell you the music I like.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.R.NM.7 – I can demonstrate how to be an audience member in different musical settings.
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Indicator	Sample Learning Targets
GM.R.NM.7.1 – I can model and describe audience behavior in different settings.	• I can applaud at appropriate times during a concert. • I can sit quietly during a performance.

Proficiency Level: Novice High (NH)	Benchmark: GM.R.NH.7 – I can use musical vocabulary to describe personal preference choices.
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Indicator	Sample Learning Targets
GM.R.NH.7.1 – I can talk and write about music using musical vocabulary.	• I can use music vocabulary to describe what I like in a song. • I can talk about a performance using musical vocabulary.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

Proficiency Level: Novice Low (NL)	Benchmark: GM.C.NL.8 – I can recognize and perform musical selections from my own culture and time periods.
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Indicator	Sample Learning Targets
GM.C.NL.8.1 – I can recognize that all cultures and time periods use music.	• I can share music ideas with friends. • I can name musical titles used for at least one cultural event. • I can name composers from the Classical Period (Mozart, Beethoven).

Proficiency Level: Novice Mid (NM)	Benchmark: GM.C.NM.8 – I can identify and perform musical selections from a culture other than mine and a historical time period.
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Indicator	Sample Learning Targets
GM.C.NM.8.1 – I can find similar elements of music within a culture/time period.	• I can sing and talk about folk music. • I can name traditions from a culture other than mine that uses music. • I can identify patriotic music and its purpose. • I can describe characteristics of the Classical Period (balance, order, following rules).

Proficiency Level: Novice High (NH)	Benchmark: GM.C.NH.8 – I can identify and perform musical selections from multiple cultures and/or historical time periods.
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Indicator	Sample Learning Targets
GM.C.NH.8.1 – I can find similar elements of music in different cultures/time periods.	• I can name the historical periods of music. • I can identify instruments from multiple cultures. • I can define a variety of cultures and their use of music.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 9: I can relate music to other arts disciplines, content areas, and career paths.

Proficiency Level: Novice Low (NL)	Benchmark: GM.C.NL.9 – I can explore general music concepts among arts disciplines, other content areas, and related careers in familiar settings.
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Indicator	Sample Learning Targets
GM.C.NL.9.1 – I can identify the relationship between music and another subject in my school.	- I can identify songs that will help me in another subject (e.g., alphabet song). - I can tell a story with found sounds or computer generated sound.
GM.C.NL.9.2 – I can identify topics in music that interest me.	- I can give examples of careers and events that use music. - I can describe special types of music for special events or times of year and the people involved.

Proficiency Level: Novice Mid (NM)	Benchmark: GM.C.NM.9 – I can recognize general music concepts among arts disciplines, other content areas, and related careers.
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Indicator	Sample Learning Targets
GM.C.NM.9.1 – I can make connections between music and another subject in my school.	- I can write a parody to help me learn the continents. - I can sing the Alphabet song to alphabetize words.
GM.C.NM.9.2 – I can identify life skills necessary for a music career.	- I can describe how my musical performance improved. - I can describe proper performer and audience behavior for a concert. - I can work with others to improve my performance.

Proficiency Level: Novice High (NH)	Benchmark: GM.C.NH.9 – I can apply general music concepts to arts disciplines, other content areas, and related careers.
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Indicator	Sample Learning Targets
GM.C.NH.9.1 – I can demonstrate and describe the relationship between music and a concept from another subject in my school.	- I can talk about music's relationship to the science of sound. - I can use music as a tool to learn about fractions. - I can name some South Carolina musicians.
GM.C.NH.9.2 – I can identify specific careers in music.	- I can name arts businesses and organizations that hire musicians. - I can describe music careers of community members. - I can make a list of music careers.

Intermediate General Music Standards

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 1: I can compose and arrange music.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.CR.IL.1 – I can combine musical ideas to create phrases for voice, instruments, or body movement.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IL.1.1 – I can compose and arrange melodic ideas.	• I can use notation technology to arrange musical patterns. • I can create an ostinato pattern to a simple song. • I can use technology to create musical ideas.
GM.CR.IL.1.2 – I can construct arrangements of simple pieces for voices or instruments.	• I can arrange a familiar song for an instrument. • I can use standard notation to compose an arrangement of a tune.

Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.CR.IM.1 – I can compose a rhythmic and melodic phrase.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IM.1.1 – I can organize rhythmic and melodic patterns into a musical phrase.	• I can write a musical phrase for an instrument. • I can combine patterns to make a musical phrase.
GM.CR.IM.1.2 – I can create a melodic phrase over a given rhythmic idea.	• I can create a melody using the pentatonic scale. • I can use sol, mi, do over an ostinato rhythm pattern to make a melody.

Proficiency Level: Intermediate High (IH)	Benchmark: GM.CR.IH.1 – I can add harmony to compose or arrange phrases for a given mood.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IH.1.1 – I can identify key signatures in melodic phrases.	• I can add harmony to a familiar tune to demonstrate knowledge of proper key structure. • I can research appropriate keys for specific instruments.
GM.CR.IH.1.2 – I can construct a rhythmic, melodic, and harmonic idea for a given mood.	• I can add harmony to a familiar tune to change the mood. • I can write a short chorale. • I can use music writing software to compose or arrange my work.

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 3: I can sing alone and with others.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.CR.IL.2 – I can improvise short melodic question and answer patterns.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IL.2.1 – I can improvise simple tonal patterns within a given key.	• I can improvise a scat tune. • I can improvise my own simple tonal patterns on my instrument. • I can improvise a new ending for a familiar tune.
GM.CR.IL.2.2 – I can improvise rhythmic and melodic patterns to create a musical phrase.	• I can scat to a jazz tune. • I can improvise my own simple tonal patterns on my instrument. • I can improvise a new ending for a familiar tune.

Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.CR.IM.2 – I can improvise a rhythm pattern to embellish a given a harmonic phrase.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IM.2.1 – I can embellish a bass line with improvised rhythm from an instrument or music software.	• I can play an improvised bass line on a barred instrument. • I can improvise a rhythmic bass line for a folk song on instruments or using a music app.
GM.CR.IM.2.2 – I can sing on a neutral syllable an improvised rhythm.	• I can sing a familiar song with new rhythmic patterns. • I can improvise a new rhythm to end a song.

Proficiency Level: Intermediate High (IH)	Benchmark: GM.CR.IH.2 – I can improvise a simple melodic phrase given a harmonic phrase.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.CR.IH.2.1 – I can identify chord changes.	• I can identify chord changes to improvise a short melody. • I can identify different chord patterns on a staff line. • I can write a I, IV, V chord progression using notation.
GM.CR.IH.2.2 – I can embellish a given melodic phrase that corresponds with simple chord changes.	• I can improvise a melody over a recorded 12 bar blues progression. • I can improvise a scat tune.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 3: I can sing alone and with others.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.P.IL.3 – I can sing a variety of simple melodies and part songs.
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Indicator	Sample Learning Targets
GM.P.IL.3.1 – I can sing 2-part songs.	- I can sing partner songs. - I can sing a round or canon.
GM.P.IL.3.2 – I can sing with appropriate diction and articulation.	- I can imitate my teacher’s pronunciation. - I can sing legato and staccato styles.

Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.P.IM.3 – I can sing with expression and technical accuracy.
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Indicator	Sample Learning Targets
GM.P.IM.3.1 – I can sing with proper intonation alone and in different ensembles.	- I can sing my part in an ensemble. - I can sing intervals. - I can match pitch with a teacher or pitch matching app. - I can sight-read simple songs.
GM.P.IM.3.2 – I can apply dynamics and expression when I sing.	- I can respond to director cues to use dynamics and expression. - I can recognize and respond to expressive markings in the music.

Proficiency Level: Intermediate High (IH)	Benchmark: GM.P.IH.3 – I can sing a variety of songs with expression and technical accuracy.
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Indicator	Sample Learning Targets
GM.P.IH.3.1 – I can perform a vocal phrase while responding to a director’s cues.	- I can follow a conductor’s beat and dynamic direction. - I can recognize from a score and sing at various dynamic levels (p, mp, mf, f).
GM.P.IH.3.2 – I can sight-read in multiple tonalities and rhythms.	- I can sight-read my part in tune. - I can sing in 3-part harmony. - I can sight-read music selected for performance and pinpoint areas of needed improvement.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 4: I can play instruments alone and with others.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.P.IL.4 – I can play accompaniments and simple songs on classroom instruments.
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Indicator	Sample Learning Targets
GM.P.IL.4.1 – I can play accompaniments and songs in major and minor tonalities.	- I can play parts using notation. - I can identify by sound – major/minor tonalities.
GM.P.IL.4.2 – I can play multiple classroom instruments using proper technique and posture.	- I can play barred instruments with correct mallet technique. - I can look at myself in the mirror to play with proper posture.
GM.P.IL.4.3 – I can play in treble and bass clefs.	- I can identify treble and bass clef notation. - I can identify the correct clef to play a selected instrument.

Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.P.IM.4 – I can play and read complementary and contrasting instrumental parts accurately and independently.
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Indicator	Sample Learning Targets
GM.P.IM.4.1 – I can play my part independently in an ensemble.	- I can read my part with correct rhythm and tempo. - I can explain how to practice my part for improvement.
GM.P.IM.4.2 – I can play melodic patterns, drones, and ostinatos with technical accuracy.	I can complete a rubric that includes posture and intonation about my playing.
GM.P.IM.4.3 – I can read from notation, songs I play.	- I can read my part with correct rhythm and tempo. - I can play syncopated patterns from notation.

Proficiency Level: Intermediate High (IH)	Benchmark: GM.P.IH.4 – I can play and read my part with an ensemble using accurate technique and posture.
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Indicator	Sample Learning Targets
GM.P.IH.4.1 – I can rehearse for improvement in an ensemble.	- I can practice in an ensemble using rhythmic and melodic notation. - I can practice with a recording and improve my ensemble part.
GM.P.IH.4.2 – I can use proper technique to express music.	- I can use proper technique for a chosen instrument to perform in an ensemble. - I can apply correct articulation to my music (legato, staccato, etc.)
GM.P.IH.4.3 – I can play my part independently while others play.	- I can read rhythmic and melodic notation. - I can practice in an ensemble.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 5: I can read and notate music.

Proficiency Level: *Intermediate Low (IL)* **Benchmark: GM.P.IL.5 – I can explain note names and basic rhythms.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.IL.5.1 – I can read all notes in treble and bass clefs.	• I can read treble clef notes. • I can read bass clef notes. • I can read duple meter.
GM.P.IL.5.2 – I can read dotted rhythms.	• I can explain how a dot changes the value of a note. • I can count 6/8 meter. • I can explain duple and triple meter.

Proficiency Level: *Intermediate Mid (IM)* **Benchmark: GM.P.IM.5 – I can interpret musical symbols within multiple meters, clefs, and expressive symbols.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.IM.5.1 – I can read rhythmic and melodic patterns in treble and bass clef.	• I can identify the notes in all traditional clefs. • I can rewrite a treble clef passage in another clef.
GM.P.IM.5.2 – I can identify compound, complex, and syncopated rhythms.	• I can notate a syncopated phrase. • I can apply a rhythmic counting system to compound rhythms.

Proficiency Level: *Intermediate High (IH)* **Benchmark: GM.P.IH.5 – I can read and notate short musical works in a variety of clefs and meters.**

<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.IH.5.1 – I can read and use key signatures.	• I can write the circle of fifths. • I can identify appropriate accidentals for a given key. • I can identify enharmonic pitches.
GM.P.IH.5.2 – I can read and use meter signatures.	• I can read songs in 5/8, 7/8, 9/8, and 2/2 meters. • I can demonstrate basic conducting patterns.

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 6: I can analyze music.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.R.IL.6 – I can explain how the elements of music are used in a variety of genres, cultures, and time periods.
Indicator	Sample Learning Targets
GM.R.IL.6.1 – I can listen, identify, and explain pitch, tempo, and dynamics to describe music of different styles.	- I can identify and explain music characteristics from Native American and Hispanic cultures. - I can identify and explain music from the Baroque and Romantic Period. - I can write the common tempi terms in order.
GM.R.IL.6.2 – I can listen to and identify orchestral, band, and electronic instruments by sight and sound.	- I can identify electronic instruments by sight and sound. - I can identify the common orchestra and band instruments by sight and sound. - I can name instruments in each musical family.
GM.R.IL.6.3 – I can examine musical forms to describe a musical style.	- I can identify verse and refrain in a folk song. - I can determine the form of the “Star Spangled Banner”.
Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.R.IM.6 – I can examine how the elements of music are used in a variety of genres, cultures, and time periods.
Indicator	Sample Learning Targets
GM.R.IM.6.1 – I can examine the elements of pitch, tempo, and dynamics in a variety of musical styles presented aurally and visually.	- While listening, I can name characteristics of two different musical styles. - I can compare use of rhythm between at least 2 different cultures. - I can compare and contrast how elements of music are used in rap and jazz.
GM.R.IM.6.2 – I can examine the contribution of timbre in a variety of musical instruments/voices to musical style and mood.	- I can choose an instrument to best fit a musical style and mood. - I can identify instruments that contribute to a variety of non-classical styles such as dobro, mandolin, fiddle. - I can describe different vocal techniques that support mood in rap, country, pop, jazz.
GM.R.IM.6.3 – I can identify musical forms presented aurally and visually.	- I can use a labeling system to identify a musical form. - I can identify the musical form from a musical score. - I can name the musical form of familiar music.
Proficiency Level: Intermediate High (IH)	Benchmark: GM.R.IH.6 – I can find evidence of how music is informed by the structure, elements in a variety of genres, cultures, and time periods.
Indicator	Sample Learning Targets
GM.R.IH.6.1 – I can listen, identify, and explain the elements of pitch, tempo, dynamics, and style used in different cultures and time periods.	- I can name the characteristics of the music from the Baroque Period. - I can explain the use of polyrhythms in African music examples. - I can identify major and minor tonality from aural and written examples.
GM.R.IH.6.2 – I can examine the use of timbre and texture in music from a variety of different genres.	- I can compare and contrast the timbre and texture of folk and opera. - I can identify the differences between the timbre and texture of a string versus full orchestra.
GM.R.IH.6.3 – I can examine the use of musical forms presented in a varied repertoire of music.	- I can use music vocabulary to justify my choice of music time period. - I can study a score to cite examples of compositional techniques.

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 7: I can evaluate music.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.R.IL.7 – I can use musical vocabulary to critique a performance.
Indicator	Sample Learning Targets
GM.R.IL.7.1 – I can describe the quality of a musical performance.	• I can write a response to a music performance using music vocabulary. • I can name a strength and a weakness from a performance.
Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.R.IM.7 – I can evaluate the quality of musical performances and/or compositions of others using assessment tools.
Indicator	Sample Learning Targets
GM.R.IM.7.1 – I can apply assessment tools to evaluate tone quality, intonation, articulation, rhythmic accuracy, musicality, posture, and stage presence to a live or recorded performance.	• I can apply a rubric/checklist to evaluate a performance. • I can name and define criteria from a rubric. • I can view or listen to recordings to complete a rubric and suggest ideas for improvement.
Proficiency Level: Intermediate High (IH)	Benchmark: GM.R.IH.7 – I can evaluate the quality of personal performances and/or compositions using assessment tools.
Indicator	Sample Learning Targets
GM.R.IH.7.1 – I can apply assessment tools to evaluate tone quality, intonation, articulation, rhythmic accuracy, musicality, posture, and stage presence to my personal performance.	• I can respond appropriately to outside criticism of my performance. • I can discuss areas of needed practice to improve my performance.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.C.IL.8 – I can examine relationships among musical selections from multiple cultures and/or historical time periods.
Indicator	Sample Learning Targets
GM.C.IL.8.1 – I can identify similarities and differences in music from multiple cultures and time periods.	• I can describe the difference between African and Native American music. • I can use music vocabulary to describe a culture (e.g., African polyrhythms and characteristic instruments). • I can compare and contrast the time period of Baroque and Classical.
Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.C.IM.8 – I can research the role of music within a specific culture or historical time period and present what I discovered.
Indicator	Sample Learning Targets
GM.C.IM.8.1 – I can use music vocabulary terms such as form, tempo, dynamics, etc. to describe musical works from similar cultures and time periods.	• I can research an historical period and report it to the class including musical examples. • I can describe the music of historical composers using the elements of music in my descriptions.
Proficiency Level: Intermediate High (IH)	Benchmark: GM.C.IH.8 – I can perform and modify a musical work using characteristics from a culture or time period.
Indicator	Sample Learning Targets
GM.C.IH.8.1 – I can change a musical work using the elements of music from a culture or time period.	• I can use technology to arrange “Jingle Bells” to reflect a different culture. • I can apply changes to a Classical piece of music to reflect a different time period.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 9: I can relate music to other arts disciplines, content areas, and career paths.

Proficiency Level: Intermediate Low (IL)	Benchmark: GM.C.IL.9 – I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.
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Indicator	Sample Learning Targets
GM.C.IL.9.1 – I can apply music concepts to other arts disciplines and content areas.	- I can make musical connections to the art works of Kandinsky. - I can define words with multiple meanings in music and other subjects.
GM.C.IL.9.2 – I can demonstrate and describe the skills needed for careers in music.	- I can research skills needed for a variety of music careers. - I can investigate and report about music careers in SC.

Proficiency Level: Intermediate Mid (IM)	Benchmark: GM.C.IM.9 – I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music.
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Indicator	Sample Learning Targets
GM.C.IM.9.1 – I can examine the relationship between music and specific content from another arts discipline and content area.	- I can compare and contrast mood in music, art, dance, and drama. - I can relate music of the ‘50s to its historical context. - I can trace the connection of the American Revolution to army bands and their music.
GM.C.IM.9.2 – I can examine the educational requirements needed for a variety of careers in music.	- I can name careers in music and research the requirements for the chosen career. - I can examine the requirements of a music producer. - I can identify college degree programs for music therapy. - I can name and describe skills necessary for college study of music leading to a job or profession.

Proficiency Level: Intermediate High (IH)	Benchmark: GM.C.IH.9 – I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers.
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Indicator	Sample Learning Targets
GM.C.IH.9.1 – I can apply concepts from other arts disciplines and content areas to my music.	- I can use music to complete a STEM project. - I can examine the relationship between an element of music and other disciplines including other arts disciplines.
GM.C.IH.9.2 – I can compare similarities and differences in a variety of music careers and roles of musicians in those careers.	- I can use technology to compare required skills for music careers. - I can identify common music skills needed in different music careers.

Advanced General Music Standards

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 1: I can compose and arrange music.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.CR.AL.1 – I can arrange, compose, and explain musical ideas.
Indicator	Sample Learning Targets
GM.CR.AL.1.1 – I can use the circle of fifths to explain transposition of a written musical work.	• I can use the circle of fifths to compose a work in complementary keys. • I can use a technology system to notate and transpose my work. • I can transpose a single part for two different instruments.
GM.CR.AL.1.2 – I can use and explain compositional techniques to compose works in a musical form.	• I can explain common music forms (e.g., verse-refrain, AB, ABA). • I can compose a short work in a given music form.
Proficiency Level: Advanced Mid (AM)	Benchmark: GM.CR.AM.1 – I can collaborate with others to compose or arrange musical ideas in a variety of musical styles.
Indicator	Sample Learning Targets
GM.CR.AM.1.1 – I can revise a composition based on the feedback from others to improve composed works.	• I can record my composition to revise based on feedback. • I can use anchor compositions from known composers to compare stylistic techniques.
GM.CR.AM.1.2 – I can work with others to compose an original composition.	• I can use theme and variations to compose a work with others. • I can use technology to collaborate with team members while composing.
Proficiency Level: Advanced High (AH)	Benchmark: GM.CR.AH.1 – I can compose music within expanded forms.
Indicator	Sample Learning Targets
GM.CR.AH.1.1 – I can create an original composition independently.	• I can compose a concerto for my instrument. • I can write a song. • I can use technology storage systems to organize my compositions.
GM.CR.AH.1.2 – I can create a new arrangement from a given composition.	• I can arrange a work for an ensemble. • I can use technology to store and organize my compositions. • I can arrange a composition for an alternative instrument.

Artistic Process: Creating – I can use the elements of music to communicate new musical ideas and works.

Anchor Standard 3: I can sing alone and with others.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.CR.AL.2 – I can perform a brief improvisation given a chord progression and meter.
Indicator	Sample Learning Targets
GM.CR.AL.2.1 – I can improvise harmonizing parts.	- I can identify chord changes in an unfamiliar piece to improvise on an instrument. - I can vocally improvise harmonic embellishments over a given melody.
GM.CR.AL.2.2 – I can improvise short melodies using accurate and consistent style, meter, and tonality.	- I can improvise a short passage using only a chord progression or lead sheet. - I can create a lead sheet for a jazz tune.
Proficiency Level: Advanced Mid (AM)	Benchmark: GM.CR.AM.2 – I can perform an improvisation given a motive, chord progression, and meter.
Indicator	Sample Learning Targets
GM.CR.AM.2.1 – I can perform an improvisation on a given motive.	- I can improvise stylistically appropriate harmonizing parts. - I can perform on an instrument, music apps, or sing an improvised part in an ensemble.
GM.CR.AM.2.2 – I can improvise extended passages using consistent style, meter, and tonality.	- I can follow a lead sheet to perform an extended improvisation pattern. - I can perform on an instrument, music apps, or sing an improvised part in an ensemble.
Proficiency Level: Advanced High (AH)	Benchmark: GM.CR.AH.2 – I can perform and refine an extended spontaneous improvisation independently in multiple meters and tonalities.
Indicator	Sample Learning Targets
GM.CR.AH.2.1 – I can improvise responding to aural cues.	- I can improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor keys. - I can improvise with freedom and expression within a given key, tonality, meter, and style.
GM.CR.AH.2.2 – I can demonstrate and refine musicality during improvisational solos.	- I can show freedom of expression in my improvisation. - I can critique and provide feedback for improvisation work.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 3: I can sing alone and with others.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.P.AL.3 – I can sing expressively and apply technical and stylistic criteria in a variety of songs alone and in various ensembles.
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Indicator	Sample Learning Targets
GM.P.AL.3.1 – I can sing in a group with balance.	- I can identify the melodic line to balance my part with ensemble members. - I can respond to a conductor's cues to adjust balance during a performance.

GM.P.AL.3.2 – I can blend with others in an ensemble.	- I can sing at various dynamic levels (p, mp, mf, f) to blend with the group. - I can blend harmonic lines above the bass line to improve intonation.
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Proficiency Level: Advanced Mid (AM)	Benchmark: GM.P.AM.3 – I can collaborate with other singers to make technical and stylistic decisions.
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Indicator	Sample Learning Targets
GM.P.AM.3.1 – I can sing in ensembles with proper vocal tone, phrasing, and pitch accuracy.	- I can sing solos, duets, trios, etc. - I can use feedback of my performance to improve my skills.
GM.P.AM.3.2 – I can rehearse with an ensemble to improve my work.	- I can use song form to memorize lyrics. - I can demonstrate appropriate ensemble behaviors to improve my group. - I can rehearse and polish my part with a recording in sectionals.

Proficiency Level: Advanced High (AH)	Benchmark: GM.P.AH.3 – I can make technical and stylistic choices about my performance as a singer alone and in various ensembles.
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Indicator	Sample Learning Targets
GM.P.AH.3.1 – I can use a variety of technical and stylistic choices in my performance.	- I can choose appropriate music for myself. - I can accept and use criticism of my personal choices to improve my work.
GM.P.AH.3.2 – I can apply a variety of musical choices for performance.	- I can select music appropriate for my voice and the venue of performance. - I can apply style decisions to my personal performance.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 4: I can play instruments alone and with others.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.P.AL.4 – I can play an instrument expressively and apply technical and stylistic techniques in variety of music alone and in various ensembles.
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Indicator	Sample Learning Targets
GM.P.AL.4.1 – I can play in various musical styles on instruments.	- I can identify characteristics of different musical styles. - I can respond to musical score markings in my part to improve stylistic intentions in the ensemble.
GM.P.AL.4.2 – I can balance my sound with others in an ensemble.	- I can change my volume while performing to maintain proper balance. - I can recognize when my part is melody, harmony, or accompaniment and adjust my volume accordingly.
GM.P.AL.4.3 – I can sight-read a musical part.	- I can correctly read and perform pitches while sight-reading. - I can accurately perform rhythms as written when reading new music.

Proficiency Level: Advanced Mid (AM)	Benchmark: GM.P.AM.4 – I can collaborate with others to apply technical and stylistic techniques in a variety of music alone and in various ensembles.
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Indicator	Sample Learning Targets
GM.P.AM.4.1 – I can collaborate with others to improve my ensemble.	- I can listen to a recording of my ensemble and suggest areas for additional practice. - I can compare a benchmark performance of my ensemble selection to my group's performance.
GM.P.AM.4.2 – I can control pitch and tone quality with proper dynamics.	- I can play repertoire with a vibrant tone on my instrument. - I can play my part with an accompaniment. - I can identify and apply intonation tendencies for my instrument.
GM.P.AM.4.3 – I can sight-read a musical part independently within an ensemble.	- I can scan and prepare a new musical part on my own by identifying key signature, time signature, tempo, and important markings. - I can follow my part independently and keep my place without depending on cues from others.

Proficiency Level: Advanced High (AH)	Benchmark: GM.P.AH.4 – I can make technical and stylistic choices about my performance as an instrumentalist alone and in various ensembles.
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Indicator	Sample Learning Targets
GM.P.AH.4.1 – I can control my instrument across expanded dynamic ranges using stylistic nuances and expressive inflections.	- I can decide how to improve my performance. - I can incorporate vibrato in a stylistically appropriate manner.
GM.P.AH.4.2 – I can adjust my pitch, dynamic, and timbre relative to other parts in an ensemble.	- I can accurately tune my instrument to other instruments. - I can identify the tonic and dominant to adjust my pitch. - I can use a pitch matching app to improve my practice and intonation.
GM.P.AH.4.3 – I can sight-read a musical part in an ensemble while adjusting my balance, articulation, and timbre.	- I can accurately read and perform correct rhythms and pitches at sight. - I can adjust my volume to blend appropriately with my section while sight-reading. - I can apply articulations (e.g., staccato, legato, accents) as written while sight-reading.

Artistic Process: Performing – I can perform a variety of music with fluency and expression.

Anchor Standard 5: I can read and notate music.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.P.AL.5 – I can sight-read a variety of music at Grade 2 with technical accuracy.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.AL.5.1 – I can sight-read musical works in simple meters and tonalities with technical accuracy.	- I can sight-read a musical work in duple meter. - I can sight-read a musical work in a major tonality.
GM.P.AL.5.2 – I can respond to a director while sight-reading.	- I can respond to dynamic cues from a conductor/director while sight-reading. - I can respond to tempo cues from a conductor/director while sight-reading.

Proficiency Level: Advanced Mid (AM)	Benchmark: GM.P.AM.5 – I can sight-read a variety of music at Grade 3 with technical accuracy.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.AM.5.1 – I can sight-read musical works in a variety of keys and meters.	- I can sight-read a musical work with two or more key changes with accuracy. - I can read and perform rhythmic patterns accurately across a variety of time signatures. - I can maintain accuracy and continuity when sight-reading music written in unfamiliar or changing keys and meters.
GM.P.AM.5.2 – I can apply tempo and dynamic markings to my sight-reading.	- I can maintain a consistent tempo while sight-reading, even when the music becomes challenging. - I can identify dynamic markings (e.g., piano, forte, crescendo) and apply them while sight-reading. - I can combine correct tempo and dynamic markings while maintaining accuracy in notes and rhythms during sight-reading.

Proficiency Level: Advanced High (AH)	Benchmark: GM.P.AH.5 – I can sight-read a variety of music at Grade 4 with technical accuracy.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.P.AH.5.1 – I can sight-read musical works using chromatic harmony and accidentals	- I can sight-read a musical work with 2 or more time signature changes with accuracy. - I can apply dynamic markings when I sight-read. - I can use interactive sight-reading music software to increase my technical accuracy.
GM.P.AH.5.2 – I can apply expressive music markings to my sight-reading.	- I can interpret, from the page, expressive cues while I sight-read. - I can apply dynamic markings when I sight-read. - I can use interactive sight-reading music software to increase my technical accuracy.

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 6: I can analyze music.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.R.AL.6 – I can examine the use of compositional techniques within multiple musical works.
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Indicator	Sample Learning Targets
GM.R.AL.6.1 – I can describe and use meter, tonality, intervals, chords, and harmonic progressions when analyzing written and aural compositions.	- I can identify and write a 12-bar blues progression. - I can identify intervals from an aural example.
GM.R.AL.6.2 – I can examine and discuss culturally authentic practices found in musical works.	- I can compare the impact of cultural influences on musical works. - I can research authentic examples of cultural music and compare it to current works.
GM.R.AL.6.3 – I can analyze and describe how the use of expressive devices and form are used in culturally and historically diverse genres.	- I can identify sonata, concerto, and sonata allegro forms from various time periods. - I can write an analysis of a composition about the influence of form on the overall work.

Proficiency Level: Advanced Mid (AM)	Benchmark: GM.R.AM.6 – I can collaborate with others to justify the use of compositional techniques within musical works.
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Indicator	Sample Learning Targets
GM.R.AM.6.1 – I can collaborate with others to determine intent of changes in meter, tonality, and harmony that contribute to musical style.	- I can listen and respond to musical texture (thick/thin/simple/complex). - I can define and recognize monophonic, polyphonic, and homophonic textures. - I can collaborate with others to identify elements that explain the musical style of a work.
GM.R.AM.6.2 – I can identify compositional techniques used to achieve unity, variety, tension, and release in music to evoke an emotional response from the listener.	- I can discuss a composer's intent and suggest a purpose for the musical work. - I can cite examples of musical tension within a musical score or performance.
GM.R.AM.6.3 – I can examine the use of musical form and expressive devices in a variety of 20th- & 21st-century compositions.	- I can discuss the impact of musical form on the overall intent and expression of a musical work. - I can compare music forms from the 20th- & 21st-century to earlier musical examples.

Proficiency Level: Advanced High (AH)		Benchmark: GM.R.AH.6 – I can analyze compositional techniques to explain a composer’s intent.
Indicator	Sample Learning Targets	
GM.R.AH.6.1 – I can determine the intent of changes in meter, tonality, and harmony in a variety of musical compositions to create tension and emotional response.	• I can justify the aim or purpose of a composer’s musical work. • I can research the background of a piece to determine possible composer’s intent.	
GM.R.AH.6.2 – I can examine timbre and the use of voices, instruments, and other sound sources in a variety of musical styles, cultures, and genres.	• I can write a critical analysis of a musical work or performance. • I can analyze the instrument choice of a calypso band.	
GM.R.AH.6.3 – I can examine the use of musical form when analyzing aural examples of a varied repertoire of music and inform my personal music preferences.	• I can compare multiple works of one composer as to design, form, and justify my personal preferences. • I can compare and contrast a musical work from two different composers of the same time period as to musical form.	

Artistic Process: Responding – I can respond to musical ideas as a performer and listener.

Anchor Standard 7: I can evaluate music.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.R.AL.7 – I can collaborate to develop strategies for improvement of group performances.
Indicator	Sample Learning Targets
GM.R.AL.7.1 – I can compare a group performance to a benchmark to refine the performance.	- I can compare the group to a benchmark offering strategies for improvement. - I can critique the work of others in my group through collaboration.
Proficiency Level: Advanced Mid (AM)	Benchmark: GM.R.AM.7 – I can make critical evaluations of performance, compositions, arrangements, and improvisations.
Indicator	Sample Learning Targets
GM.R.AM.7.1 – I can listen to or view a variety of performances and offer suggestions for improvement.	- I can watch and respond to a digital recording of my performance. - I can analyze a score to make performance decisions. - I can offer positive feedback and suggest improvements of musical performances.
Proficiency Level: Advanced High (AH)	Benchmark: GM.R.AH.7 – I can justify personal performance decisions.
Indicator	Sample Learning Targets
GM.R.AH.7.1 – I can use multiple media sources to critique my personal performances.	- I can research multiple examples of one musical work as points of comparison to my recorded performance. - I can write a critical analysis of a work.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 8: I can examine music from a variety of stylistic and historical periods and cultures.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.C.AL.8 – I can analyze a diverse repertoire of music from a cultural or historical time period.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.C.AL.8.1 – I can explain specific cultural and historical traditions and infuse these ideas into my music.	• I can compare music of the same time periods from North America and Europe. • I can trace connections of history to musical style. • I can create a timeline of music history to other historical events.

Proficiency Level: Advanced Mid (AM)	Benchmark: GM.C.AM.8 – I can examine contemporary musical works to determine the influence of historical and cultural traditions.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.C.AM.8.1 – I can select musical elements in contemporary music that reflect cultural and historical influences.	• I can identify and research a musician from the last decade and discuss his/her impact in the music world. • I can name modern composers and describe their style influences from a historical context.

Proficiency Level: Advanced High (AH)	Benchmark: GM.C.AH.8 – I can examine, create, and perform music based on historical and cultural contributions.
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<i>Indicator</i>	<i>Sample Learning Targets</i>
GM.C.AH.8.1 – I can use historical and cultural contributions to justify my musical choices.	• I can trace influences from musical history to contemporary music styles as they relate to American music. • I can create a set of program notes that reflect my performance for a current program using historical and cultural contributions as points of interest.

Artistic Process: Connecting – I can connect musical ideas with personal meaning, other arts disciplines, and content areas.

Anchor Standard 9: I can relate music to other arts disciplines, content areas, and career paths.

Proficiency Level: Advanced Low (AL)	Benchmark: GM.C.AL.9 – I can apply concepts among arts disciplines and other content areas to general music and analyze how my interests and skills will prepare me for a career.
Indicator	Sample Learning Targets
GM.C.AL.9.1 – I can explain ideas from other arts disciplines and content areas through music.	- I can explain how the elements of the arts have similarities and differences. - I can use a musical parody to explain the Pythagorean theorem.
GM.C.AL.9.2 – I can identify and describe traditional and emerging careers in music.	- I can compare and contrast current performing artists and discuss their influences on our society. - I can investigate a famous musician and compare his/her career life to a possible career for myself. - I can explore careers in sound engineering, producing, or music video production using technology.
Proficiency Level: Advanced Mid (AM)	Benchmark: GM.C.AM.9 – I can explain how economic conditions, cultural values, and location influence music and the need for music-related careers.
Indicator	Sample Learning Targets
GM.C.AM.9.1 – I can explain how my artistic choices are influenced by cultural and social values.	- I can select music for a patriotic celebration. - I can describe the influence of social values found in selected musical works.
GM.C.AM.9.2 – I can discuss the impact of economic issues as they affect music careers.	- I can prepare a feasibility study on the influence of arts investment in my community. - I can investigate the cost of live performances and professional musicians in a community. - I can research products designed to be competitive in the music market.
Proficiency Level: Advanced High (AH)	Benchmark: GM.C.AH.9 – I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician.
Indicator	Sample Learning Targets
GM.C.AH.9.1 – I can analyze complex ideas that influence my artistic perspective and creative work.	- I can analyze the lyrics of music that I purchase to determine the political and societal issues of today. - I can research and describe political and cultural issues influencing contemporary musical selections.
GM.C.AH.9.2 – I can analyze my personal career choices in the arts or non-arts disciplines.	- I can use research to predict possible new careers for music. - I can evaluate my personal career choices in the arts or non-arts discipline.

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