

St. John-Endicott Cooperative Schools Music Curriculum Standards

with Performance Indicators

Program Standards

- Possess basic music literacy.
- Appreciate music and be able to evaluate music soundly.
- Understand the interrelationship between music and history and music and other arts.
- Understand and appreciate music as an expression of many cultures.
- Be able to function positively as an individual in a large group.
- Appreciate and participate in the creative process to express emotions and feelings.
- Understand the importance of and display concert audience etiquette.
- Strive to display music performance skills.

Please note: The strands (such as tone color, rhythm, and style) are listed after the standards in brackets in grades K-2 for your benefit but are not intended to be included in the standards you publish. The strands are listed before the standards in grades 3-6 because you should include them in your standard statement to parents and students so the students can learn these key concepts.

Music Standards

Kindergarten

- 1. Be able to hear and make loud and soft sounds. [Expression]**
 - A. Be able to tell loud and soft sounds apart.
 - B. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
 - C. Be able to whisper, speak, sing, and call with the correct loudness.
- 2. Be able to hear and make high and low tones. [Melody]**
 - A. Be able to tell high and low tones apart.
 - B. Be able to speak with high and low tones.
 - C. Be able to produce high and low tones on classroom instruments.
 - D. Be able to hear when tones are getting higher or lower.
- 3. Be able to hear and make a steady beat, long and short sounds, and fast and slow tempos. [Rhythm]**
 - A. Be able to hear a steady beat.
 - B. Be able to clap and stomp a steady beat and make a steady beat on class instruments.
 - C. Be able to tell long and short sounds apart.
 - D. Be able to sing long and short sounds and make long and short sounds on class instruments.
 - E. Be able to tell fast and slow tempos apart.
- 4. Be able to hear and make echo and tell sections apart. [Form]**
 - A. Be able to hear echo.
 - B. Be able to make an echo by calling, singing, and playing class instruments.
 - C. Be able to move your body to show you hear different sections.
- 5. Know when music has accompaniment. [Harmony]**
 - A. Be able to hear when only one voice or instrument is playing or singing.
 - B. Be able to hear when more than one voice or instrument is playing at the same time.
- 6. Enjoy many kinds of music and from many countries. [History/Style]**
 - A. Be able to say what you think of the music you hear.
 - B. Be able to move your body to the music you hear.
- 7. Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
 - A. Be able to play class instruments correctly and use them for no other purpose.
 - B. Be able to put instruments away in the correct way.
 - C. Be able to listen quietly and pay attention to performances.
 - D. Know when and how to clap at a performance.

Music Standards

First Grade

- 1. Be able to show the difference between loud and soft and between fast and slow. [Expression]**
 - A. Be able to hear the difference between loud/soft and fast/slow mixes of sounds.
 - B. Be able to play class instruments in mixes of loud/soft and fast/slow sounds.
 - C. Be able to clap and stomp mixes of loud/soft and fast/slow sounds.
 - D. Be able to sing and talk to show mixes of loud/soft and fast/slow sounds.

- 2. Be able to hear high from low and different kinds of sounds. [Tone Color]**
 - A. Be able to tell the difference between high and low voices.
 - B. Be able to tell the difference between voices and between many instruments.
 - C. Know different instruments make sounds in different ways.

- 3. Know that music is a series of sounds called notes. [Melody]**
 - A. Be able to echo a series of sounds on a class instrument.
 - B. Be able to play instruments to make higher and higher or lower and lower sounds.
 - C. Know the musical staff and the names of its parts.
 - D. Be able to sing Do, Re, Mi, Fa, Sol, La, Ti, Do.
 - E. Be able to sing simple songs.

- 4. Be able to hear and make steady, strong, and silent beats. [Rhythm]**
 - A. Be able to hear and make steady beat by clapping and stomping and playing instruments.
 - B. Be able to hear and make strong beat by clapping and stomping and playing instruments.
 - C. Be able to follow a beat silently.

- 5. Know the difference between same and different. [Form]**
 - A. Be able to tell when pictures, sounds, and movements are the same or different.
 - B. Be able to make a same or different movement.
 - C. Be able to make same or different sounds with your voice or with instruments.
 - D. Be able to say how sounds are the same or different.

- 6. Be able to play accompaniment. [Harmony]**
 - A. Be able to tell when music has accompaniment.
 - B. Be able to play classroom instruments while others sing and while singing simple songs.

- 7. Be able to respond to different kinds of music. [History/Style]**
 - A. Be able to say what you think about many styles of music.
 - B. Be able to able to do simple circle dances.
 - C. Know about simple music of [nations and cultures being studied in other subjects].
 - D. Know about [1-3 major composers chosen to be multi-cultural and gender fair] and some of their famous music.

- 8. Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
 - A. Be able to take care of class equipment and use them only as they are supposed to be used.
 - B. Be able to put class equipment away correctly.
 - C. Be able to pay attention quietly when others perform.
 - D. Be able to clap at the right time and in the right way when others perform.
 - E. Be able to sing and play instruments with others.

Music Standards

Second Grade

- 1. Be able to hear crescendo and decrescendo, accents, and changes in dynamics. [Expression]**
 - A. Be able to hear crescendo and decrescendo in music.
 - B. Be able to say how you react to crescendo and decrescendo in music.
 - C. Be able to use body movement to show your reaction to crescendo and decrescendo.
 - D. Be able to hear accents.
 - E. Be able to hear changes in dynamics and react with movement.

- 2. Know families of instruments and the four different voices. [Tone Color]**
 - A. Know the many ways musical sounds are made.
 - B. Know by sight and sound wind, string, and percussion instruments.
 - C. Know if class instruments are wind, string, or percussion instruments.
 - D. Be able to create your own wind, string, and percussion instruments.
 - E. Be able to hear the difference between bass, tenor, alto, and soprano voices.

- 3. Know the intervals of the treble clef. [Melody]**
 - A. Know the names of the intervals.
 - B. Know and be able to draw the treble clef and a staff.
 - C. Be able to try to sing the basic intervals.
 - D. Be able to sing with enthusiasm simple patterns and songs.

- 4. Be able to hear and make patterns of sounds. [Rhythm]**
 - A. Be able to tell a repeated pattern in music, pictures, dance, and other places.
 - B. Be able to sing ostinato patterns.
 - C. Know easy meters, notes, and rests.
 - D. Be able to hear and react to tempos.
 - E. Be able to make your own sound patterns with your voice and on instruments.

- 5. Know that music has form. [Form]**
 - A. Be able to hear the difference between AB and ABA forms.
 - B. Be able to hear the separate sections of AB and ABA forms.

- 6. Be able to hear and make easy kinds of harmony. [Harmony]**
 - A. Be able to hear and sing rounds.
 - B. Be able to hear the difference between songs with and without accompaniment.
 - C. Be able to play harmonics on Orff instruments.

- 7. Be able to participate in patriotic, folk, and ethnic music. [History/Style]**
 - A. Be able to hear, sing, and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Know about and be able to sing national songs, such as "Star-Spangled Banner" and "America the Beautiful".
 - C. Know about [1-3 major composers chosen to be multi-cultural and gender fair] and some of their famous music.

- 8. Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
 - A. Be able to take care of class equipment and use them only as they are supposed to be used.
 - B. Be able to put class equipment away correctly.
 - C. Be able to pay attention quietly when others perform.
 - D. Be able to clap at the right time and in the right way when others perform.
 - E. Be able to sing and play instruments with others.

Music Standards

Third Grade

- 1. Expression: Understand the purpose of dynamics in music.**
 - A. Know dynamic markings (f, mf, mp, p, pp).
 - B. Be able to react to dynamic markings by singing and playing and with movement.
- 2. Tone Color: Be able to hear timbre in instruments and voices.**
 - A. Know the different ways musical sounds are made and be able to hear the difference between them.
 - B. Know by sight and sound members of the families of instrumental timbre.
 - C. Know the names and be able to hear the difference between bass, tenor, alto, and soprano voices.
- 3. Melody: Understand the treble clef and improve your ability to sing solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).**
 - A. Be able to draw the treble scale and name the lines and spaces.
 - B. Be to make a good effort to sing basic intervals.
 - C. Be able to see how simple songs are written on the treble clef.
 - D. Be able to sing and play steps and skips.
 - E. Be able to sing with enthusiasm solfege patterns and songs.
- 4. Rhythm: Understand values of notes in basic patterns and meters in 2's and 3's.**
 - A. Be able to clap to music played in 2's and 3's.
 - B. Be able to sing and clap in 2's and 3's.
 - C. Know eighth, quarter, half, dotted half, and whole notes and rests.
 - D. Be able to react to these notes in 3/4 and 4/4 meters and in rhythmic patterns.
- 5. Form: Be able to recognize musical phrase form and repeated patterns.**
 - A. Be able to identify repeated phrases.
 - B. Be able to say/write letters to identify forms.
- 6. Harmony: Understand how sounds are combined or layered.**
 - A. Be able to tell the difference between layered and nonlayered music.
 - B. Be able to identify chords and triads and play them on Orff instruments.
 - C. Be able to sing and play rounds.
- 7. History/Style: Be able to participate in folk music, ethnic music, and historically-important music.**
 - A. Be able to identify, sing, and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Be able to identify, sing, and know the place of historically significant songs.
 - C. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].
- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - A. Be able to use classroom equipment/materials with care and for proper purpose only.
 - B. Be able to properly return equipment/materials to where they are stored.
 - C. Be able to show quiet and appreciative attention to the performance of others.
 - D. Be able to express appreciation for performance with proper clapping and with compliments.
 - E. Be able to work for good group singing, playing, and performing.

Music Standards

Fourth Grade

- 1. Expression: Understand dynamic contrast.**
 - A. Be able to sing and play patterns with different dynamics.
 - B. Be able to explain clearly the effect of dynamic contrast.

- 2. Tone Color: Understand timbre in instruments and voices.**
 - A. Know the meaning of timbre.
 - B. Be able to identify instruments by sight and sound.
 - C. Be able to identify by sound all voice timbres.

- 3. Melody: Understand key tonal center and the treble and bass clefs and be able to play the recorder.**
 - A. Be able to determine by sound if a key tonal center is present.
 - B. Be able to explain clearly the feeling differences between tonal and atonal.
 - C. Be able to read and play notes on staff and be able to draw and name the parts of the staff.
 - D. Be able to properly finger recorder from low C to high D.
 - E. Be able to play on the recorder simple songs in a group.
 - F. Be able to play on the recorder a three-part harmony.

- 4. Rhythm: Understand the basic notes and the basic elements of tempo.**
 - A. Know sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.
 - B. Be able to read and react to these notes in 3/4, 4/4, and 6/8 meters and in rhythmic patterns.
 - C. Be able to sing or play rhythmic patterns with tempo markings.
 - D. Be able to hear and react with movement to tempo changes.
 - E. Be able to create rhythmic patterns with tempo markings.

- 5. Form: Understand musical phrase form.**
 - A. Be able to identify repeated phrases and say and write letters to indicate forms.
 - B. Be able to recognize rondo form (ABACA) and identify the separate phrases.
 - C. Be able to identify AABA form in folk and pop music and identify the separate phrases.
 - D. Be able to improvise movement to identify and respond to separate phrases.

- 6. Harmony: Be able to make harmony using different methods.**
 - A. Be able to sing in rounds.
 - B. Be able to sing and/or play ostinato patterns with a melody.
 - C. Be able to sing and/or play descant and pattern songs.

- 7. History/Style: Understand some styles of music and how they originated.**
 - A. Be able to identify by ear some basic examples of the styles.
 - B. Be able to explain how the styles originated.
 - C. Be able to explain with a clear basis a reaction to or evaluation of the style.
 - D. Be able to say in simple musical terms how the styles are different.
 - E. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].

- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - A. Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
 - B. Be able to show quiet and appreciative attention to the performance of others.
 - C. Be able to express appreciation for performance with proper clapping and with compliments.
 - D. Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

Music Standards

Fifth Grade

- 1. Expression/Performance: Understand how major and minor modes affect music.**
 - A. Be able to distinguish between major and minor modes.
 - B. Be able to respond with movement and with clear words to major and minor modes.
- 2. Tone Color: Understand the difference between orchestras and bands.**
 - A. Be able to identify instruments by sight and sound.
 - B. Know the difference between the composition of an orchestra and a band and be able to hear the difference.
- 3. Melody/Harmony: Understand the relationship of note placement on the grand staff and be able to play the recorder.**
 - A. Be able to draw the grand staff and name the parts.
 - B. Be able to read and play notes on staff.
 - C. Be able to properly finger recorder from low C to high D.
 - D. Be able to play songs correctly in a group.
 - E. Be able to play a three-part harmony.
- 4. Rhythm: Understand note values and their corresponding rests.**
 - A. Be able to read and perform notated rhythms.
 - B. Be able to write notes and rests.
 - C. Be able to complete written measures using rhythmic notation.
 - D. Be able to use movement to demonstrate time values.
- 5. Form: Understand musical form, especially the chaconne.**
 - A. Be able to identify and respond to themes and variations.
 - B. Be able to notate form.
 - C. Be able to identify, notate, respond with movement, and improvise chaconnes.
- 6. History/Style: Possess a basic knowledge and appreciation of American music. [This assumes the students are studying American history.]**
 - A. Know major sources of American music.
 - B. Be able to name and identify major forms of expression of American music (jazz, gospel, rock, folk, etc.).
 - C. Know the origins and development of these expressive forms.
 - D. Be able to explain with a clear basis a reaction to and evaluation of these expressive forms.
 - E. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [3-6 major American composers chosen to be multi-culture gender fair].
- 7. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - A. Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
 - B. Be able to show quiet and appreciative attention to the performance of others.
 - C. Be able to express appreciation for performance with proper clapping and with compliments.
 - D. Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.
 - E. Be able to use correct posture for singing, playing, and breathing.

Music Standards

Sixth Grade

- 1. Expression/Performance: Be able to use all the components of music to make a quality expressive performance.**
 - A. Be able to follow words and notes together in a musical score.
 - B. Be able to sight read simple multi-part vocal music.
 - C. Be able to sing and/or play multiple line rhythmic notation.
 - D. Be able to explain the feeling/mood of a performance piece and strive to express it.
 - E. Be able to work together to improve effort and to create a quality performance integrating other expressive elements, such as drama, movement, and costume.
- 2. Tone Color: Understand the composition of a choir.**
 - A. Be able to name and identify by ear the voices of the choir.
 - B. Be able to track a voice's line in a multi-part selection.
- 3. Melody/Harmony: Understand major key signatures in treble clef, major scale, and major triads.**
 - A. Be able to read and write C, F, and G key signatures.
 - B. Be able to write and sing a major scale.
 - C. Be able to write and sing major triads in solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).
- 4. Rhythm: Understand the function of time signature and note values in simple meter.**
 - A. Be able to verbally and in writing interpret 2/4, 3/4, 4/4, 5/4, and 6/8.
 - B. Be able to sing and play duple and triple meter.
 - C. Be able to identify meter changes in performed music.
 - D. Be able to read notes on the grand staff.
 - E. Be able to take simple rhythmic dictation (whole, half, quarter, eighth notes).
- 5. Form: Understand several musical phrase forms.**
 - A. Be able to identify repeated phrases and say/write letters to indicate forms.
 - B. Be able to recognize forms and identify the separate phrases.
 - C. Be able to identify forms in folk and pop music and identify the separate phrases.
 - D. Be able to improvise movement to identify and respond to separate phrases.
- 6. History/Style: Understand, sing, and/or play music of [various musical styles].**
 - A. Know the names and historical origins of the styles.
 - B. Be able to explain the feeling, mood, and impact of the music.
 - C. Be able to suggest in simple musical terms how the styles are different.
 - D. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].
- 7. Audience/Performance Skills: Be able to take care of equipment, be a good audience and be a good group member.**
 - A. Be able to use and store classroom equipment/materials properly.
 - B. Be able to show quiet and appreciative attention to the performance of others.
 - C. Be able to express appreciation for performance with proper clapping and with compliments.
 - D. Be able to apply strategies to work towards ensemble singing/playing/performing, including basic rehearsal etiquette and practice.
 - E. Be able to use correct posture for singing, playing, and breathing.
 - F. Be able to strive to sing in tune and identify when you are not.

Music Standards

Grades Seven and Eight General Music

- 1. Possess a knowledge of basic music signs and terms.**
 - A. Be able to sight read for and explain dynamics.
 - B. Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).
 - C. Be able to sight read for and explain miscellaneous markings.
 - D. Be able to sight read for and explain key signature and tone centers.
 - E. Be able to sight read for and explain form.
- 2. Possess an awareness of music from different periods and cultures (patriotic, folk and ethnic songs from various countries and cultures, traditional western European music, and traditional American music).**
 - A. Be able to name and identify by hearing famous examples.
 - B. Know their origins and development.
 - C. Be able to explain with a clear basis the mood, feelings, and impact of each.
 - D. Be able to personally evaluate given works with some clear reference to musical terminology.
- 3. Be able to listen actively to music.**
 - A. Be able to apply the concept of form.
 - B. Be able to determine and respond to tempo.
 - C. Be able to identify instrumental and vocal timbre.
 - D. Be able to identify major musical styles.
 - E. Be able to respond to and identify expression of feelings.
- 4. Understand the use of electronic instruments such as synthesizers, drum machines, sequencers, and computer software through classroom use.**
 - A. Be able to identify electronic instruments by sight and sound in solo and in ensemble performance.
 - B. Know the purpose and uses of each.
 - C. Be able to create simple musical forms (rhythmic intros and tracks, codas, interludes).
 - D. Be able to use the equipment properly and carefully.
- 5. Be able to be a positive member of a concert audience.**
 - A. Be able to show quiet and appreciative attention to the performance of others.
 - B. Be able to express appreciation for performance with proper clapping and with compliments.
 - C. Be able to explain and model appropriate behaviors for different kinds of performances (rock concerts, formal concerts, dances, light concerts such as open-air concerts, etc.).
- 6. Be able to apply wellness concepts to music.**
 - A. Know the range of human hearing (volume and pitch) and how hearing can be damaged.
 - B. Be able to protect hearing from all loud sounds.
 - C. Be able to care for the voice when singing.
 - D. Be able to explain and use correct posture and breathing for singing and playing.
- 7. Understand how to be an informed consumer of music and musical equipment.**
 - A. Know the kinds of music-playing equipment (strengths, limitations, prices, options).
 - B. Know about the purchase of music in all forms (sheet, disc, tape, record, mixed media).
 - C. Know the laws which protect creative expression.
 - D. Be able to identify quality musical reproduction by hearing.
- 8. Be able to communicate through group singing and/or playing.**
 - A. Be able to sing and/or play 2-3 part music.
 - B. Be able to strive to sing and/or play in tune and identify when you are not.
 - C. Be able to identify the intent of a musical piece and strive in solo or group to express it.
 - D. Be able to evaluate with justification the performance of self and the group.

Music Standards

Middle School Choral Music

- 1. Be able to demonstrate correct breathing and in-tune singing.**
 - A. Be able to sing from the diaphragm.
 - B. Be able to use correct seated and standing posture.
 - C. Be able to identify whether you are singing sharp, flat, or in tune.
 - D. Be able to make significant effort to sing in tune.

- 2. Be able to enunciate words clearly.**
 - A. Be able to pronounce words with correct vowels and clear consonants.
 - B. Be able to sing to make meaning clear.

- 3. Possess a performance knowledge of basic music signs and terms.**
 - A. Be able to sight read for and explain dynamics.
 - B. Be able to sight read for and explain rests, notes, and duration and rhythm and tempo.
 - C. Be able to sight read for and explain miscellaneous markings.
 - D. Be able to sight read for and explain key signature and tone centers.
 - E. Be able to sight read for and explain form.

- 4. Be able to use proper rehearsal etiquette to work daily to meet performance expectations and to increase skills in using music.**
 - A. Be able to develop and maintain a regular practice schedule.
 - B. Be able to work to sing in tune and to blend with others.
 - C. Be able to follow conducting and verbal directions in rehearsal.
 - D. Be able to be a positive member of the choral group (avoid disruptive behaviors, encourage and support others, stay on task, work to take pleasure from quality effort).
 - E. Be able to correctly evaluate individual effort and group performance and be able to develop and use strategies to improve.

- 5. Be able to appreciate music from different periods and cultures.**
 - A. Know the origins, development, and special traits of the music.
 - B. Know famous composers and be able to identify their most prominent works when played.
 - C. Be able to distinguish between clear examples of music from different periods and cultures.
 - D. Be able to give a clearly based and musically literate evaluation of and response to musical selections.

Music Standards

Instrumental Music

- 1. Be able to demonstrate proper instrumental technique.**
 - A. Know and be able to use proper posture.
 - B. Know and be able to use proper breathing techniques.
 - C. Be able to produce proper intonation and tone quality.
 - D. Know and be able to produce proper articulation.
 - E. Know and be able to use rehearsal etiquette.
 - F. Know and be able to use correct fingering, sticking, or bowing.
 - G. Know and be able to use proper assembly and care of the instrument.

- 2. Possess written and performing knowledge of basic music symbols.**
 - A. Be able to sight read for and explain dynamics.
 - B. Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).
 - C. Be able to sight read for and explain miscellaneous markings.
 - D. Be able to sight read for and explain key signature and tone centers.
 - E. Be able to sight read for and explain form.

- 3. Be able to perform literature from various periods and cultures.**
 - A. Be able to apply knowledge for expression of style and interpretation.
 - B. Be able to apply knowledge for expression of ornamentation.
 - C. Be able to apply knowledge for expression of rhythms.
 - D. Be able to apply knowledge for expression of diverse tone colors.
 - E. Be able to apply knowledge for expression of differing instrumentation.

- 4. Be able to meet performance expectations.**
 - A. Be able to perform for expressiveness.
 - B. Be able to perform for balance and blend.
 - C. Be able to perform for phrasing.
 - D. Be able to perform for technique.
 - E. Know and be able to use performance etiquette.
 - F. Be able to respond to conducting.
 - G. Be able to be independent in selection, rehearsal, and performance of music.
 - H. Be able to select music.
 - I. Be able and willing to use music for community service.
 - J. Be able to be a discriminating listener.

Music Standards

Choral Music

- 1. Be able to demonstrate proper vocal technique.**
 - A. Know and be able to use proper posture.
 - B. Know and be able to use proper breathing techniques.
 - C. Be able to produce proper intonation.
 - D. Know and be able to use proper diction.
 - E. Know and be able to use rehearsal etiquette.

- 2. Possess written and performing knowledge of basic music symbols.**
 - A. Be able to sight read for and explain dynamics.
 - B. Be able to sight read for and explain duration, rhythm, and tempo (rests and notes).
 - C. Be able to sight read for and explain miscellaneous markings.
 - D. Be able to sight read for and explain key signature and tone centers.
 - E. Be able to sight read for and explain form.

- 3. Be able to perform literature from various periods and cultures.**
 - A. Be able to apply knowledge for expression of style and interpretation.
 - B. Be able to apply knowledge for expression of ornamentation.
 - C. Be able to apply knowledge for expression of rhythms.

- 4. Be able to meet performance expectations.**
 - A. Be able to perform for expressiveness.
 - B. Be able to perform for balance and blend.
 - C. Be able to perform for phrasing.
 - D. Be able to perform for technique.
 - E. Know and be able to use performance etiquette.
 - F. Be able to respond to conducting.
 - G. Be able to be independent in selection, rehearsal, and performance of music.
 - H. Be able to select music.
 - I. Be able and willing to use music for community service.
 - J. Be able to be a discriminating listener.