



Visual and Performing Arts Sample Learning Targets for Instrumental (Band) 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 .

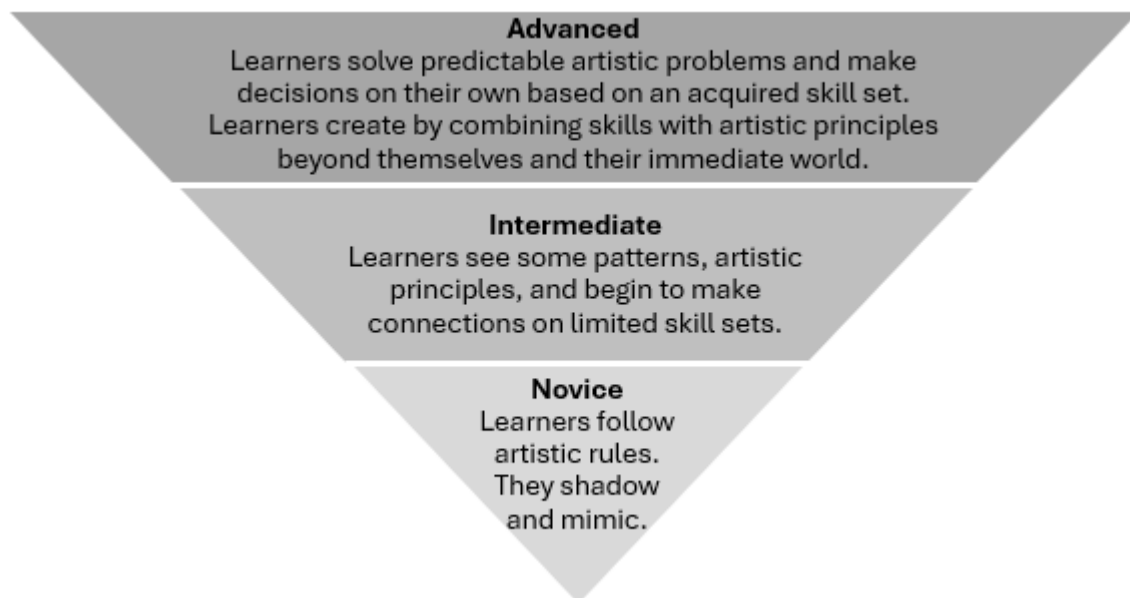
The Sample Learning Targets (SLT) included in this document are not intended to serve as a prescriptive curriculum or a one-size-fits-all approach. Instead, SLT are intended to provide educators with examples of how they might articulate instructional objectives related to the indicators. These SLT illustrate 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.

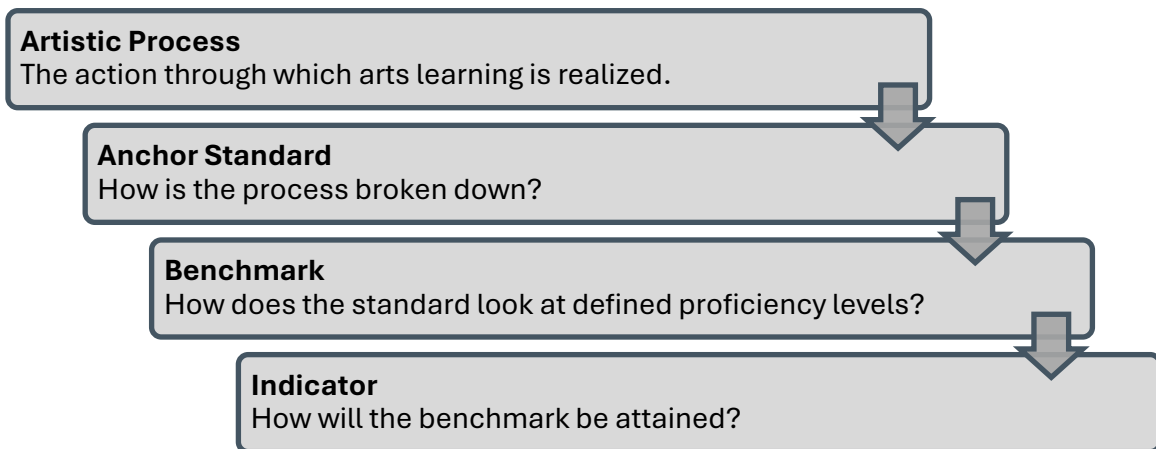
The three proficiency levels used within this document—Novice, Intermediate, and Advanced—are further subdivided into low, mid, and high sublevels.



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.

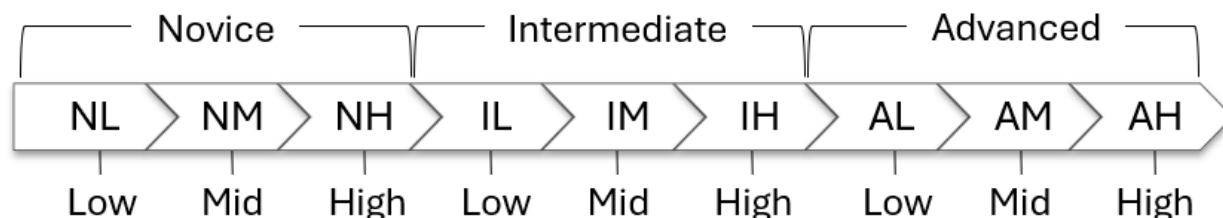
The anchor standards are color-coded similarly to artistic processes.

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.

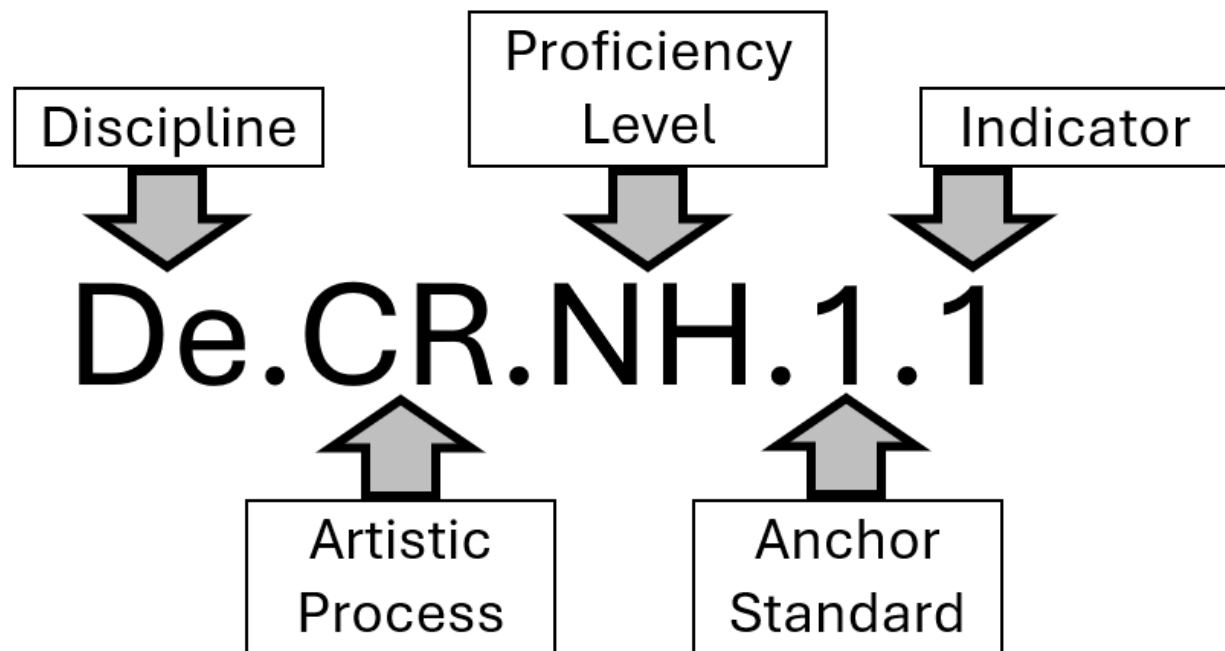
Indicators

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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Instrumental 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.

Instrumental music education serves as a vital aspect of the broader arts education in South Carolina, fostering creativity, discipline, and collaboration among students. The *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* provide a structured framework tailored specifically for instrumental music programs, ensuring that students from all parts of the state have consistent music instruction and the tools necessary for artistic expression.

These standards are designed to guide music educators in developing students' competencies in performance, improvisation, composition, and critical listening. They encompass a variety of concepts and skills to engage students in mastering their chosen instruments, enhancing their technical skills, and encouraging them to explore various musical genres and contexts. As supported by the National Association for Music Education, these standards help to ensure that music education is not merely an adjunct to the school curriculum, but an essential component that facilitates cognitive and emotional development (NAfME, 2014).

Research highlights the numerous benefits of participating in instrumental music ensembles. A study published in the *Journal of Educational Psychology* demonstrated that students who engage in instrumental music performance show enhanced mathematical and reading abilities compared to their peers (Ghun et al., 2019). This connection between music education and cognitive development is echoed in various educational circles, reinforcing the importance of music as a tool for learning across disciplines.

Furthermore, instrumental music programs in South Carolina reflect the state's musical heritage, encompassing genres from classical to jazz to folk traditions. This richness not only allows students to connect with their musical roots but also prepares them for participation in a global music scene. Community orchestras, bands, and ensembles foster a sense of belonging and collaboration, emphasizing the importance of teamwork and communication skills—attributes highly valued in today's interconnected world.

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 Instrumental (Band) 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: IM.CR.NL.1 – I can notate rhythm patterns using a defined selection of note values.
Indicator	Sample Learning Targets
IM.CR.NL.1.1 – I can choose various note values to represent simple rhythm patterns.	- I can notate common meter signatures in duple and triple meters on a music staff (i.e., 3/4, 4/4, and 6/8). - I can notate simple rhythm patterns that are dictated to me. - I can use quarter, eighth, half, sixteenth, whole notes and corresponding rests, and dotted notes and corresponding rests to notate my own rhythm patterns in a given meter.
IM.CR.NL.1.2 – I can write simple rhythm patterns using standard music notation.	- I can use notation to represent a rhythm pattern in 4/4 meter given a selection of quarter, eighth, half, and whole notes. - I can use notation to represent a rhythm pattern in 3/4 meter given a selection of quarter, eighth, half, and whole notes. - I can use notation to represent a rhythm pattern 4/4 meter given a selection of quarter, eighth, sixteenth, half, whole notes and corresponding rests, and dotted notes and corresponding rests.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.CR.NM.1 – I can notate tonal patterns using a defined selection of pitches.
Indicator	Sample Learning Targets
IM.CR.NM.1.1 – I can choose various pitches to represent simple melodic patterns.	- I can notate treble, alto, tenor, and bass clefs on a musical staff. - I can notate common key signatures using sharps and flats. - I can identify basic intervals. - I can notate simple tonal patterns that are dictated to me.
IM.CR.NM.1.2 – I can write simple melodic patterns using standard music notation.	- I can use notation to represent a tonal pattern in a major tonality given a selection of pitches. - I can use notation to represent a tonal pattern in a minor tonality given a selection of pitches. - I can choose from a selection of pitches to create my own tonal patterns in a given key and tonality.
Proficiency Level: Novice High (NH)	Benchmark: IM.CR.NH.1 – I can notate simple melodies for my instrument.
Indicator	Sample Learning Targets
IM.CR.NH.1.1 – I can write a simple melody within a given key, tonality, and meter.	- I can notate a simple melody that is dictated to me. - I can combine specific pitches and rhythms to create a unique musical idea within a given key, tonality, and meter. - I can use music notation software to notate melodies for my instrument.

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: IM.CR.NL.2 – I can imitate simple rhythm patterns within a given meter.
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Indicator	Sample Learning Targets
IM.CR.NL.2.1 – I can echo simple rhythm patterns on a neutral syllable, incorporating movement.	- I can echo four-beat rhythm patterns on “bah” while tapping a steady pulse in 4/4 meter. - I can echo six-beat rhythm patterns on “bah” while keeping a steady pulse in my heels in 3/4 meter.
IM.CR.NL.2.2 – I can echo simple rhythm patterns using rhythmic solfege or a counting system.	- I can echo four-beat rhythm patterns on rhythm syllables while tapping a steady pulse in 4/4 meter. - I can echo six-beat rhythm patterns on rhythm syllables while keeping a steady pulse in my heels in 3/4 meter.
IM.CR.NL.2.3 – I can echo simple rhythm patterns on my instrument.	- I can echo four-beat rhythm patterns on a single pitch in 4/4 meter. - I can echo six-beat rhythm patterns on a single pitch in 3/4 meter.

Proficiency Level: Novice Mid (NM)	Benchmark: IM.CR.NM.2 – I can imitate simple tonal patterns within a given key and tonality.
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Indicator	Sample Learning Targets
IM.CR.NM.2.1 – I can echo simple tonal patterns on a neutral syllable.	- I can echo sing a three-note tonic tonal pattern in Eb major on “bah.” - I can echo sing a three-note dominant tonal pattern in Eb major on “bah.” - I can echo sing a combination of tonic and dominant tonal patterns in Eb major on “bah.” - I can echo sing a three-note tonic tonal pattern in C minor on “bah.”
IM.CR.NM.2.2 – I can echo simple tonal patterns using tonal solfege on pitch names.	- I can echo sing a three-note tonic tonal pattern in Eb major on solfege syllables. - I can echo sing a three-note tonic tonal pattern in Eb major on pitch names. - I can echo sing a three-note dominant tonal pattern in Eb major on solfege syllables while fingering the notes on my instrument. - I can echo sing a combination of tonic and dominant tonal patterns in Eb major in solfege syllables.
IM.CR.NM.2.3 – I can echo simple tonal patterns on my instrument.	- I can echo a three-note tonic tonal pattern in Eb major on my instrument. - I can echo a three-note dominant tonal pattern in Eb major on my instrument. - I can echo a combination of tonic and dominant tonal patterns in Eb major on my instrument. - I can echo a three-note tonic tonal pattern in C minor on my instrument.

Proficiency Level: Novice High (NH)		Benchmark: IM.CR.NH.2 – <i>I can imitate simple melodic phrases given simple chord changes.</i>
Indicator		Sample Learning Targets
IM.CR.NH.2.1 – I can imitate simple melodic phrases.		• I can identify by ear the tonic chord in a familiar song or piece. • I can identify by ear tonic and dominant chords in a familiar song or piece. • I can identify by ear tonic, dominant, and subdominant chords in a familiar song or piece.
IM.CR.NH.2.2 – I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument.		• I can use rhythmic variations to embellish a familiar melody in 2/4 meter on my instrument. • I can use passing tones to embellish a familiar melody over a tonic-dominant-tonic chord progression on my instrument.

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

Anchor Standard 3: I can produce a characteristic tone.

Proficiency Level: Novice Low (NL)		Benchmark: IM.B.P.NL.3 – I can produce a steady, free tone on a comfortable pitch.	
Indicator		Sample Learning Targets	
IM.B.P.NL.3.1 – I can play the first sounds on my instrument with characteristic tone quality.		• I can demonstrate proper breathing technique. • I can demonstrate proper embouchure formation. • I can consistently produce the appropriate sound on my mouthpiece.	
IM.B.P.NL.3.2 – I can demonstrate correct posture and playing position.		• I can demonstrate proper posture and playing position. • I can demonstrate correct stick hold, stroke, and playing position.	
Proficiency Level: Novice Mid (NM)		Benchmark: IM.B.P.NM.3 – I can produce a steady, free tone within a limited range.	
Indicator		Sample Learning Targets	
IM.B.P.NM.3.1 – I can play the first 3–5 pitches on my instrument with characteristic tone quality.		• I can play three concert pitches on my instrument with characteristic tone quality. • I can play four concert pitches on my instrument with characteristic tone quality. • I can play five concert pitches on my instrument with characteristic tone quality.	
Proficiency Level: Novice High (NH)		Benchmark: IM.B.P.NH.3 – I can produce a steady, free tone with a limited range, in tune.	
Indicator		Sample Learning Targets	
IM.B.P.NH.3.1 – I can play the pitches I have learned with a characteristic tone and in tune.		• I can play a selected range of pitches with a characteristic tone, in tune. • I can adjust my pitch to match a reference pitch. • I can perform the first four SCBDA Junior Scales (and relative minors), one octave.	

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

Anchor Standard 4: I can perform with technical accuracy and expression.

Proficiency Level: Novice Low (NL)	Benchmark: IM.B.P.NL.4 – I can demonstrate correct posture and fundamental fingering/position/stick technique.
Indicator	Sample Learning Targets
IM.B.P.NL.4.1 – I can hold my instrument in correct ways.	• I can demonstrate correct stick hold. • I can demonstrate correct hand position.
IM.B.P.NL.4.2 – I can play using correct fingering/sticking technique.	• I can demonstrate correct guide position. • I can demonstrate correct finger placement on my instrument. • I can play hand-to-hand rhythms with even stick technique.
IM.B.P.NL.4.3 – I can play simple scale and/or rudimental patterns.	• I can play a chromatic scale within a limited range. • I can perform the SCBDA Junior Scales. • I can perform the SCBDA Junior Rudiments.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.B.P.NM.4 – I can keep a steady pulse in duple and triple division and produce basic articulations.
Indicator	Sample Learning Targets
IM.B.P.NM.4.1 – I can keep a steady pulse in various meters.	• I can play in duple meter with a steady pulse. • I can play in triple meter with a steady pulse.
IM.B.P.NM.4.2 – I can play using basic articulations.	• I can demonstrate correct legato articulation technique. • I can demonstrate correct staccato articulation technique. • I can identify a skip and step on a barred instrument.
Proficiency Level: Novice High (NH)	Benchmark: IM.B.P.NH.4 – I can perform basic dynamic contrasts and simple phrases.
Indicator	Sample Learning Targets
IM.B.P.NH.4.1 – I can demonstrate correct technique for performing loud and soft dynamics.	• I can perform a forte dynamic with appropriate breath support and embouchure control. • I can perform a piano dynamic with appropriate breath support and embouchure control. • I can perform a forte dynamic with appropriate stick/stroke height and playing position. • I can perform a piano dynamic with appropriate stick/stroke height and playing position.
IM.B.P.NH.4.2 – I can shape a basic musical phrase.	• I can identify the beginning, climax, and end of a phrase. • I can taper the end of a phrase. • I can play with dynamic contrast to provide a sense of musical direction.

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

Anchor Standard 5: I can perform using musical notation.

Proficiency Level: Novice Low (NL)	Benchmark: IM.P.NL.5 – I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes.
Indicator	Sample Learning Targets
IM.P.NL.5.1 – I can identify the pitches in the clef appropriate to my instrument.	- I can name the lines and spaces in the treble clef. - I can name the lines and spaces in the bass clef.
IM.P.NL.5.2 – I can identify accidentals and simple key signatures.	- I can name the sharps in the key of D major (for strings). - I can name the flats in the key of Bb major (for band). - I can identify, write and construct beginning level major scales.
IM.P.NL.5.3 – I can identify note values in familiar patterns and tunes.	- I can identify quarter, eighth, half, and whole notes in a familiar song. - I can identify the meter signature of a familiar song.
IM.P.NL.5.4 – I can identify simple familiar rhythm patterns with corresponding notation.	- I can match the correct notation with a familiar four-beat rhythm pattern presented to me aurally. - I can select the correct notation to represent a familiar four-beat rhythm pattern presented aurally.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.P.NM.5 – I can perform simple familiar tonal and rhythm patterns and tunes using music notation.
Indicator	Sample Learning Targets
IM.P.NM.5.1 – I can perform simple familiar rhythm patterns using music notation.	- I can perform a familiar four-beat rhythm pattern presented in notation. - I can perform a series of familiar four-beat rhythm patterns presented in notation, in an unfamiliar order.
IM.P.NM.5.2 – I can perform simple familiar tonal patterns using music notation.	- I can perform a familiar three-pitch tonal pattern presented in notation. - I can perform a series of familiar three-pitch tonal patterns presented in notation, in an unfamiliar order.
IM.P.NM.5.3 – I can perform simple familiar tunes using music notation.	- I can perform a familiar tune presented in notation. - I can perform a familiar tune presented in notation, in two or more different keys.

Proficiency Level: Novice High (NH)		Benchmark: IM.P.NH.5 – I can perform simple unfamiliar tonal and rhythm patterns and tunes using music notation.
Indicator		Sample Learning Targets
IM.P.NH.5.1 – I can perform simple unfamiliar rhythm patterns using music notation.		I can perform an unfamiliar four-beat rhythm pattern presented in notation, in a familiar meter.
IM.P.NH.5.2 – I can perform simple unfamiliar tonal patterns using music notation.		I can perform an unfamiliar three-pitch tonal pattern presented in notation, in a familiar key and tonality.
IM.P.NH.5.3 – I can perform simple unfamiliar tunes using music notation.		I can perform a simple unfamiliar tune presented in notation, in a familiar key, tonality, and meter.

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: IM.R.NL.6 – I can identify the elements of music in compositions that I hear.
Indicator	Sample Learning Targets
IM.R.NL.6.1 – I can name the instruments that I hear.	- I can identify the instruments families that I hear. - I can identify instruments being played in a musical work.
IM.R.NL.6.2 – I can identify tempo and rhythm.	- I can demonstrate the steady pulse of music that I hear using body percussion. - I can demonstrate the steady pulse of music that I hear using motion. - I can echo simple rhythms that I hear in a piece of music. - I can identify when rhythms change in music that I hear.
IM.R.NL.6.3 – I can identify melody, harmony, and form.	- I can identify high and low pitches in music that I hear. - I can identify the instruments that are playing the melody. - I can identify the instruments that are playing the harmony.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.R.NM.6 – I can identify musical symbols and describe how the elements of music are used.
Indicator	Sample Learning Targets
IM.R.NM.6.1 – I can describe what I hear in a piece of music using musical vocabulary.	- I can describe tempo using descriptive words like fast, slow, and moderate. - I can describe dynamics using words like loud and soft. - I can demonstrate a steady pulse and identify the pulse as fast, slow, or moderate.
IM.R.NM.6.2 – I can identify musical terms in written music that I perform and rehearse.	- I can define the musical terms in the music I perform. - I can explain how the meaning of the music terms affects how the music is performed.
IM.R.NM.6.3 – I can identify musical symbols in my music.	- I can look at a piece of music and define the musical symbols that I see. - I can explain how the musical symbols affect how the music is performed.
Proficiency Level: Novice High (NH)	Benchmark: IM.R.NH.6 – I can describe how repetition and contrast are used in music and identify key signatures.
Indicator	Sample Learning Targets
IM.R.NH.6.1 – I can explain how repetition is used in music.	- I can identify moments of repetition in music that I hear. - I can explain why I think a composer chose to use repetition and the effect it has on their music.
IM.R.NH.6.2 – I can describe similarities and differences in the music that I hear.	- I can identify sections that sound different in the music that I hear. - I can identify when the instrumentation or texture changes in music that I hear. - I can discuss how music changes in different sections of a piece.
IM.R.NH.6.3 – I can identify key signatures as they appear in music.	- I can identify the sharps or flats in the key signature of a piece of music I am analyzing. - I can identify if the key signature is major or minor using clues in the music I am analyzing.

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: IM.R.NL.7 – I can actively listen to live or recorded performances to identify some musical elements.
Indicator	Sample Learning Targets
IM.R.NL.7.1 – I can actively listen to music performances.	- I can complete a listening map while listening to a musical work. - I can identify specific musical occurrences while listening to a performance.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.R.NM.7 – I can describe my personal interest in music performances using a given list of music terminology.
Indicator	Sample Learning Targets
IM.R.NM.7.1 – I can use basic music terminology to describe what I am hearing.	- I can use musical terms when I talk and write about music. - I can explain musical terms and how those elements are used in performances.
IM.R.NM.7.2 – I can summarize my personal preferences of music.	- I can talk about my personal preferences in music. - I can write about my personal preferences in music.
Proficiency Level: Novice High (NH)	Benchmark: IM.R.NH.7 – I can list the criteria I use to describe my interest in music performances using appropriate music terminology.
Indicator	Sample Learning Targets
IM.R.NH.7.1 – I can describe some of the elements of music that I hear in a performance.	- I can describe melody in music. - I can describe harmony in music. - I can describe the texture of the music that I hear.
IM.R.NH.7.2 – I can identify my personal criteria for evaluating music performances.	- I can describe why dynamics are important in a music performance. - I can create a checklist of music elements to listen for in a performance. - I can create a checklist of things I like to hear in a music performance.

Artistic Process: Connecting – I can relate musical ideas to personal experiences, other arts disciplines, and content areas.

Anchor Standard 8: I can relate musical ideas to personal experiences, culture, and history.

Proficiency Level: Novice Low (NL)	Benchmark: IM.C.NL.8 – I can talk about musical ideas based on my personal experiences.
Indicator	Sample Learning Targets
IM.C.NL.8.1 – I can describe how sound and music is used in my everyday life.	• I can talk with others about music. • I can write about music in my life.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.C.NM.8 – I can talk about musical ideas based on my culture.
Indicator	Sample Learning Targets
IM.C.NM.8.1 – I can recognize musical concepts and elements specific to my culture.	• I can talk with others about music groups in my community. • I can name instruments I hear in the music of my culture.
IM.C.NM.8.2 – I can recognize how music is used for occasions unique to my culture.	• I can list the occasions where music is performed in my community. • I can name songs for different occasions.
Proficiency Level: Novice High (NH)	Benchmark: IM.C.NH.8 – I can describe musical ideas through my personal experiences and my culture.
Indicator	Sample Learning Targets
IM.C.NH.8.1 – I can describe how music is used in my life and my community.	• I can name instruments used in my school. • I can describe music venues in my community.
IM.C.NH.8.2 – I can describe how the elements of music are used in my culture.	• I can describe instruments used in my culture. • I can describe playing techniques for instruments in my culture.

Artistic Process: Connecting – I can relate musical ideas to personal experiences, 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: IM.C.NL.9 – I can explore instrumental music concepts among arts disciplines and other content areas.
Indicator	Sample Learning Targets
IM.C.NL.9.1 – I can identify the relationship between music and another subject in my school.	• I can identify how counting in music and math are related. • I can identify music from other cultures I learned about in social studies.
Proficiency Level: Novice Mid (NM)	Benchmark: IM.C.NM.9 – I can recognize and use instrumental music concepts among arts disciplines and other content areas.
Indicator	Sample Learning Targets
IM.C.NM.9.1 – I can demonstrate a relationship between music and another subject in my school.	• I can relate fractions to math and the division of beat in music. • I can show how sound travels when I play my instrument.
Proficiency Level: Novice High (NH)	Benchmark: IM.C.NH.9 – I can apply instrumental music concepts to arts disciplines, other content areas, and related careers.
Indicator	Sample Learning Targets
IM.C.NH.9.1 – I can describe the connection between music and a concept from another subject in my school.	• I can find repeated patterns in music and repeated sequences of numbers in math. • I can look at a painting and identify the kind of music associated with that time period.
IM.C.NH.9.2 – I can identify careers in music.	• I can list careers in music that interest me. • I can name people in my community who have music-related careers.

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Intermediate Instrumental (Band) 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: IM.CR.IL.1 – I can compose and arrange melodies for my instrument within simple forms.
Indicator	Sample Learning Targets
IM.CR.IL.1.1 – I can adapt a melody for my instrument.	- I can arrange a popular tune for performance on my instrument. - I can transpose a melody written for another instrument for performance on my instrument.
IM.CR.IL.1.2 – I can create a variation on a given theme.	- I can change the meter of a theme to create a variation. - I can change the tonality of a theme to create a variation. - I can change the melodic rhythm of a theme to create a variation. - I can add passing tones in a theme to create a variation.
IM.CR.IL.1.3 – I can compose using verse-refrain, AB, ABA, and theme & variation forms.	- I can compose contrasting melodic phrases. - I can compose a simple piece in ABA form.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.CR.IM.1 – I can compose and arrange simple harmonic accompaniments.
Indicator	Sample Learning Targets
IM.CR.IM.1.1 – I can write basic chords in a given key.	- I can write triads in a given key. - I can identify major and minor chords in a given key.
IM.CR.IM.1.2 – I can write a basic chord progression in a given key.	- I can identify tonic, dominant, and subdominant chords in a given key. - I can write a chord progression using tonic, dominant, and subdominant chords.
IM.CR.IM.1.3 – I can write a basic harmonic accompaniment in a given key.	- I can identify tonic, dominant, and subdominant chords. - I can write a simple chordal accompaniment using tonic and dominant chords. - I can write a simple chordal accompaniment using tonic, dominant, and subdominant chords.
Proficiency Level: Intermediate High (IH)	Benchmark: IM.CR.IH.1 – I can compose and arrange melodies with simple harmonic accompaniments.
Indicator	Sample Learning Targets
IM.CR.IH.1.1 – I can compose melodies with simple chord progressions.	- I can write a chord progression with a melodic line. - I can write a melodic line supported by a basic chordal accompaniment.
IM.CR.IH.1.2 – I can arrange melodies with simple chord progressions.	- I can arrange a chord progression with a melodic line. - I can arrange a melody to fit a given chord progression.

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: Intermediate Low (IL)	Benchmark: IM.CR.IL.2 – I can improvise simple rhythm patterns within a given meter.
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Indicator	Sample Learning Targets
IM.CR.IL.2.1 – I can improvise my own simple rhythm patterns on a neutral syllable, incorporating movement.	- I can improvise four-beat rhythm patterns on “bah” while tapping a steady pulse in 4/4 meter. - I can improvise six-beat rhythm patterns on “bah” while keeping a steady pulse in my heels in 3/4 meter.
IM.CR.IL.2.2 – I can improvise my own simple rhythm patterns using rhythmic solfege or a counting system.	- I can improvise four-beat rhythm patterns on rhythm syllables while tapping a steady pulse in 4/4 meter. - I can improvise six-beat rhythm patterns on rhythm syllables while keeping a steady pulse in my heels in 3/4 meter.
IM.CR.IL.2.3 – I can improvise my own simple rhythm patterns on my instrument.	- I can improvise four-beat rhythm patterns on a single pitch in 4/4 meter. - I can improvise six-beat rhythm patterns on a single pitch in 3/4 meter.

Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.CR.IM.2 – I can improvise simple tonal patterns within a given key and tonality.
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Indicator	Sample Learning Targets
IM.CR.IM.2.1 – I can improvise my own simple tonal patterns on a neutral syllable.	- I can improvise a three-note tonic tonal pattern in Eb major on “bah.” - I can improvise a three-note dominant tonal pattern in Eb major on “bah.” - I can improvise a combination of tonic and dominant tonal patterns in Eb major on “bah.” - I can improvise a three-note tonic tonal pattern in C minor on “bah.”
IM.CR.IM.2.2 – I can improvise my own simple tonal patterns using tonal solfege or pitch names.	- I can improvise a three-note tonic tonal pattern in Eb major on solfege syllables. - I can improvise a three-note tonic tonal pattern in Eb major on pitch names. - I can improvise a three-note dominant tonal pattern in Eb major on solfege syllables while fingering the notes on my instrument. - I can improvise a combination of tonic and dominant tonal patterns in Eb major on solfege syllables.
IM.CR.IM.2.3 – I can improvise on my own simple tonal patterns on my instrument.	- I can improve a three-note tonic tonal pattern in Eb major on my instrument. - I can improvise a three-note dominant tonal pattern in Eb major on my instrument. - I can improvise a combination of tonic and dominant tonal patterns in Eb major on my instrument. - I can improvise a three-note tonic tonal pattern in C minor on my instrument.

Proficiency Level: Intermediate High (IH)		Benchmark: IM.CR.IH.2 – I can improvise simple melodic phrases given chord changes.
Indicator		Sample Learning Targets
IM.CR.IH.2.1 – I can identify chord changes.		• I can identify by ear tonic, dominant, and subdominant chords in an unfamiliar song or piece. • I can identify by ear subtonic, mediant, and submediant chords in an unfamiliar song or piece.
IM.CR.IH.2.2 – I can improvise simple melodic phrases that correspond with chord changes.		• I can improvise a melodic phrase over a given chord progression in a major tonality. • I can improvise a melodic phrase over a given chord progression in a minor tonality. • I can improvise a melodic phrase over a given chord progression in a dorian tonality.

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

Anchor Standard 3: I can produce a characteristic tone.

Proficiency Level: Intermediate Low (IL)	Benchmark: IM.B.P.IL.3 – I can produce a centered tone in a comfortable register.
Indicator	Sample Learning Targets
IM.B.P.IL.3.1 – I can play in tune within a limited range.	- I can perform selected SCBDA Junior Scales (and relative minors) for my instrument, in tune. - I can play a one-octave chromatic scale.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.B.P.IM.3 – I can produce a centered tone in expanded registers.
Indicator	Sample Learning Targets
IM.B.P.IM.3.1 – I can play in tune within an expanding range.	- I can play the SCBDA Junior chromatic range and perform seven scales for my instrument in tune. - I can perform the first four SCBDA Clinic Scales (and relative minors).
Proficiency Level: Intermediate High (IH)	Benchmark: IM.B.P.IH.3 – I can produce a centered tone in extended registers.
Indicator	Sample Learning Targets
IM.B.P.IH.3.1 – I can consistently play in tune.	- I can play selected exercises in tune in all registers on my instrument. - I can play the SCBDA Junior chromatic range for my instrument, in tune. - I can perform all nine SCBDA Clinic Scales (and relative minors) for my instrument, in tune. - I can tune by ear and verify my intonation accuracy.

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

Anchor Standard 4: I can perform with technical accuracy and expression.

Proficiency Level: Intermediate Low (IL)		Benchmark: IM.B.P.IL.4 – I can demonstrate increasing dexterity across an expanding range and at increasing tempos.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.IL.4.1 – I can play scales and/or rudiments with accuracy.		• I can perform the SCBDA Clinic Scales (and relative minors). • I can perform the SCBDA Clinic Rudiments. • I can play scales in thirds. • I can play arpeggiated patterns.	
IM.B.P.IL.4.2 – I can perform an expanding variety of articulations with accuracy.		• I can demonstrate correct tenuto articulation technique. • I can demonstrate correct marcato articulation technique.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: IM.B.P.IM.4 – I can perform increasingly complex rhythms and meters with precision and produce an expanding variety of articulations with increasing facility.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.IM.4.1 – I can play syncopated patterns, quarter, eighth, and sixteenth note rhythms in various meters.		• I can play syncopated rhythms. • I can play music with changing meters. • I can play music that includes whole, half, quarter, eighth, and sixteenth notes and rests.	
Proficiency Level: Intermediate High (IH)		Benchmark: IM.B.P.IH.4 – I can produce gradual, controlled dynamic changes and perform extended phrases.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.IH.4.1 – I can demonstrate dynamic contrast and play four- to eight-bar phrases.		• I can play a crescendo within an exercise’s musical phrase. • I can play a decrescendo within a musical phrase. • I can play appropriate phrases as determined by the music and cues from the director.	

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

Anchor Standard 5: I can perform using musical notation.

Proficiency Level: Intermediate Low (IL)	Benchmark: IM.P.IL.5 – I can identify music notation symbols representing an expanded set of tonal, rhythmic, technical, expressive, and formal indications.
Indicator	Sample Learning Targets
IM.P.IL.5.1 – I can identify advanced key signatures in the clef appropriate to my instrument.	- I can name the sharps in the key of B major (for strings). - I can name the flats in the key of Eb, Ab, and Db major (for band). - I can identify, write, and construct intermediate level major scales.
IM.P.IL.5.2 – I can identify advanced note values and meter signatures that represent syncopation and smaller beat subdivisions in my music.	- I can identify and count syncopated rhythm patterns. - I can identify and count sixteenth note patterns.
IM.P.IL.5.3 – I can identify technical, expressive, and formal indications in my music.	- I can identify music symbols in my music. - I can identify expression markings in my music.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.P.IM.5 – I can perform at sight simple unfamiliar musical works.
Indicator	Sample Learning Targets
IM.P.IM.5.1 – I can perform at sight simple unfamiliar musical works with accurate pitches.	- I can sight-read a Grade 1 piece with 100 percent pitch accuracy. - I can use instrumental music software to play and record pieces to determine accuracy.
IM.P.IM.5.2 – I can perform at sight simple unfamiliar musical works with accurate pitches and rhythms.	- I can sight-read a Grade 1 piece with 100 percent pitch and rhythm accuracy. - I can use instrumental music software to play and record pieces to determine accuracy.
IM.P.IM.5.3 – I can perform at sight simple unfamiliar musical works with accurate pitches and rhythms at a steady tempo.	- I can sight-read a Grade 1 piece with 100 percent pitch and rhythm accuracy at a steady tempo. - I can identify the time signature and key signature of a piece I am about to sight-read.
Proficiency Level: Intermediate High (IH)	Benchmark: IM.P.IH.5 – I can perform at sight moderately complex unfamiliar musical works.
Indicator	Sample Learning Targets
IM.P.IH.5.1 – I can perform at sight moderately complex unfamiliar musical works with accurate pitches.	- I can sight-read a Grade 2 piece with 100 percent pitch accuracy. - I can use instrumental music software to play and record pieces to determine accuracy.
IM.P.IH.5.2 – I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms.	- I can sight-read a Grade 2 piece with 100 percent pitch and rhythm accuracy. - I can use instrumental music software to play and record pieces to determine accuracy.
IM.P.IH.5.3 – I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo.	- I can sight-read a Grade 2 piece with 100 percent pitch and rhythm accuracy at a steady tempo. - I can identify the time signature, key signature, accidentals, and tempo of a piece I am about to sight-read.

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: IM.R.IL.6 – I can identify simple music forms in compositions that I hear and see.
Indicator	Sample Learning Targets
IM.R.IL.6.1 – I can recognize melodic themes in music that I hear and see.	- I can identify a melodic theme when I hear it in a piece of music. - I can identify when a melodic theme returns in a different section of a piece of music. - I can recognize a melodic theme when it appears in different voices in a piece of music.
IM.R.IL.6.2 – I can recognize form in music that I hear and see.	- I can describe the musical differences between the A and B sections of the music I hear. - I can recognize and label the A section and B section of a piece of music that I see. - I can recognize and identify that a piece of music is in AB form when I hear it.
IM.R.IL.6.3 – I can recognize call and response in music that I hear and see.	- I can describe the musical differences between the call and the response sections of music that I hear. - I can discuss genres of music in which I am likely to hear call and response. - I can describe how call and response differs from other simple forms of music.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.R.IM.6 – I can identify how the elements of music are used in varying genres.
Indicator	Sample Learning Targets
IM.R.IM.6.1 – I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of music.	- I can explain the differences between the elements of music. - I can explain how the elements of music are used in varying genres of music.
IM.R.IM.6.2 – I can identify major and minor tonalities.	- I can identify whether a piece of music I hear is in major or minor tonality. - I can identify musical styles that use primarily major tonalities. - I can identify when tonalities change in music that I hear.
Proficiency Level: Intermediate High (IH)	Benchmark: IM.R.IH.6 – I can explain how the elements of music are used in varying genres.
Indicator	Sample Learning Targets
IM.R.IH.6.1 – I can explain the use of melody, harmony, rhythm, timbre, texture, form, and expressive elements in varying genres of music.	- I can identify types of forms when presented aurally in music. - I can identify types of forms when presented visually in music. - I can explain how smaller forms (e.g., AB, ABA, etc.) inform larger forms like sonata form and rondo form.
IM.R.IH.6.2 – I can describe how the elements of music function in different genres.	- I can explain how the elements of music function in music I play. - I can describe how harmony is different in jazz music as opposed to hip-hop music. - I can describe how the use of the elements of music can be used to determine the genre a piece of music falls into.
IM.R.IH.6.3 – I can identify forms used in varying genres.	- I can explain how musical form is different in country and electronic music. - I can identify how ABA form appears in folk music.

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: IM.R.IL.7 – I can describe the quality of music performances using provided criteria.
Indicator	Sample Learning Targets
IM.R.IL.7.1 – I can describe what contributes to a quality performance.	- I can critically listen to music performances. - I can describe why a performance was high-quality using specific analyzed criteria of the elements of music.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.R.IM.7 – I can explain my evaluation of performances of others.
Indicator	Sample Learning Targets
IM.R.IM.7.1 – I can identify criteria used to evaluate performance of others.	- I can list specific criteria used to evaluate the performance of others. - I can explain in detail how the specific criteria are used to evaluate the performance of others.
IM.R.IM.7.2 – I can describe the elements of music that I hear in performances.	- I can identify specific elements of music when listening to performances. - I can describe specific details of the elements of music of the performances.
Proficiency Level: Intermediate High (IH)	Benchmark: IM.R.IH.7 – I can describe the quality of my performances and compositions.
Indicator	Sample Learning Targets
IM.R.IH.7.1 – I can compare my performance to performance of others.	- I can evaluate my own performance in terms of intonation, rhythmic precision, etc. - I can evaluate the performance of others in terms of intonation, rhythmic precision, etc.
IM.R.IH.7.2 – I can evaluate my compositions using specific criteria.	- I can evaluate the melody of my compositions. - I can use the elements of music to assist with the construction of the music that I write. - I can evaluate the music I compose using the elements of music.

Artistic Process: Connecting – I can relate musical ideas to personal experiences, other arts disciplines, and content areas.

Anchor Standard 8: I can relate musical ideas to personal experiences, culture, and history.

Proficiency Level: Intermediate Low (IL)	Benchmark: IM.C.IL.8 – I can describe the purpose and value of music in some cultures.
Indicator	Sample Learning Targets
IM.C.IL.8.1 – I can recognize the significance and intent of music in some cultures.	• I can name the uses of music in some cultures. • I can name venues where music is used in some cultures.
IM.C.IL.8.2 – I can identify the appropriate music for particular events.	• I can name songs I would hear at a wedding. • I can match selections of music to given events.
Proficiency Level: Intermediate Mid (IM)	Benchmark: IM.C.IM.8 – I can research the purpose and value of music in a specific culture different from my own.
Indicator	Sample Learning Targets
IM.C.IM.8.1 – I can describe the significance and intent of music from a specific culture.	• I can describe the function of music in Native American religious ceremonies. • I can record in my journal the influence of jingles in commercials.
IM.C.IM.8.2 – I can describe how music functions in a culture.	• I can describe how music can be used for celebrations. • I can compare and contrast music for entertainment and music for religious ceremonies in a given culture.
Proficiency Level: Intermediate High (IH)	Benchmark: IM.C.IH.8 – I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own.
Indicator	Sample Learning Targets
IM.C.IH.8.1 – I can interpret how music preferences influence personal values and attitudes.	• I can find similarities in themes in popular country music. • I can describe how popular music sometimes influences inappropriate behavior.
IM.C.IH.8.2 – I can describe how music is a vehicle of expression that inspires the listener to think differently.	• I can write about how music influences the emotions of the listener. • I can summarize how music affects the scene of a movie or a short movement sequence.

Artistic Process: Connecting – I can relate musical ideas to personal experiences, other arts disciplines, and content areas.

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

Proficiency Level: Intermediate Low (IL)		Benchmark: IM.C.IL.9 – I can explore a range of skills shared among arts disciplines and other content areas and how they can be applied to a career in music.	
Indicator		Sample Learning Targets	
IM.C.IL.9.1 – I can apply music concepts and skills to other arts disciplines and content areas.		• I can apply music practice strategies to steps of solving a math problem. • I can analyze poetry with relation to rhythm and tone.	
Proficiency Level: Intermediate Mid (IM)		Benchmark: IM.C.IM.9 – I can recognize specific skills shared among arts disciplines and other content areas and how they can be applied to a career in music.	
Indicator		Sample Learning Targets	
IM.C.IM.9.1 – I can identify music skills that connect to specific content from another arts discipline and content area.		• I can explain how articulation relates to texture in visual art. • I can describe how the Harlem Renaissance influenced music, art, and American History.	
IM.C.IM.9.2 – I can identify skills needed for a career in music.		• I can list the educational requirements needed to be a music teacher. • I can list the skills required to be a studio musician.	
Proficiency Level: Intermediate High (IH)		Benchmark: IM.C.IH.9 – I can analyze the tools, concepts, and materials used among arts disciplines and other content areas and how they are used in music careers.	
Indicator		Sample Learning Targets	
IM.C.IH.9.1 – I can apply concepts from other arts disciplines and content areas to my music.		• I can use musical vocabulary in other subject areas. • I can perform music using historically accurate ornamentation.	
IM.C.IH.9.2 – I can identify materials and tools needed for specific careers in music.		• I can name current technology used in a recording studio. • I can list names of music software used to compose and arrange music.	

Advanced Instrumental (Band) Music Standards

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

Anchor Standard 1: I can arrange and compose music.

Proficiency Level: Advanced Low (AL)		Benchmark: IM.CR.AL.1 – I can compose and arrange incorporating expressive elements.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.CR.AL.1.1 – I can compose incorporating expressive elements.		• I can use dynamics and phrasing to communicate a musical idea. • I can compose using articulations to strengthen a musical idea.	
IM.CR.AL.1.2 – I can arrange incorporating expressive elements.		• I can arrange a work within various styles. • I can vary the dynamic contrast and tonalities in my arrangements.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.CR.AM.1 – I can compose and arrange short musical works for a small ensemble.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.CR.AM.1.1 – I can arrange a work for two instruments.		• I can write a bass line using chord tones from tonic, dominant, and subdominant chords in a given key. • I can write a countermelody using chord tones from tonic, dominant, and subdominant chords in the given key.	
IM.CR.AM.1.2 – I can arrange a work for a small ensemble.		• I can use combinations of instruments to create variations in tone color. • I can arrange a work featuring homophonic and polyphonic textures. • I can score an arrangement for a variety of instruments.	
Proficiency Level: Advanced High (AH)		Benchmark: IM.CR.AH.1 – I can compose and arrange short musical works for a large ensemble.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.CR.AH.1.1 – I can arrange a work for large ensembles incorporating elements of melody, harmony, rhythm, timbre, texture, form, and expression to communicate a mood, emotion, idea, or experience.		• I can arrange a work for my band. • I can arrange a work for orchestra. • I can score an arrangement for transposing instruments.	

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: Advanced Low (AL)	Benchmark: IM.CR.AL.2 – I can perform a brief improvisation given a chord progression and meter.
Indicator	Sample Learning Targets
IM.CR.AL.2.1 – I can improvise short melodic patterns in varying meters.	- I can take a simple melody and perform it using multiple meters. - I can compare various meters to determine my personal preference.
IM.CR.AL.2.2 – I can improvise a short passage using only a chord progression or lead sheet.	- I can use rhythmic variations, passing tones, and other non-harmonic tones to improvise a short passage over a given chord progression in a major tonality. - I can use rhythmic variations, passing tones, and other non-harmonic tones to improvise a short passage over a given chord progression in a minor tonality. - I can use rhythmic variations, passing tones, and other non-harmonic tones to improvise a short passage over a given chord progression in a dorian tonality.
Proficiency Level: Advanced Mid (AM)	Benchmark: IM.CR.AM.2 – I can perform an improvisation given a motive, chord progression, and meter.
Indicator	Sample Learning Targets
IM.CR.AM.2.1 – I can perform an improvisation on a given motive.	- I can use rhythmic variation, including augmentation and diminution, to improvise on a given motive. - I can use passing tones and use non-harmonic tones to improvise on a given motive.
IM.CR.AM.2.2 – I can improvise an extended passage using only a chord progression or lead sheet.	- I can use rhythmic variations, passing tones, and other non-harmonic tones to improvise an extended passage given a lead sheet. - I can improvise an extended melody over a repeated chord progression.
Proficiency Level: Advanced High (AH)	Benchmark: IM.CR.AH.2 – I can perform an extended spontaneous improvisation with freedom and expression featuring motivic development within a given key, tonality, meter, and style.
Indicator	Sample Learning Targets
IM.CR.AH.2.1 – I can improvise an extended unaccompanied solo within a given key, tonality, meter, and style.	- I can improvise a cadenza incorporating a composer's melodic and rhythmic motives. - I can improvise utilizing modes and modulations with rhythmic variations. - I can improvise while maintaining thematic unity.
IM.CR.AH.2.2 – I can improvise freely within a given key, tonality, meter, and style, responding to aural cues from other members of an ensemble.	- I can improvise a solo responding to musical gestures performed by another member of the ensemble. - I can improvise a solo incorporating ideas performed by another member of my ensemble. - I can improvise a solo in response to a metrical shift set up by the drummer.

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

Anchor Standard 3: I can produce a characteristic tone.

Proficiency Level: Advanced Low (AL)	Benchmark: IM.B.P.AL.3 – I can produce a centered tone in comfortable and extended registers and at moderate dynamic levels.
Indicator	Sample Learning Targets
IM.B.P.AL.3.1 – I can identify intonation inaccuracies and make adjustments as needed.	- I can identify intonation tendencies for my instrument. - I can perform the SCBDA Clinic chromatic range for my instrument, in tune. - I can perform the first four SCBDA Senior Scales (and relative minors) for my instrument, in tune.
Proficiency Level: Advanced Mid (AM)	Benchmark: IM.B.P.AM.3 – I can consistently produce a centered, vibrant tone in comfortable and extended registers and across a variety of dynamic ranges.
Indicator	Sample Learning Targets
IM.B.P.AM.3.1 – I can play in tune individually with a vibrant tone.	- I can play repertoire with a vibrant tone on my instrument. - I can practice long tones to improve my tone quality.
IM.B.P.AM.3.2 – I can play in tune across a range of dynamics on my instrument with a vibrant tone.	- I can demonstrate a controlled decrescendo from forte to mezzo piano with a vibrant tone. - I can perform a controlled crescendo with a vibrant tone.
Proficiency Level: Advanced High (AH)	Benchmark: IM.B.P.AH.3 – I can adjust tone color, vibrato speed, and vibrato width in response to stylistic demands and the musical needs of an ensemble.
Indicator	Sample Learning Targets
IM.B.P.AH.3.1 – I can play in tune individually and with an ensemble while making adjustments as needed.	- I can adjust my intonation relative to chord tones. - I can incorporate vibrato in a stylistically appropriate manner. - I can perform all SCBDA Senior Scales and relative minors for my instrument, in tune.

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

Anchor Standard 4: I can perform with technical accuracy and expression.

Proficiency Level: Advanced Low (AL)		Benchmark: IM.B.P.AL.4 – I can demonstrate fluent fingering/position/stick technique across the required range of my instrument.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.AL.4.1 – I can demonstrate the required fingering system/positions or rudiment for my instrument.		• I can play rudimental with fluency. • I can perform the SCBDA Senior Scales (and relative minors). • I can perform the SCBDA Senior Rudiments.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.B.P.AM.4 – I can perform with appropriate flexibility within a given meter and use advanced articulation techniques in a stylistically appropriate way.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.AM.4.1 – I can demonstrate appropriate tempo flexibility within a given meter.		• I can use rubato to play expressively. • I can use appropriate tempo changes to play expressively.	
IM.B.P.AM.4.2 – I can play in a specified style.		• I can modify note lengths to play within a specified style. • I can modify articulations to play within a specified style.	
Proficiency Level: Advanced High (AH)		Benchmark: IM.B.P.AH.4 – I can control pitch and tone quality across an expanded dynamic range, using appropriate stylistic nuance and expressive inflections.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.B.P.AH.4.1 – I can perform with technical ease and stylistic integrity.		• I can perform using well-defined dynamic contrast and advanced phrasing with stylistic fluency. • I can perform with well-developed resonance, vibrato, and tone color with stylistic fluency. • I can interpret a piece of music, synthesizing dynamic contrast, tone color, and stylistic qualities.	

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

Anchor Standard 5: I can perform using musical notation.

Proficiency Level: Advanced Low (AL)		Benchmark: IM.P.AL.5 – I can perform at sight complex unfamiliar musical works with accuracy.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.P.AL.5.1 – I can perform at sight complex unfamiliar musical works with accurate pitches.		- I can sight-read a Grade 3 piece with 100 percent pitch accuracy. - I can play and record using current and emerging technologies to self-assess for accuracies.	
IM.P.AL.5.2 – I can perform at sight complex unfamiliar musical works with accurate pitches and rhythms.		- I can sight-read a Grade 3 piece with 100 percent pitch and rhythm accuracy. - I can play and record using current and emerging technologies to self-assess for accuracies.	
IM.P.AL.5.3 – I can perform at sight complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo.		- I can sight-read a Grade 3 piece with 100 percent pitch and rhythm accuracy. - I can sight-read a Grade 3 piece while maintaining a steady tempo.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.P.AM.5 – I can perform at sight complex unfamiliar musical works with accuracy and appropriate expression/interpretation.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.P.AM.5.1 – I can perform at sight complex unfamiliar musical works with correct articulations.		- I can identify a variety of symbols related to articulations. - I can sight-read a Grade 3 piece with correct articulations.	
IM.P.AM.5.2 – I can perform at sight complex unfamiliar musical works with correct dynamics.		- I can identify a variety of symbols related to dynamics. - I can sight-read a Grade 3 piece using correct dynamics.	
IM.P.AM.5.3 – I can perform at sight complex unfamiliar musical works with appropriate phrasing.		- I can identify phrases in a musical work. - I can perform at sight phrases from a musical work with expression. - I can sight-read a Grade 3 piece using appropriate phrasing.	
Proficiency Level: Advanced High (AH)		Benchmark: IM.P.AH.5 – I can perform at sight complex unfamiliar musical works with accuracy, appropriate expression/interpretation, and fluency.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.P.AH.5.1 – I can perform at sight complex unfamiliar musical works with fluency.		- I can sight-read Grade 4 or higher music with accurate pitches and rhythms. - I can sight-read Grade 4 or higher music with accurate articulations.	
IM.P.AH.5.2 – I can perform at sight complex unfamiliar musical works with stylistic integrity.		- I can sight-read Grade 4 or higher music using stylistic integrity. - I can sight-read performing dynamic, meter, and tempo changes.	

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: IM.R.AL.6 – I can explain how the use of music elements impacts compositions from different historical periods and cultures.
Indicator	Sample Learning Targets
IM.R.AL.6.1 – I can identify forms used in varying genres and historical periods.	- I can explain the components of sonata form. - I can describe how sonata form differs in symphonic works versus instrumental works. - I can describe how various forms have evolved over time.
IM.R.AL.6.2 – I can describe stylistic qualities of music from different historical periods.	- I can listen to music from different time periods and describe the differences in their styles. - I can explain how music changed through history. - I can list qualities of the music of various historical periods.
IM.R.AL.6.3 – I can describe musical works from different cultures.	- I can describe the similarities and differences of music from different cultures. - I can identify instrumental, expressive, and tonal qualities that make the music from a specific culture unique. - I can describe how music from different cultures informs current music today.
Proficiency Level: Advanced Mid (AM)	Benchmark: IM.R.AM.6 – I can examine musical forms in compositions from varying genres and styles.
Indicator	Sample Learning Targets
IM.R.AM.6.1 – I can describe characteristics of a variety of musical forms.	- I can explain the characteristics of musical forms and how they are similar and different. - I can describe how a particular form appears in different genres of music.
IM.R.AM.6.2 – I can identify key signature changes and modulations in relation to form.	- I can explain how modulations affect harmonic structure. - I can describe how a modulation bridges between sections in sonata form. - I can explain how modulations and tonality unify a musical work.
IM.R.AM.6.3 – I can describe stylistic qualities of music from different historical periods and how they apply to my instrument.	- I can describe how my instrument appears in music from different historical periods. - I can identify stylistic qualities of Baroque performance technique. - I can demonstrate Baroque performance technique on my instrument. - I can describe how techniques from different historical periods inform performance decisions.

Proficiency Level:
Advanced High (AH)

Benchmark: IM.R.AH.6 – *I can justify how structure, forms, and performance decisions inform responses to music based on the elements of music.*

Indicator	Sample Learning Targets
IM.R.AH.6.1 – I can identify harmonic structure.	• I can identify harmonic structure of the music I hear and perform. • I can describe how harmonic structure changes the mood of a piece of music. • I can identify specific performance decisions of different performers. • I can describe how performance decisions highlight the form and harmonic structure set forth by the composer.
IM.R.AH.6.2 – I can apply stylistic qualities of music from different historical periods as I perform on my instrument.	• I can apply historically appropriate musical ornamentation to my performance on my instrument. • I can justify my performance decisions based on my analysis of the elements of music and their use in the appropriate historical period.
IM.R.AH.6.3 – I can justify the performance decisions in a variety of musical works.	• I can defend performance decisions I make on my instrument. • I can rationalize performance decisions I make on my instrument within an ensemble.

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: IM.R.AL.7 – I can analyze performances and compositions, offering constructive suggestions for improvement using provided criteria.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.R.AL.7.1 – I can formulate constructive feedback for personal performances.		• I can evaluate my own performance. • I can formulate constructive feedback for my own personal performances using the elements of music as the basis for criteria of evaluation.	
IM.R.AL.7.2 – I can formulate constructive feedback for the performances of others.		• I can evaluate the performance of others. • I can formulate constructive feedback for the performance of others using the elements of music as the basis for criteria of evaluation.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.R.AM.7 – I can analyze and critique compositions and performances using personally developed criteria.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.R.AM.7.1 – I can analyze personal compositions and provide recommendations for improvement.		• I can evaluate my personal compositions. • I can provide criteria for improvement based on composition rules.	
IM.R.AM.7.2 – I can analyze performances and provide recommendations for improvement.		• I can evaluate my personal performances and those of others. • I can provide criteria for improvement of my personal performances and those of others using the elements of music as a basis for criteria of evaluation.	
Proficiency Level: Advanced High (AH)		Benchmark: IM.R.AH.7 – I can justify my criteria for evaluating music works and performances based on personal and collaborative research.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.R.AH.7.1 – I can explain criteria used for evaluation.		• I can develop criteria for the evaluation of music works and performances. • I can explain how the criterion for the evaluation of music works and performances was developed.	
IM.R.AH.7.2 – I can collaborate with others to assess musical works and performances.		• I can collaborate with others to develop criteria for the evaluation of music works and performances. • I can collaborate with others to explain how the criteria for the evaluation of music works and performances were developed.	
IM.R.AH.7.3 – I can research topics pertaining to musical performance.		• I can extend my personal learning of music performance by conducting research. • I can explain how my understanding of music performance was improved by conducting research.	

Artistic Process: Connecting – I can relate musical ideas to personal experiences, other arts disciplines, and content areas.

Anchor Standard 8: I can relate musical ideas to personal experiences, culture, and history.

Proficiency Level: Advanced Low (AL)		Benchmark: IM.C.AL.8 – I can research how musical ideas influence beliefs, values, or behaviors in various cultures.	
Indicator		Sample Learning Targets	
IM.C.AL.8.1 – I can analyze how genres of music influence social lifestyles and current trends.		• I can compare genres of music. • I can describe how music influences social trends.	
IM.C.AL.8.2 – I can explain how music preferences influence group or social stereotypes.		• I can conduct surveys to determine music preferences of my peers • I can describe the musical preferences of different generations of people.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.C.AM.8 – I can synthesize my research about other cultures and genres to enhance my music performance.	
Indicator		Sample Learning Targets	
IM.C.AM.8.1 – I can apply characteristic expressive qualities to my music performance.		• I can perform in a historically accurate Baroque style. • I can perform tiered dynamics in Renaissance era music.	
IM.C.AM.8.2 – I can apply characteristic techniques to my music performance.		• I can perform swung eighth notes in bebop music. • I can perform appropriate articulations for the musical time period.	
Proficiency Level: Advanced High (AH)		Benchmark: IM.C.AH.8 – I can justify the role of music in a global society.	
Indicator		Sample Learning Targets	
IM.C.AH.8.1 – I can defend interpretations of music through appropriate musical vocabulary.		• I can compile information using appropriate vocabulary to describe musical interpretations. • I can explain why trills start on the note above in the Mozart Clarinet Concerto.	
IM.C.AH.8.2 – I can justify the role of music as having a common purpose in societies around the world.		• I can compare and contrast the influence of popular music in Korea and America. • I can list events that all countries have in common where music plays a significant role in the purpose of the event.	

Artistic Process: Connecting – I can relate musical ideas to personal experiences, other arts disciplines, and content areas.

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

Proficiency Level: Advanced Low (AL)		Benchmark: IM.C.AL.9 – I can analyze how my interests and skills will prepare me for a career in music.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.C.AL.9.1 – I can identify skills and knowledge required from other content areas as they relate to a career in music.		• I can create a budget for a recording studio. • I can design a website to promote my brass quintet.	
IM.C.AL.9.2 – I can identify knowledge and skills needed in various careers in music.		• I can list the certification needed to become a music software engineer. • I can describe the skills needed to become an instrument repair technician.	
Proficiency Level: Advanced Mid (AM)		Benchmark: IM.C.AM.9 – I can create an educational plan for my career choice in music.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.C.AM.9.1 – I can research to set personal goals for my career path.		• I can interview personnel from community ensembles to examine their educational background. • I can research colleges that offer programs in music that I am interested in.	
Proficiency Level: Advanced High (AH)		Benchmark: GM.C.AH.9 – I can research societal and political issues as they relate to other arts and content areas and apply to my role as a musician.	
<i>Indicator</i>		<i>Sample Learning Targets</i>	
IM.C.AH.9.1 – I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective.		• I can research the socio-political atmosphere of the time period of the piece I am performing. • I can compare and contrast music from East and West Germany during WWI to determine underlying themes of music propaganda.	

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