

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Create:** Imagine

**Essential Question(s):** How do musicians generate creative ideas?

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.

**FCPS Indicator**

**MU.BAI.1 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.**

**MU.BAI.1a** Create and develop melodic and harmonic phrases using various pitches and rhythms

**MU.BAI.1b** Learn familiar pieces by rote and transcribe into standard music notation with use of various media including technology.

**MU.BAI.1c** Working both independently and in collaboration with others, create musical works that clearly communicate personal, cultural, or historical experience. Create music with melodic, rhythmic, dynamic, and formal elements, including simple harmony, in response to artistic stimuli, using appropriate technology as available.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

**Create:** Plan & Make

**Essential Question(s):** How do musicians make creative decisions?

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**FCPS Indicator**

**MU.BAI.2 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.**

**MU.BAI.2a** Apply tools, which may include standard notation, iconic notation, or recording technology, to notate or record personal musical ideas, then craft a summary that supports creative and conceptual choices.

**Anchor Standard 3:** Refine and complete artistic work.

**Create:** Evaluate and Refine

**Essential Question(s):** How do musicians improve the quality of their creative work? When is creative work ready to share?

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication

**FCPS Indicator**

**MU.BAI.3 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

**MU.BAI.3a** Think critically to evaluate and refine personal musical ideas in response to feedback and document revisions.

**MU.BAI.3.1 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.**

**MU.BAI.3.1a** Present a performance-ready version of personal musical ideas and clearly support judgments and decisions made during the creative process, including refinement, using appropriate technology as available.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

**Perform:** Select, Analyze, and Interpret

**Essential Question(s):** How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works?

**Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Performers make interpretive decisions based on their understanding of context and expressive intent.

**FCPS Indicator**

**MU.BAI.4 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.**

**MU.BAI.4a** Identify and perform AB form, ABA form, theme and variations, rondo and forms applicable to chosen repertoire

**MU.BAI.4b** Identify the general intervallic relationship between pitches up to an octave, including half and whole steps.

**MU.BAI.4.1 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.**

**MU.BAI.4.1a** Review whole notes, whole rests, half notes, half rests, quarter notes, quarter rests, eighth notes, eighth rests, dotted half notes, dotted quarter notes, tied notes, multiple-measure rests and introduce sixteenth notes, sixteenth/eighth note combinations, eighth note triplets, and syncopation. Demonstrate sixteenth notes paradiddles, accents, flams, multiple bounces, five-stroke roll, nine-stroke roll, seventeen-stroke roll and long (buzz) roll rudiments on both hands, and flam tap, a single drag, flam paradiddle, drag tap, and single ratamacue.

**MU.BAI.4.1b** Review and perform music using the concepts of measure, barline, double barline, repeat sign, fermata, and introduce first and second endings, and cesura

**MU.BAI.4.1c** Demonstrate the relationship between mathematics and the values of notes, dotted notes, rests, and time signatures

**MU.BAI.4.1d** Review 2/4, 3/4, common time and 4/4 time signatures and introduce cut time, 6/8, and meter changes

**MU.BAI.4.1e** Continue to develop independent skills in small ensembles, up to grade 3 level music

**MU.BAI.4.1f** Review and perform solo, soli, tutti and introduce divisi in an ensemble setting.

**MU.BAI.4.1g** Perform D.C. al Fine, D.S. al Coda, and 1st and 2nd endings

**MU.BAI.4.1h** Perform selections in four part harmonies.

**MU.BAI.4.1i** Harmonize by performing rounds and two part (intervals) or three-part (chords) music and four part chorales

**MU.BAI.4.1j** Introduce aural skills for the following intervals; unison, second, third, fourth, fifth, and octave, on instrument, and through singing.

**MU.BAI.4.1k** Perform in small groups and large ensembles using beginner or level 1 music

**MU.BAI.4.1l** Demonstrate the following written ranges:

Flute C4 - D6

Oboe B3 - G5

Bassoon B2 - B4  
Clarinet E3 - G5  
Saxophone C3 - D6  
Trumpet A3 - E5  
Horn F3 - F5  
Trombone/Baritone F2 - C4  
Tuba Ab2 - C3

Mallets - one octave scales (up to three sharps and flats) with appropriate sticking

**MU.BAI.4.1m** Identify and perform one octave and introduce two octave scales, arpeggios, intervals and chorales based on instrument ranges.

**MU.BAI.4.1n** Identify and understand the purpose of the key signature.

**MU.BAI.4.1o** Apply whole steps, half steps, accidentals, chromatics and introduce extended range in scales.

**MU.BAI.4.1p** Explain and compare the use of musical contexts of music selected for performance.

**MU.BAI.4.1q** Read from iconic notation, standard notation, or alternative notation systems in preparation for performance, considering appropriate context.

**MU.BAI.4.2 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.**

**MU.BAI.4.2a** Review and demonstrate the dynamic markings of piano, mezzo piano, mezzo forte, forte and introduce pianissimo, fortissimo, sforzando, and subito

**MU.BAI.4.2b** Demonstrate and refine crescendo and decrescendo

**MU.BAI.4.2c** Demonstrate the following tempi: Allegro, Moderato, Andante, Adagio, Presto, Largo in repertoire and rehearsing with a metronome

**MU.BAI.4.2d** Demonstrate legato, staccato, tenuto and marcato including breathing in four-measure phrases and staggered breathing

**MU.BAI.4.2e** Introduce performing expressively with appropriate dynamics, phrasing and interpretations in various styles of music

**MU.BAI.4.2f** Introduce performing ritardando and introduce accelerando, rallentando, and cesura

**MU.BAI.4.2g** Perform level 1 music in groups, introduce blending instrumental timbres, matching dynamic levels, adjust tempi, while responding to the cues of a conductor

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation

**Performing:** Rehearse, Evaluate, Refine

**Essential Question(s):** How do musicians improve the quality of their performance?

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**FCPS Indicator**

**MU.BAI.5 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.**

**MU.BAI.5a** Describe principles of the instrument chosen for study, i.e. how it produces tone, how pitches change, and how to tune the instrument

**MU.BAI.5b** Begin to perform independently, singing and playing on pitch and in rhythm, with appropriate posture, embouchure, instrument position, articulation, breath support, blend, balance, and intonation (woodwind and brass), and sticking technique (percussion), while maintaining a steady beat and a characteristic tone quality of an intermediate player

**MU.BAI.5c** Maintain and care for a musical instrument to ensure characteristic tone quality and function

**MU.BAI.5d** With limited teacher guidance, identify and apply criteria to explore multiple ideas during the rehearsal process.

**MU.BAI.5e** As self-directed learners and with teacher assistance, manage goals and time with flexibility, to address newly identified challenges.

### Anchor Standard 6: Convey meaning through the presentation of artistic work.

**Perform:** Share and Present

**Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.

#### FCPS Indicator

##### **MU.BAI.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**

**MU.BAI.6a** Perform melodies in the concert key signatures of B-flat, E-flat, F, and A-flat. Introduce instrument transpositions.

**MU.BAI.6b** Perform melodic and rhythmic lines at sight from standard notation while maintaining a steady tempo

**MU.BAI.6c** Perform a varied repertoire of music with artistic purpose, demonstrating technical proficiency.

**MU.BAI.6d** Effectively interact with the audience and other performers to convey the artistic purpose of the piece.

**MU.BAI.6e** Determine readiness of a varied repertoire of music for public performance, based on experience of time, place, and culture from which the music is chosen.

##### **MU.BAI.6.1 Demonstrate an awareness of the context of the music through prepared and improvised performances.**

**MU.BAI.6.1a** Demonstrate appropriate audience and performance etiquette appropriate to the style of music performed (See Attachment B).

Demonstrate appropriate rehearsal techniques for large ensemble and sectionals to prepare for performances

### Anchor Standard 7: Perceive and analyze artistic work.

**Respond:** Select and Analyze

**Essential Question(s):** How do individuals choose music to experience? How do individuals choose music to experience?

**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings and purposes. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

#### FCPS Indicator

##### **MU.BAI.7 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.**

**MU.BAI.7a** Introduce, review and perform music of various styles, historical periods, and cultures.

**MU.BAI.7b** Compare the use of musical elements and contexts when selecting a variety of music for listening or performing. Justify the choices with evidence.

##### **MU.BAI.7.1 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.**

**MU.BAI.7.1a** With increasing independence, communicate the importance of structure, musical elements, and context when listening to music.

### Anchor Standard 8: Interpret intent and meaning in artistic work.

**Respond:** Interpret

**Essential Question(s):** How do we discern the musical creators' and performers' expressive intent?

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

**FCPS Indicator**

**MU.BAI.8 Interpret intent and meaning in artistic work. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.**

**MU.BAI.8a** When listening to music, describe how the performers' personal interpretation and musical choices convey creative intent.

**Anchor Standard 9: Apply criteria to evaluate artistic work.**

**Respond:** Evaluate

**Essential Question(s):** How do we judge the quality of musical work(s) and performance(s)?

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**FCPS Indicator**

**MU.BAI.9 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.**

**MU.BAI.9a** Devise and implement criteria for evaluating performances (individual or ensemble) and compositions

**MU.BAI.9b** Explain, using appropriate music terminology, personal preferences for specific musical works and styles

**MU.BAI.9c** Critique and provide suggestions for how to improve one's own and other's performances.

**MU.BAI.9d** Choose pieces of music or musical performances from both familiar and unfamiliar styles, and evaluate the quality according to given criteria. Clearly communicate and support a point of view using appropriate musical vocabulary, citing evidence based on the given criteria.

**MU.BAI.9e** Engage appropriately as an active listener in formal and informal settings, paying attention to audience etiquette appropriate to the genre of music.

**MU.BAI.9f** Compare and contrast musical elements from two or more selections of music.

**Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.**

**Connecting**

**Essential Question(s):** How do musicians make meaningful connections to creating, performing, and responding?

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**FCPS Indicator**

**MU.BAI.10 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

**MU.BAI.10a** Identify and describe personal and cultural influences as well as creative preferences in creating, performing, and responding to music.

**MU.BAI.10b** Use musical skills learned in class as part of music making both inside and outside the classroom and school, including after school programs.

**Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Connect:** Research

**Essential Question(s):** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

**FCPS Indicator**

**MU.BA.11 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

**MU.BAI.11a** Identify similarities and differences in the meanings of common terms used in various arts (i.e. form, line, and contrast)

**MU.BAI.11b** Identify ways in which the subject matter of other disciplines is integrated with music (i.e. art, social studies, and science)

**MU.BAI.11c** With increasing independence, make connections between music and other common core subjects, including the arts, through creating, performing, or responding to music.

**MU.BAI.11d** With increasing independence connect music to other people's personal life experiences, when creating, performing, or responding to music.

**MU.BAI.11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**MU.BAI.11.1a** Identify and define the history and impact of music from the time period (May connect with program music being learned)

**MU.BAI.11.1b** Describe how elements of music are used in various cultures

**MU.BAI.11.1c** Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources and cultural uses.