

K-12 Music

Curriculum Guide: Standards, Concepts, Outcomes Assessments

**Diocese of Davenport
St. Vincent Center
2706 N. Gaines St.
Davenport, Iowa 52804-1998**

2008

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The textbooks and supplements we recommended support the curriculum guide.

MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, and are rooted in Gospel values and Catholic Church teachings.

POLICY 610.0

Instruction Curriculum Guidelines

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

PREFACE TO CURRICULUM GUIDE – STANDARDS AND BENCHMARKS

The Diocesan Standards and Benchmarks do not constitute a curriculum guide, however they are an expectation of a minimum amount of material to be covered in a group of grades or cluster. This document first list the major area of study or standard. The standard or major area of study remains the same for all grade levels. Listed below the standard is either an interval benchmark or a grade level benchmark. These two benchmarks further delineate the information covered to a more specific learning objective. After the grade level benchmark specific skills, vocabulary, and objectives are included to give teachers very specific information for part of a daily lesson.

The Diocesan Standards and Benchmarks should be the driving force for what is taught in the classroom, not a text book or individual preference. These items can form a part of what is taught in the classroom but can not replace the concepts stated in this document.

Another important piece of information included in these standards and benchmarks are references to the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED). These footnotes allow the teacher to know what items are included in these standardized tests. Beginning in 2005 the specific grade level and number of times the subject is covered on the test will also be listed.

The various State of Iowa Integration Areas are also listed in our standards and benchmarks. These areas are listed as A-Career Knowledge, B Communication Skills, C Global Education, D Higher Order Thinking Skills, E Multicultural and Gender Fair, and F Technology, and Gospel Values.

DEFINITIONS OF CURRICULUM COMPONENTS

Standards	Standards are general statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience
Interval Benchmark	Interval benchmarks describe what students should know and be able to do as a result of their educational experience.
Grade Level Benchmark	Grade Level Benchmark are very similar to interval benchmarks, but are more specific. These statements might be the focus of the lesson or one part of the lesson.
Skills	Skills specific task a student should be able to understand and perform.
Vocabulary	Vocabulary are terms the teacher and students should use to describe particular parts of a benchmark.
Objectives	Objectives are a statement of what the student will know after mastering the concept.

INTEGRATION AREAS

- CE - Career Education
- CS - Communication Skills
- GE - Global Education
- TS - Higher Order Thinking Skills
- MN - Multicultural and Gender Fair
- T - Technology
- G - Gospel Values/Guidance

TEXTBOOK GUIDELINES

Score by using:

(A)	Excellent
(B)	Good
(C)	Acceptable
(D)	Poor
(NI)	Not Included
(NA)	Not Applicable

I. Authorship

- _____ A. Authorship consistent throughout total program
- _____ B. Background qualifications/experience in subject area

II. General Characteristics

- _____ A. Current publication date
- _____ B. Attractive appearance
- _____ C. Written in clear, concise form
- _____ D. Reasonable cost

III. Philosophy

- _____ A. Clearly stated and acceptable
- _____ B. Comments: _____

IV. Subject Matter Content, Program, Assessment (Student Textbook)

- _____ A. The program is current and research-based (Standards, etc.)
- _____ B. Required infusion areas are represented
- _____ C. The textbook objectives (general and specific) match curriculum goals
_____ List and comment: *(Please attach separate sheet)*
- _____ D. Provides for individual differences *(Identify)*
- _____ E. Curriculum is assessment-driven
- _____ F. Uses multiple assessment components *(Identify)*
- _____ G. Appeals to student interests
- _____ H. Provides sufficient coverage
- _____ I. Adequately presents concepts and skills

V. Teacher's Manual

- _____ A. Includes a reproduction of the student text
- _____ B. Provides a comprehension program overview
- _____ C. Includes a program scope and sequence
- _____ D. Provides directions on "how to use" the teaching guide
- _____ E. Provides lesson plans
- _____ F. Provides ideas for lessons, activities, etc.
- _____ G. Provisions for meeting the needs of students of different abilities
- _____ H. Evaluation materials, suggestions for multiple assessments
- _____ I. Provides list of materials needed for lessons and our explanation of how to use them
- _____ J. Provides answers to all problems, questions and exercises.
- _____ Comments:

VI. Textbook Features

- _____ A. Suitable readability
- _____ B. Attractive format, illustrations, tables, graphs, etc.
- _____ C. Durable and attractive cover
- _____ D. Binding is durable and allows book to open flat
- _____ E. Pages, paper, and type are appropriate and attractive

TEXTBOOK EVALUATIONS PROFILE CHART

(Compile results by category)

- _____ I. Authorship
- _____ II. General Characteristics
- _____ III. Philosophy
- _____ IV. Subject Matter Content, Program, Assessments
- _____ V. Teacher's Manual
- _____ VI. Textbook Features

**Curriculum Guide
Grades K-4**

Diocese of Davenport
Music Standards and Benchmarks
Grade Level K-4

Standard 1: Singing, alone and with others, a varied repertoire of music

A. Interval Benchmark:

1. Grade Level Benchmark: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo

Basic Level:

- The student's pitch is generally satisfactory, but there are a few major discrepancies.
- The student's rhythm is generally satisfactory, though there is a lack of precision. The beat is somewhat unsteady.
- The student's timbre and diction are generally satisfactory, though there is evidence of harshness or forced, pinched, or breathy timbre. Some words are difficult to understand.
- The student demonstrates marginally acceptable posture and position when singing. The student's head and shoulders are not always properly erect and the mouth not always sufficiently open. The student's breathing is not sufficiently deep.

Proficient Level:

- The student's pitch is good, though there are a few minor discrepancies.
- The student's rhythm is good and the beat is generally steady.
- The student's timbre and diction are good. The tone quality is good. Most
- The student sits or stands erect, with the head up and the mouth sufficiently open. Breath control and tone support are good.

Advanced Level:

- The student's pitch is excellent throughout.
- The student's rhythm is excellent and the beat is steady throughout.
- The student's timbre and diction are excellent throughout. The tone is open, resonant, and not forced. All vowels are pure and all consonants clearly articulated.
- The student's posture and position are excellent. The student sits or stands erect, with the head up and the mouth sufficiently open. The student breathes deeply and the tone is well supported.

2. Grade Level Benchmark: Students sing expressively, with appropriate dynamics, phrasing, and interpretation (CE)

Basic Level:

- In song A, the student begins softly or otherwise demonstrates an awareness that the song should be sung softly, but then reverts to his or her normal singing volume. The intonation and rhythm are generally satisfactory.
- In song B, the student demonstrates a rudimentary knowledge of phrasing by breathing at the appropriate points in a few instances, but runs out of breath and breathes at inappropriate points in other instances.
- In song C, the student demonstrates a rudimentary knowledge of expression by singing in a style that is more legato than staccato, by making at least some dynamic contrast, and by breathing, in most instances, only at the ends of phrases.

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Proficient Level:

- In song A, the student sings softly, though by the end the dynamic level may be somewhat louder than at the beginning. The intonation and rhythm are good.
- In song B, the student demonstrates correct phrasing by breathing only at appropriate points throughout.
- In song C, the student demonstrates knowledge of expression by singing in a legato style, by varying the dynamics, and by breathing only at the ends of phrases.

Advanced Level:

- In song A, the student sings softly throughout. The intonation and rhythm are excellent.
- In song B, the student demonstrates correct phrasing by breathing only at appropriate points throughout.
- In song C, the student demonstrates knowledge of expression by singing in a legato style, by varying the dynamics throughout in a sensitive manner, and by breathing only at the ends of phrases.

3. Grade Level Benchmark: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures (GE)(MN)

Basic Level:

- The student can sing from memory a dozen songs, including one verse or the refrain of each. Some of the words are missing or incorrect and there are mistakes in the melodies. The intonation and rhythm are generally satisfactory.
- The songs sung by the student include songs associated with two ethnic groups.

Proficient Level:

- The student can sing from memory two dozen songs, including at least two American folk or traditional songs, two folk or traditional songs from outside the United States, two spirituals or ethnic songs, and two patriotic songs. A few of the words may be incorrect and there may be occasional mistakes in the melodies. The intonation and rhythm are good.
- The songs sung by the student include songs associated with three ethnic groups.

Advanced Level:

- The student can sing from memory three dozen songs, including at least four American folk or traditional songs, four folk or traditional songs from outside the United States, four spirituals or ethnic songs, and three patriotic songs. The intonation and rhythm are excellent throughout.
- The songs sung by the student include songs associated with four ethnic groups.

4. Grade Level Benchmark: Students sing ostinatos, partner songs, and rounds

Basic Level:

- The student shows evidence of being distracted by the other singer.

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- The student completes one of the performances without difficulty, but hesitates or stops singing one or more times during the other performance.
- There are a few errors in the student's rhythm, pitch, or words.

Proficient Level:

- The student is not distracted by the other singer.
- The student does equally well entering either first or second.
- The student's rhythm, pitch, and words are correct.

Advanced Level:

- No meaningful distinction between the proficient and Advanced Levels is identifiable unless the strategy is repeated with more complex materials.

- 5. Grade Level Benchmark:** Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Basic Level:

- The blend of the group is generally acceptable, but the voices of a few individuals can be identified by their timbres or their dynamic levels.
- Most students sing the correct pitches and rhythms, but there are discernible errors. The intonation is generally satisfactory and the beat is generally steady. Attacks and releases are not always together.
- The group's responses to unrehearsed changes called for in dynamics, tempo, and style are perceptible.

Proficient Level:

- The students' voices blend well, and seldom can the voice of an individual student be discerned by the listener.
- The students sing the correct pitches and rhythms with only occasional discrepancies. The intonation is good and the beat is steady. Attacks and releases are together.
- The group responds well to the unrehearsed changes called for in dynamics, tempo, and style.

Advanced Level:

- The blend of the group is homogeneous and pleasing, and the voices of individual students cannot be discerned by the listener.
- The students sing the correct pitches and rhythms. The intonation is excellent and the beat is steady throughout. Attacks and releases are together.
- The group responds promptly and sensitively to the unrehearsed changes called for in dynamics, tempo, and style.

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Music Standards and Benchmarks
Grade Level K-4

Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

A. Interval Benchmark:

1. Grade Level Benchmark: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo

Basic Level:

- For all instruments: the pitches are generally correct, though there are three to four errors. For recorder, guitar, or other string or wind instrument: the intonation is generally satisfactory, though there may be discrepancies attributable to poor position, overblowing, faulty embouchure, or lack of breath support.
- The student's rhythm is generally satisfactory, though somewhat lacking in precision. The beat is unsteady from time to time.
- The timbre of wind and string instruments is generally satisfactory, though there is evidence of harshness, scratchiness, or breathiness. Tones are often not held for their full value.
- The student demonstrates marginally acceptable posture and position. The head and shoulders are not sufficiently erect. Breath control or bow control is marginally acceptable.
- The student begins at the specified dynamic level, but the change in dynamics is not well defined.

Proficient Level:

- For all instruments: the pitches are generally correct, though there may be one to two errors. For recorder, guitar, or other string or wind instrument: the intonation is generally good, though there may be a few minor discrepancies.
- The student's rhythm is good and the beat is generally steady.
- The timbre of wind and string instruments is good. Tones are usually held for their full value.
- The student sits or stands properly, with the head up and the shoulders erect. The student's posture and position are good. Breath control or bow control is good.
- The student begins at the specified dynamic level, and the change in dynamics is well-defined.

Advanced Level:

- For all instruments: the pitches are all correct. For recorder, guitar, or other string or wind instrument: the intonation is excellent throughout.
- The student's rhythm is excellent and the beat is steady throughout.
- The timbre of wind and string instruments is excellent throughout. The tone is well supported, resonant, and not forced. Tones are held for their full value.
- The student sits or stands properly, with the head up and the shoulders erect. The student's posture and position are excellent. Breath control or bow control is excellent.
- The student begins at the specified dynamic level, and the change in dynamics is well-defined.

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- 2. Grade Level Benchmark:** Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments

Basic Level:

- The student is not successful on the first attempt, but performs the task throughout the song on the second attempt.
- The beat is not steady and the rhythm is not accurate, but the student finishes with the task.

Proficient Level:

- The student performs the task throughout the song on the first attempt.
- The beat is steady and the rhythm is accurate.

Advanced Level:

- No meaningful distinction between the proficient and Advanced Levels is identifiable unless the strategy is repeated with more complex materials.

- 3. Grade Level Benchmark:** Students perform expressively a varied repertoire of music representing diverse genres and styles

Basic Level:

- The student can perform a half dozen selections, including works from two of the three categories of repertoire. The repertoire represents limited variety. The intonation and rhythm are generally satisfactory.
- Minimal expression can be heard in the student's performances.
- Minimal distinctions between genres or between styles are discernible in the student's performances.

Proficient Level:

- The student can perform a dozen selections, including works from all three categories of repertoire. The repertoire represents wide variety. The intonation and rhythm are good.
- The student's performances are reasonably expressive, considering the nature of the instruments and the repertoire.
- Clear distinctions between genres or between styles are discernible in the student's performances.

Advanced Level:

- The student can perform two dozen selections, including works from all three categories of repertoire. The student's choices represent wide variety. The intonation and rhythm are excellent throughout.
- The student's performances reflect a high level of ability to play expressively, considering the nature of the instruments and the repertoire. The student plays with dynamic contrast and good phrasing.
- Clear distinctions between genres or between styles are discernible in the student's performances.

- 4. Grade Level Benchmark:** Students echo short rhythms and melodic patterns

Basic Level:

- The student is able to echo two of the patterns without errors. The student is sometimes unable to enter on time or distorts the rhythm, tempo, or length of some of the patterns.

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Proficient Level:

- The student is able to echo three of the patterns without errors. The student is always able to enter on time and seldom distorts the rhythm, tempo, or length of the patterns.

Advanced Level:

- The student is able to echo all of the patterns without errors. The student is always able to enter on time and does not distort the rhythm, tempo, or length of the patterns.

5. Grade Level Benchmark: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor (TS)

Basic Level:

- The blend of the group is generally acceptable, but a few individuals can be identified by their timbres or their dynamic levels.
- Most students play the correct pitches and rhythms, but there are discernible errors. The intonation is generally satisfactory and the beat is generally steady. Attacks and releases are not always together.
- The responses to unrehearsed changes called for in dynamics, tempo, and style are perceptible.

Proficient Level:

- The students blend well, and seldom can individual instruments be discerned by the listener.
- The students play the correct pitches and rhythms, with only occasional discrepancies. The intonation is good and the beat is steady. Attacks and releases are together.
- The group responds well to the unrehearsed changes called for in dynamics, tempo, and style.

Advanced Level:

- The blend of the group is homogeneous and pleasing, and individual instruments cannot be discerned by the listener.
- The students play the correct pitches and rhythms. The intonation is excellent and the beat is steady throughout. Attacks and releases are together.
- The group responds promptly and sensitively to the unrehearsed changes called for in dynamics, tempo, and style.

6. Grade Level Benchmark: Students perform independent instrumental parts while other students sing or play contrasting part (TS)

Basic Level:

- The student experiences difficulty but completes the selection with the tape. Most of the pitches are correct, though there are some obvious errors.
- The rhythm is somewhat inaccurate at times and the beat is unsteady on occasion.
- The performance is acceptable with respect to intonation, dynamics, attacks and releases, and expression.

Proficient Level:

- The student completes the selection with the tape. The pitches are all correct.

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- The rhythm is accurate and the beat is steady throughout.
- The performance is good with respect to intonation, dynamics, attacks and releases, and expression.

Advanced Level:

- The pitches are all correct.
- The rhythm is accurate and the beat is steady throughout.
- The performance is excellent with respect to intonation, dynamics, attacks and releases, and expression.
- The student plays with confidence.

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Grade Level K-4

Standard 3: Improvising melodies, variations, and accompaniments

A. Interval Benchmark:

1. Grade Level Benchmark: Students improvise "answers" in the same style to given rhythmic and melodic phrases

Basic Level:

- There is a hesitation or interruption in the beat between the question and the answer.
- The tempo of the answer is close to that of the question, though by the end the answer is definitely faster or slower.
- The rhythm of the answer is not performed with precision.
- The answer is close but not identical in length to the question.

Proficient Level:

- The answer follows the question with no hesitation or interruption in the beat.
- The tempo of the answer is the same as that of the question. The beat is steady.
- The rhythm of the answer is performed with precision.
- The answer is identical in length to the question.

Advanced Level:

- The answer follows the question with no hesitation or interruption in the beat.
- The tempo of the answer is the same as that of the question. The beat is steady.
- The rhythm of the answer is performed with precision.
- The answer is identical in length to the question.
- The answer includes essentially the same rhythmic patterns as the question, but it is not identical. Any new rhythms introduced in the answer are derived from the rhythms of the question.

2. Grade Level Benchmark: Students improvise simple rhythmic and melodic ostinato accompaniments

Basic Level:

- The student is not successful on the first attempt, but performs the ostinato throughout the selection on the second attempt.
- The beat is not steady and the rhythm is not accurate, but the student finishes with the tape.
- The ostinato clashes harmonically with the selection.

Proficient Level:

- The student performs the ostinato throughout the selection on the first attempt.
- The beat is steady and the rhythm is accurate.
- The ostinato does not clash harmonically with the selection.

Advanced Level:

- The student performs the ostinato throughout the selection on the first attempt.
- The beat is steady and the rhythm is accurate.
- The ostinato is based on rhythmic or melodic fragments from the selection.

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- 3. Grade Level Benchmark:** Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies(GE)(MN)(T)

Basic Level:

- There is only one place at which rhythmic variation (e.g., syncopation; dotted rhythms; quarter notes divided into eighths, eighth triplets, or sixteenths) is used. The melody may be altered as well. There is only one place at which melodic embellishment or variation (e.g., acciaccaturas, passing tones, trills) is used. The rhythm may be altered as well.

Proficient Level:

- There are at least two places at which rhythmic variation is used. The melodic contour is unchanged. There are at least two places at which melodic embellishment or variation is used. The rhythmic structure is unchanged

Advanced Level:

- Whatever variation techniques are used, they are used consistently throughout. The melodic contour is unchanged. Whatever techniques of embellishment or variation are used, they are used consistently throughout. The rhythmic structure is unchanged.

- 3. Grade Level Benchmark:** Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

Basic Level:

- The student is able to sing the words of the poem, but the music lacks coherence. The improvisation contains both unity and variety, but is not in a clear ABA form
- The music is not consistent with the poem rhythmically. The improvisation contains modest contrast in timbre, though the timbres used may be similar to one another.

Proficient Level:

- The music demonstrates unity and variety. The improvisation is in ABA form.
- The music is consistent with the poem rhythmically. The A and B sections are distinguished by timbre. The A and B sections are distinguished by timbre. The student shows imagination in creating contrast in the B section.

Advanced Level:

- The music demonstrates unity and variety. The improvisation is in ABA form.
- The music is consistent with the poem rhythmically and stylistically. Any formal structure implied by the words is reflected in the music.

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Standard 4. Composing and arranging music within specified guidelines

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Students create and arrange music to accompany readings or dramatizations (CS) (TS)

Basic Level:

- The student chooses distinguishing and easily identifiable music to accompany or symbolize at least three major characters, places, objects, actions, events, or feelings described in the story. The student uses essentially the same music to accompany or symbolize many subsequent references to those components of the story, but overlooks other such references.
- The musical representations are appropriate for the characters, places, objects, actions, events, or feelings in some cases, though there are instances in which better choices might have been made.
- The written version is sufficient to represent the major features of the music, but is not explicit with respect to the details.

Proficient Level:

- The student chooses distinguishing and easily identifiable music to accompany or symbolize most of the major characters, places, objects, actions, events, or feelings described in the story. The music for each representation is distinctive with respect to at least one element (e.g., pitch, rhythm, tempo, dynamics, timbre). The student uses the same music to accompany or symbolize each subsequent reference to that component of the story.
- The musical representations are appropriate for the characters, places, objects, actions, events, or feelings.
- The written version is sufficient to enable the student to perform the music again in essentially the same way on another day.

Advanced Level:

- The student chooses distinguishing and easily identifiable music to accompany or symbolize nearly all of the major characters, places, objects, actions, events, or feelings described in the story. The music for each representation is distinctive with respect to at least two elements (e.g., pitch, rhythm, tempo, dynamics, timbre). The student uses the same music to accompany or symbolize each subsequent reference to that component of the story.
- The musical representations are appropriate for the characters, places, objects, actions, events, or feelings.
- The written version is sufficient to enable the student to perform the music again in the same way on another day.

- 2. Grade Level Benchmark:** Students create and arrange short songs and instrumental pieces within specified guidelines

Basic Level:

- The piece is in ABA form. The B section differs from the A section in one clearly identifiable way.

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Proficient Level:

- The piece is in ABA form. The B section differs from the A section in two clearly identifiable ways.

Advanced Level:

- The piece is in ABA form. The B section differs from the A section in three clearly identifiable ways. The B section also provides unity with the A section in some clearly identifiable way.
- The student demonstrates imagination and creativity in creating contrast in the B section.

3. Grade Level Benchmark: Students use a variety of sound sources when composing (T)

Basic Level:

- The piece uses three different sounds, but omits an electronic sound or a vocal sound or both. The sounds are not distinctive.
- The piece contains unity and variety, but is not in a recognizable form.
- The written representation of the piece is sufficient to represent the major outline of the work but is not explicit with respect to the details.

Proficient Level:

- The piece uses three sounds that are distinctive and that include an electronic sound and a vocal sound.
- The piece is in a recognizable form.
- The written representation of the piece is sufficient to enable the student to perform the work again in the same way on another day.

Advanced Level:

- No meaningful distinction between the proficient and advanced levels is identifiable unless the strategy is repeated with a more complex task and the student provides a more sophisticated response.

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Standard 5: Reading and notating music

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures

Basic Level:

- The student can read 50 percent of the cards correctly.
- The student is sometimes unable to begin a new card on the beat.
- The beat is somewhat unsteady or the student tends to slow down.

Proficient Level:

- The student can read 75 percent of the cards correctly.
- Any minor hesitation from one card to the next is quickly overcome.
- The beat is generally steady, though minor discrepancies may be evident from time to time.

Advanced Level:

- The student can read 90 percent of the cards correctly.
- The student is able to begin each new card on the beat and there is no hesitation from one card to the next.
- The beat is steady throughout.

- 2. Grade Level Benchmark:** Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys

Basic Level:

- The student is able to sing 50 percent of the melodies, with no more than two errors per melody. The student may stop occasionally and begin again at that point.
- The beat is often unsteady.
- The student uses syllables, numbers, or letters occasionally but not consistently. There are frequent errors.

Proficient Level:

- The student is able to sing 75 percent of the melodies, with no more than two errors per melody.
- The beat is generally steady, though uncertainty may be evident from time to time.
- The student uses syllables, numbers, or letters correctly and consistently, with only a few errors.

Advanced Level:

- The student is able to sing 90 percent of the melodies, with no more than two errors per melody.
- The beat is steady throughout.
- The student uses syllables, numbers, or letters correctly and consistently, with almost no errors.

- 3. Grade Level Benchmark:** Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

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Basic Level:

- The student can name or define 50 percent of the terms, symbols, and abbreviations.
- The student can illustrate convincingly the meaning of 50 percent of the terms, symbols, and abbreviations by means of performance.

Proficient Level:

- The student can name or define 75 percent of the terms, symbols, and abbreviations.
- The student can illustrate convincingly the meaning of 75 percent of the terms, symbols, and abbreviations by means of performance.

Advanced Level:

- The student can name or define 90 percent of the terms, symbols, and abbreviations.
- The student can illustrate convincingly the meaning of 90 percent of the terms, symbols, and abbreviations by means of performance.

- 4. Grade Level Benchmark:** Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Basic Level:

- The rhythm of 50 percent of the notes is correct.
- The pitch of 50 percent of the notes is correct.
- In two of the four patterns, the meter and the bar lines are correct.
- In two of the four patterns, the dynamic level indicated by the student is not more than one level different from what the teacher intended (assuming four levels: pp, p, mf, f).

Proficient Level:

- The rhythm of 75 percent of the notes is correct.
- The pitch of 75 percent of the notes is correct.
- In three of the four patterns, the meter and the bar lines are correct.
- In three of the four patterns, the dynamic level indicated by the student is correct.

Advanced Level:

- The rhythm of 90 percent of the notes is correct.
- The pitch of 90 percent of the notes is correct.
- In all four patterns, the meter and the bar lines are correct.
- In all four patterns, the dynamic level indicated by the student is correct.

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Standard 6: Listening to, analyzing, and describing music

A. Interval Benchmark:

1. Grade Level Benchmark: Students identify simple music forms when presented aurally

Basic Level:

- By the end of the third hearing, the student can identify the form of one of the three examples.

Proficient Level:

- By the end of the third hearing, the student can identify the form of two of the three examples.

Advanced Level:

- By the end of the third hearing, the student can identify the form of all three examples.

2. Grade Level Benchmark: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures (CS)(GE)(MN)

Basic Level:

- The student can make a significant and accurate observation about three of the following characteristics for at least two of the works: medium, form, melody, rhythm, harmony or texture, and setting.

Proficient Level:

- The student can make a significant and accurate observation about four of the following characteristics for at least three of the works: medium, form, melody, rhythm, harmony or texture, and setting.

Advanced Level:

- The student can make a significant and accurate observation about the medium, the form, the melody, the rhythm, the harmony or texture, and the setting of all four works. The student's comments reflect a high level of knowledge and insight.

3. Grade Level Benchmark: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances

Basic Level:

- The student uses several music terms as well as general vocabulary terms in describing music and music performances.
- When asked by the teacher for a music term equivalent to a general vocabulary term he or she has used, the student can sometimes supply the music term but other times cannot.

Proficient Level:

- More often than not the student uses music terms rather than general vocabulary terms in describing music and music performances.
- When asked by the teacher for a music term equivalent to a general vocabulary term he or she has used, the student can usually supply the music term.

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Advanced Level:

- The student almost always uses music terms rather than general vocabulary terms in describing music and music performances.
- When asked by the teacher for a music term equivalent to a general vocabulary term he or she has used, the student can almost always supply the music term.

- 4. Grade Level Benchmark:** Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

Basic Level:

- The student can identify 50 percent of the instruments or voices.

Proficient Level:

- The student can identify 75 percent of the instruments or voices.
- When errors occur, they tend to occur with instruments or voices that belong to the same families (e.g., trombone and French horn, clarinet and saxophone).

Advanced Level:

- The student can identify 90 percent of the instruments or voices.
- When errors occur, they tend to occur with instruments or voices that are distinctly similar in timbre and range (e.g., violin and viola, female voice and child's voice).

- 5. Grade Level Benchmark:** Students respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Basic Level:

- At times, the student is able to devise and demonstrate movements that plausibly reflect the mood and character of the music examples and to change his or her movements to reflect events or changes in the music. At other times, he or she is either unable to perceive the events or changes or is unable to reflect them in movement.

Proficient Level:

- More often than not, the student is able to devise and demonstrate movements that plausibly reflect the mood and character of the music examples and to change his or her movements to reflect events or changes in the music.

Advanced Level:

- The student is almost always able to devise and demonstrate movements that clearly reflect the mood and character of the music examples and to change his or her movements to reflect events or changes in the music.

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Grade Level K-4

Standard 7: Evaluating music and music performances

A. Interval Benchmark:

1. Grade Level Benchmark: Students devise criteria for evaluating performances and compositions

Basic Level:

- The criteria emphasize references to extramusical aspects of the performance/composition.
- The evaluation is coherent though incomplete. It includes statements such as, "I liked it" (or didn't) or "It made me feel good" (or didn't) without explaining how or why in appropriate music terminology.
- In applying the criteria, the student uses general vocabulary terms more often than equivalent music terminology.

Proficient Level:

- The criteria include references to (1) how good technically the performance was and (2) how musical it was.
- In applying the criteria, the student uses the equivalent music terminology more often than general vocabulary terms.

Advanced Level:

- The criteria include references to (1) how good technically the performance was, (2) how musical it was, and (3) at least one other valid criterion.
- In applying the criteria, the student almost always uses music terminology rather than general vocabulary terms.

2. Grade Level Benchmark: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Basic Level:

- The student can cite one appealing musical feature of each of the works named. These features are based on the expressive qualities of music rather than on extramusical associations.
- In some cases, the student uses music terminology rather than general vocabulary terms in describing his or her preferences, but in other cases he or she does not.

Proficient Level:

- The student can cite two appealing musical features of each of the works named. These features are based on the expressive qualities of music rather than on extramusical associations.
- More often than not, the student uses music terminology rather than general vocabulary terms in describing his or her preferences.

Advanced Level:

- The student can cite three distinct, appealing musical features of each of the works named. These features are based on the expressive qualities of music rather than on extramusical associations.
- The student uses a wide vocabulary of music terms in describing his or her preferences.

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Standard 8: Understanding relationships between music, the other arts, and disciplines outside the Arts (CE) (TS)

A. Interval Benchmark:

1. Grade Level Benchmark: Students identify similarities and differences in the meanings of common terms used in the various arts

Basic Level:

- The student can explain the meaning of two of the five terms in at least two arts.

Proficient Level:

- The student can explain the meaning of three or four of the five terms in at least two arts.

Advanced Level:

- The student can explain the meaning of each of the five terms in at least two arts. The student's responses reflect an understanding of the relationships among the arts.

2. Grade Level Benchmark: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (CE) (TS)

Basic Level:

- The student can cite and explain two good examples.

Proficient Level:

- The student can cite and explain three good examples.

Advanced Level:

- The student can cite and explain four good examples. The student's responses reflect an understanding of the relationships among music and other disciplines.

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Standard 9: Understanding music in relation to history and culture (GE) (MN)

A. Interval Benchmark:

1. Grade Level Benchmark: Students identify by genre or style aural examples of music from various historical periods and cultures

Basic Level:

- The student can identify 50 percent of the examples.

Proficient Level:

- The student can identify 75 percent of the examples.

Advanced Level:

- The student can identify 90 percent of the examples.

2. Grade Level Benchmark: Students describe in simple terms how elements of music are used in music examples from various cultures of the world (GE)

Basic Level:

- The student can describe or explain the distinctive use of two of the five categories of characteristics in one of the examples.
- The student's answers are essentially correct but superficial or incomplete.

Proficient Level:

- The student can describe or explain the distinctive use of three of the five categories of characteristics in two of the examples.
- The student's answers are accurate and complete.

Advanced Level:

- The student can describe or explain the distinctive use of four of the five categories of characteristics in all three of the examples.
- The student's answers are accurate and complete.

3. Grade Level Benchmark: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use (TS)

Basic Level:

- The student is able to cite several specific events or occasions, but appears to be overlooking occasions on which he or she is likely to have performed or heard music. (The assessment is based not on the number of occasions on which the student is exposed to music but rather on the student's sensitivity to music on those occasions.)
- The student is able to recall some of the specific works or types of music and to provide a partial or fragmentary description. He or she uses music terminology in some instances but not in others.
- For many of the examples, the student is able to identify the important characteristics that make the music suitable for the occasion. Some of the characteristics cited are formulaic or inaccurate. Some important characteristics are omitted.

Proficient Level:

- The student's list of events or occasions appears to be reasonable for that student.
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- The student is able to recall many of the specific works or types of music and to describe the music, using appropriate music terminology.
- For most of the examples, the student is able to identify the important characteristics that make the music suitable for the occasion.

Advanced Level:

- The student's list of events or occasions is extensive and detailed, and it appears to reflect a high degree of sensitivity to the presence of music in the environment.
- The student is able to recall most of the specific works or types of music and to describe the music, using appropriate music terminology.
- For all of the examples, the student is able to identify the important characteristics that make the music suitable for the occasion. The list includes nearly all of the major characteristics.

4. Grade Level Benchmark: Students identify and describe roles of musicians in various music settings and cultures

Basic Level:

- The student can provide acceptable answers 50% of the questions for the distinct kinds of jobs or cultures.

Proficient Level:

- The student can provide acceptable answers 75% of the questions for the distinct kinds of jobs or cultures.

Advanced Level:

- The student can provide knowledgeable and insightful answers to the questions for distinct kinds of jobs or cultures.

5. Grade Level Benchmark: Students demonstrate audience behavior appropriate for the context and style of music performed

Basic Level:

- The responses and behaviors indicated by the student are generally appropriate, though a few may be questionable.

Proficient Level:

- The responses and behaviors indicated by the student are all appropriate. The student's comments, together with his or her responses concerning behavior, demonstrate a clear awareness that different types of audience behavior are appropriate in different music settings.

Advanced Level:

- No meaningful distinction between the proficient and Advanced Levels is identifiable.

**Curriculum Guide
Grades 5-8**

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Standard 1: Singing, alone and with others, a varied repertoire of music.

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Sings with good breath control, expression, and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. Students learn correct vocal health.

Basic Level:

1. The student's intonation, rhythm, and diction are marginally acceptable. Most pitches are correct, but there are a number of errors.
2. The student demonstrates an effective singing range of a sixth to an octave. (This determination should be postponed if the voice has not finished changing.)
3. The student sometimes breathes in the middle of phrases or otherwise demonstrates poor habits of breathing and breath control.

Proficient Level:

1. The student's intonation, rhythm, and diction are good. The pitches are correct, though there are sometimes a few errors in more difficult music.
2. The student demonstrates an effective singing range of an octave to a tenth. (This determination should be postponed if the voice has not finished changing.) The throat is open and the jaw is relaxed. The voice is resonant and supported from the diaphragm.
3. The student breathes only at the ends of phrases and routinely demonstrates good habits of breathing and breath control.

Advanced Level:

1. The student's intonation, rhythm, and diction are excellent. The pitches are correct.
2. The student demonstrates an effective singing range of more than a tenth. (This determination should be postponed if the voice has not finished changing.) The throat is open and the jaw is relaxed. The voice is resonant and supported from the diaphragm. The student demonstrates correct formation of vowels and consonants.
3. The student breathes only at the ends of phrases and otherwise demonstrates excellent habits of breathing and breath control.

- 2. Grade Level Benchmark:** Sings music written in two and three parts

Basic Level:

1. In performing music with a level of difficulty of 1, the student sings with good intonation. In more difficult music, problems with intonation are sometimes apparent.
2. In performing music with a level of difficulty of 1, the student sings with good rhythm and a steady beat. In more difficult music, problems with rhythm are sometimes apparent or the beat may be unsteady at times.
3. In performing music with a level of difficulty of 1, the student demonstrates the ability to convey the meaning of the words and the ability to vary dynamics, style, and expression. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.

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4. The student has difficulty in singing two songs from memory but eventually succeeds. He or she sings from memory with less accuracy, musicianship, and confidence than from notation.

Proficient Level:

1. In performing music with a level of difficulty of 2, the student sings with good intonation. In more difficult music, problems with intonation are sometimes apparent.

2. In performing music with a level of difficulty of 2, the student sings with good rhythm and a steady beat. In more difficult music, problems with rhythm are sometimes apparent, or the beat may be unsteady at times.

3. In performing music with a level of difficulty of 2, the student demonstrates the ability to convey the meaning of the words and the ability to vary dynamics, style, and expression. Each phrase is well shaped. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.

4. The student can sing at least two songs from memory. He or she sings from memory with the same accuracy, musicianship, and confidence as from notation.

Advanced Level:

1. In performing music with a level of difficulty of 3, the student sings with good intonation.

2. In performing music with a level of difficulty of 3, the student sings with good rhythm and a steady beat.

3. In performing music with a level of difficulty of 3, the student demonstrates the ability to convey the meaning of the words and to vary dynamics, style, and expression. Each phrase is well shaped.

4. The student has no difficulty in singing at least two songs from memory. He or she sings from memory with the same high level of accuracy, musicianship, and confidence as from notation.

3. Grade Level Benchmark: Knows music that represents diverse genres and cultures and liturgical music. (GE) (MN) (G)

Basic Level:

1. The student is marginally successful in making clear distinctions among the three styles when singing.

2. The student's performances are marginally accurate, and demonstrate acceptable results with respect to intonation, rhythm, expression, and the other elements of performance.

Proficient Level:

1. The student is generally successful in making clear distinctions among the three styles when singing.

2. The student's performances are generally accurate, and demonstrate good results with respect to intonation, rhythm, expression, and the other elements of performance.

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Advanced Level:

1. The student is highly successful in making clear distinctions among the three styles when singing.
2. The student's performances are very accurate, and demonstrate excellent results with respect to intonation, rhythm, expression, and the other elements of performance.

4. Grade Level Benchmark: Students sing music written in two and three parts

Basic Level:

1. The student can complete the song, though there is evidence of his or her being distracted by the other parts.
2. The student's intonation, tone quality, and rhythm are acceptable.

Proficient Level:

1. The student can maintain his or her part.
2. The student's intonation, tone quality, and rhythm are good.

Advanced Level:

1. The student can maintain his or her part and balance his or her voice with the others in the ensemble.
2. The student's intonation, tone quality, and rhythm are excellent.

5. Grade Level Benchmark: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

Basic Level:

1. In performing music with a level of difficulty of 2, the student can sing the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In performing music with a level of difficulty of 2, the student sings with good rhythm and a steady beat. In more difficult music, the rhythm is sometimes inaccurate, or the beat may be unsteady at times.
3. In performing music with a level of difficulty of 2, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music. In more difficult music, this level of skills and knowledge is sometimes inadequate.
4. The student's tone quality and intonation are acceptable. His or her voice blends and balances acceptably with the sound of the group.
5. The student sometimes has difficulty in maintaining his or her part.
6. The student has some difficulty in singing from memory.
7. The student is able to name the composers of many of the works performed. His or her descriptions of the works are sometimes inaccurate or incomplete or do not always use appropriate music terminology.

Proficient Level:

1. In performing music with a level of difficulty of 3, the student can sing the correct pitches. In more difficult music, technical problems are apparent from time to time.

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2. In performing music with a level of difficulty of 3, the student sings with good rhythm and a steady beat. In more difficult music, the rhythm is sometimes inaccurate, or the beat may be unsteady at times.
3. In performing music with a level of difficulty of 3, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music. In more difficult music, this level of skills and knowledge is sometimes inadequate.
4. The student's tone quality and intonation are good. His or her voice blends and balances with the sound of the group.
5. The student is able to maintain his or her part.
6. The student is able to sing from memory.
7. The student is able to name the composers of most of the repertoire performed and to describe most of the works, using appropriate music terminology.

Advanced Level:

1. In performing music with a level of difficulty of 4, the student can sing the correct pitches.
2. In performing music with a level of difficulty of 4, the student can sing the correct rhythms.
3. In performing music with a level of difficulty of 4, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music.
4. The student's tone quality and intonation are excellent. His or her voice blends and balances very well with the sound of the group.
5. The student is able to maintain his or her part very well.
6. The student is able to sing from memory.
7. The student is able to name the composers of all of the repertoire performed and demonstrates a high level of knowledge of the various works.

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Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

A. Interval Benchmark: Students perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control

1. Grade Level Benchmark: Performs on at least one classroom instrument accurately and independently, alone and in ensembles, with correct posture, playing position, and proper technique.

Basic Level:

1. The student is able to play pieces or passages with a level of difficulty of 1, either with the group or alone, but in more difficult music, mistakes are evident. The intonation and rhythm are generally satisfactory.
2. The student usually demonstrates good posture and good playing position, though with evidence of lapses from time to time.
3. The student usually demonstrates satisfactory breath, bow, or stick control (if applicable), though improvement is needed.
4. The student has little difficulty in tuning his or her instrument (if applicable).
5. The student is able to maintain his or her part, though there is some evidence of being distracted by the other parts.

Proficient Level:

1. The student is able to play pieces or passages with a level of difficulty of 2, either with the group or alone, without hesitation and without errors. The intonation and rhythm are good.
2. The student demonstrates good posture and playing position.
3. The student demonstrates good breath, bow, or stick control (if applicable).
4. The student is able to tune his or her instrument (if applicable).
5. The student is able to maintain his or her part.

Advanced Level:

1. The student is able to play pieces or passages with a level of difficulty of 3, either with the group or alone, without hesitation and without errors. The intonation and rhythm are excellent.
2. The student demonstrates excellent posture and playing position.
3. The student demonstrates excellent breath, bow, or stick control (if applicable).
4. The student is able to tune his or her instrument (if applicable).
5. The student is able to maintain his or her part.

2. Grade Level Benchmark: Performs with expression and technical accuracy on a classroom instrument a repertoire of instrumental literature that may include modest ranges and changes of tempo, key, and meter

Basic Level:

1. In performing music with a level of difficulty of 1, the student plays with good intonation. In more difficult music, problems with intonation are sometimes apparent.
2. In performing music with a level of difficulty of 1, the student plays with good rhythm and a steady beat. In more difficult music, problems with rhythm are sometimes apparent, or the beat may be unsteady at times.

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3. In performing music with a level of difficulty of 1, the student demonstrates an understanding of dynamics, phrasing, style, and expression. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.
4. The student's tone quality and attack and release are acceptable.

Proficient Level:

1. In performing music with a level of difficulty of 2, the student plays with good intonation. In more difficult music, problems with intonation are sometimes apparent.
2. In performing music with a level of difficulty of 2, the student plays with good rhythm and a steady beat. In more difficult music, problems with rhythm are sometimes apparent, or the beat may be unsteady at times.
3. In performing music with a level of difficulty of 2, the student demonstrates an understanding of dynamics, phrasing, style, and expression. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.
4. The student's tone quality and attack and release are good.

Advanced Level:

1. In performing music with a level of difficulty of 3, the student plays with good intonation.
2. In performing music with a level of difficulty of 3, the student plays with good rhythm and a steady beat.
3. In performing music with a level of difficulty of 3, the student demonstrates an understanding of dynamics, phrasing, style, and expression.
4. The student's tone quality and attack and release are excellent.

3. **Grade Level Benchmark:** Performs music representing diverse genres and cultures, with expression appropriate for the work being performed (GE) (MN)

Basic Level:

1. Each performance reflects an awareness of the most obvious stylistic characteristics of the music.
2. The student's performances are marginally accurate, and demonstrate acceptable results with respect to intonation, rhythm, dynamics, tempo, expression, and the other elements of performance.

Proficient Level:

1. Each performance reflects a reasonable understanding of the essential and distinguishing stylistic characteristics of the music.
2. The student's performances are accurate, and demonstrate good results with respect to intonation, rhythm, dynamics, tempo, expression, and the other elements of performance.

Advanced Level:

1. Each performance reflects a high degree of knowledge of the essential and distinguishing stylistic characteristics of the music.
2. The student's performances are very accurate, and demonstrate excellent results with respect to intonation, rhythm, dynamics, tempo, expression, and the other elements of performance.

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- 4. Grade Level Benchmark:** Plays by ear simple melodies and simple accompaniments on a classroom instrument

Achievement Standard:

Basic Level:

1. The student can play passages featuring stepwise motion with only occasional minor errors, but has difficulty with passages featuring skips. The student has problems in correcting such errors.
2. The student completes each melody, but the beat is not always steady.

Proficient Level:

1. The student can play passages featuring stepwise motion and passages featuring skips. Any minor errors are immediately corrected by the student.
2. The beat is steady.

Advanced Level:

1. The student can play, with no errors, passages featuring stepwise motion and passages featuring skips.
2. The beat is steady.

- 5. Grade Level Benchmark:** Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Basic Level:

1. In performing music with a level of difficulty of 2, the student can play the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In performing music with a level of difficulty of 2, the student plays with good rhythm and a steady beat. In more difficult music, the rhythm is sometimes inaccurate, or the beat may be unsteady at times.
3. In performing music with a level of difficulty of 2, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.
4. The student's tone quality and intonation are acceptable. The student's attack and release are acceptable.
5. The student sometimes has difficulty in playing from memory.
6. The student is able to name the composers of many of the works performed. His or her descriptions of the works are sometimes inaccurate or incomplete or do not always use appropriate music terminology.

Proficient Level:

1. In performing music with a level of difficulty of 3, the student can play the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In performing music with a level of difficulty of 3, the student plays with good rhythm and a steady beat. In more difficult music, the rhythm is sometimes inaccurate, or the beat may be unsteady at times.

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3. In performing music with a level of difficulty of 3, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music. In more difficult music, there are occasions when this level of skills and knowledge is inadequate.
4. The student's tone quality and intonation are good. The student's attack and release are good.
5. The student is able to play from memory.
6. The student is able to name the composers of the repertoire performed and to describe most of the works, using appropriate music terminology.

Advanced Level:

1. In performing music with a level of difficulty of 4, the student can play the correct pitches.
2. In performing music with a level of difficulty of 4, the student plays with good rhythm and a steady beat.
3. In performing music with a level of difficulty of 4, the student demonstrates knowledge of dynamics, phrasing, expression, and style appropriate to the music.
4. The student's tone quality and intonation are excellent. The student's attack and release are excellent.
5. The student is able to play from memory.
6. The student can name the composers of all of the repertoire performed and demonstrates a high level of knowledge of the various works.

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Standard 3: Improvising melodies, variations, and accompaniments

A. Interval Benchmark:

1. Grade Level Benchmark: Students improvise simple harmonic accompaniments

Basic Level:

The student is able to complete the task. There are one or two incorrect chords, which are corrected immediately by the student. The beat is disrupted slightly.

Proficient Level:

The student plays the correct chords. The beat is steady.

Advanced Level:

The student not only plays the correct chords without error and without hesitation, but embellishes the accompaniment by means of strumming, finger picks, arpeggios, or other embellishments appropriate to the instrument.

2. Grade Level Benchmark: Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

Basic Level:

The student is able to improvise a melodic variation on the original melody. There are at least two places in the melody at which one of the traditional techniques of melodic variation (e.g., acciaccaturas, appoggiaturas, neighboring tones, passing tones, trills, turns, mordents, arpeggios) is used, but the same technique of variation is used each time.

Proficient Level:

The student uses two or three different techniques of melodic variation. The variation is the same length as the original melody.

Advanced Level:

1. At least three different techniques of melodic variation are used. They are used idiomatically and demonstrate knowledge of the practices of variation.

2. The variation is interesting because of its originality, its subtlety, its use of unity and variety, or because of some other unusual feature.

3. Grade Level Benchmark: Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style, meter, and tonality (TS)

Basic Level:

1. The student is able to complete the task, but the improvisation is inconsistent in meter, tonality, or style.

2. The student is able to complete the task, but the improvisation is based on irregular melodic patterns that do not fit the rhythmic background.

3. The student is able to complete the task, but the improvisation is lacking in either repetition or contrast.

Proficient Level:

1. The student's improvisation is generally consistent throughout in meter,

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tonality, and style.

2. The student's improvisation is based on regular melodic patterns of two or four measures.

3. The student's improvisation contains both repetition and contrast.

Advanced Level:

1. The student's improvisation is consistent throughout in meter, tonality, and style.

2. The student's improvisation is based on regular melodic patterns of two or four measures and achieves closure.

3. The student's improvisation contains both repetition and contrast. It is in a recognizable form, such as AB or AA.

4. The student's improvisation is interesting because of its originality, its subtlety, its use of unity and variety, or because of some other unusual feature.

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Standard 4: Composing and arranging music within specified guidelines

A. Interval Benchmark:

1. **Grade Level Benchmark:** Composes short pieces within specific guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. (TS)

Basic Level:

1. The form of the work is not readily discernible.
2. The work contains evidence of unity in its A sections, though the repetition may not be literal. It contains evidence of variety in its B and C sections (or variations), though the contrast may be weak. It contains evidence of balance in the length of the sections (or variations), though the balance may not be readily perceptible to the listener.
3. The student's explanations suggest that he or she understands the basic principles of unity and variety, tension and release, and balance, though his or her comments are incomplete or inaccurate in certain details.

Proficient Level:

1. The form of the work is readily discernible.
2. The work contains unity in its A sections and variety in its B and C sections (or variations). It displays balance in the length of the sections (or variations).
3. The student's explanations are clear and accurate. They demonstrate an understanding of the principles of unity and variety, tension and release, and balance.

Advanced Level:

1. The form of the work is readily discernible.
2. The work contains unity in its A sections and variety in its B and C sections (or variations). The work displays balance in the length of the sections (or variations) and there is evidence of internal balance within some of the sections.
3. The student's explanations demonstrate a high level of understanding of the principles of unity and variety, tension and release, and balance. His or her comments are thoughtful and insightful.

2. **Grade Level Benchmark:** Composes short pieces within specified guidelines (CS)

Basic Level:

1. Some of the parts in the student's score are incorrectly transposed or contain major errors. Some of the parts are definitely not idiomatic for the instruments (or voices).
2. It would be difficult to achieve balance with the student's arrangement.

Proficient Level:

1. The parts in the student's score contain no more than one or two minor errors. All transpositions are correct. The ranges required are appropriate and the parts tend to be idiomatic for the instruments (or voices).
2. It would not be difficult to achieve balance with the student's arrangement.

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Advanced Level:

1. The parts in the student's score are written correctly and all transpositions are correct. They are idiomatic for the instruments (or voices). The combination of instruments (or voices) used seems especially well suited to the music.
2. It would not be difficult to achieve balance with the student's arrangement.

- 3. Grade Level Benchmark:** Arranges simple pieces for voices or instruments other than those for which the pieces originally were written (TS)

Basic Level:

1. The student's composition uses instruments from at least three categories but does not follow the instructions to use the same instruments in the A sections of the rondo and contrasting instruments in the other sections, or does not follow the instruction to use different instruments in each variation.
2. The various instruments are used in routine and formulaic ways that do not take advantage of their unique capabilities.
3. The notation for the various instruments is occasionally inappropriate or unclear.

Proficient Level:

1. The student's composition follows the instructions regarding instrumentation. It uses the same instruments in the A sections and contrasting instruments in the other sections or variations.
2. The various instruments are used idiomatically and in ways that take advantage of their unique capabilities.
3. The notation for the various instruments is appropriate and clear.

Advanced Level:

1. The student's composition follows the instructions regarding instrumentation. It uses the same instruments in the A sections and contrasting instruments in the other sections or variations. There is at least one additional bit of evidence that the student understands the contributions of instrumentation in defining form (e.g., some link between B and C, some distinctions in A in its various appearances, some relationships among the variations).
2. The various instruments are used in ways that take advantage of their unique capabilities and suggest familiarity with their traditional usages.
3. The notation for the various instruments is appropriate and clear and may demonstrate creative solutions for notating nontraditional sounds, if any.

- 4. Grade Level Benchmark:** Uses a variety of traditional and nontraditional sound sources and electronic media (GE)(MN)(T)

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Standard 5: Reading and notating music.

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Reads whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve (2/2) meter signatures.

Basic Level:

1. The student makes frequent errors and may stop occasionally, but is able to finish each excerpt.
2. The beat is unsteady at times.

Proficient Level:

1. The student can read the rhythms with no more than one error per excerpt.
2. The beat is generally steady.

Advanced Level:

1. The student can read the rhythms with no errors.
2. The beat is steady.

- 2. Grade Level Benchmark:** Reads at sight simple melodies in both the treble and bass clefs

Basic Level:

1. The student makes frequent errors and may stop occasionally, but is able to finish each melody.
2. The beat is unsteady at times.
3. The student is able to read satisfactorily in one clef but not in the other.

Proficient Level:

1. The student can read the melodies with few errors. The student does not stop.
2. The beat is generally steady.
3. The student may be able to read better in one clef than in the other, but can read satisfactorily in both clefs.

Advanced Level:

1. The student can read the melodies with almost no errors.
2. The beat is steady.
3. The student is able to read very well in both clefs.

- 3. Grade Level Benchmark:** Knows standard notation symbols for pitch, rhythm, Dynamics, tempo, articulation, and expression

Basic Level:

The student can identify and explain 50 percent of the symbols and terms.

Proficient Level:

The student can identify and explain 75 percent of the symbols and terms.

Advanced Level:

The student can identify and explain 90 percent of the symbols and terms.

- 4. Grade Level Benchmark:** Uses standard notation to record musical ideas

Basic Level:

1. The student can notate 50 percent of the pitches correctly.
2. The student can notate 50 percent of the rhythms correctly.

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Proficient Level:

1. The student can notate 75 percent of the pitches correctly.
2. The student can notate 75 percent of the rhythms correctly.

Advanced Level:

1. The student can notate 90 percent of the pitches correctly.
2. The student can notate 90 percent of the rhythms correctly.

- 5. Grade Level Benchmark:** Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Basic Level:

1. In music with a level of difficulty of 1, the student can perform the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In music with a level of difficulty of 1, the student can perform the correct rhythms. The beat is steady and the tempo is approximately correct. In more difficult music, the rhythm may be inaccurate at times, the beat may be unsteady, and the tempo may be inappropriate.
3. In music with a level of difficulty of 1, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style. In more difficult music, the required level of skill is sometimes lacking.

Proficient Level:

1. In music with a level of difficulty of 2, the student can perform the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In music with a level of difficulty of 2, the student can perform the correct rhythms. The beat is steady and the tempo is approximately correct. In more difficult music, the rhythm may be inaccurate at times, the beat may be unsteady, and the tempo may be inappropriate.
3. In music with a level of difficulty of 2, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style. In more difficult music, the required level of skill is sometimes lacking.

Advanced Level:

1. In music with a level of difficulty of 3, the student can perform the correct pitches.
2. In music with a level of difficulty of 3, the student can perform the correct rhythms. The beat is steady and the tempo is approximately correct.
3. In music with a level of difficulty of 3, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style.

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Standard 6: Listening to, analyzing, and describing music.

A. Interval Benchmark:

1. Grade Level Benchmark: Identifies specific music events when listening to music

Basic Level:

1. The student can answer 50 percent of the questions, though the answers may be incomplete or inaccurate in certain details.
2. The student's responses use the technical vocabulary of music in some instances but not in others.

Proficient Level:

1. The student can answer 75 percent of the questions accurately.
2. The student's responses use the technical vocabulary of music in almost all instances.

Advanced Level:

1. The student can answer 90 percent of the questions accurately.
2. The student's responses reflect a high level of familiarity with the technical vocabulary of music.

2. Grade Level Benchmark: Understands how the elements of music are used in various genres and cultures. (GE)(MN)(G)

Basic Level:

1. After the second hearing, the student is able to identify the form of the work.
2. After the third hearing, the student is able to provide an accurate description of the use of two of the following elements of music: pitch, rhythm, dynamics, timbre, and harmony or texture.
3. After the fourth hearing, the student is able to provide an accurate description of the use of one more element.

Proficient Level:

1. After the first hearing, the student is able to identify the form of the work.
2. After the second hearing, the student is able to provide an accurate description of the use of two of the following elements of music: pitch, rhythm, dynamics, timbre, and harmony or texture.
3. After the third hearing, the student is able to provide an accurate description of the use of one more element of music.
4. After the fourth hearing, the student is further able to provide an accurate description of the use of one more element.

Advanced Level:

1. After the first hearing, the student is able to identify the form of the work.
2. After the second hearing, the student is able to provide an accurate description of the use of two of the following elements of music: pitch, rhythm, dynamics, timbre, and harmony or texture.
3. After the third hearing, the student is able to provide an accurate description of the use of two more elements.
4. After the fourth hearing, the student is further able to provide an accurate description of the use of one more element. The student's comments reflect a high level of insight and knowledge of the style or genre.

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- 3. Grade Level Benchmark:** Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions

Basic Level:

1. The student can recognize and describe what is happening in the music in one excerpt out of three.
2. The student's analyses or descriptions are sufficient to demonstrate fundamental knowledge of what is happening in the music but are lacking in detail.

Proficient Level:

1. The student can recognize and describe what is happening in the music in two excerpts out of three.
2. The student's analyses or descriptions demonstrate reasonable understanding of what is happening in the music.

Advanced Level:

1. The student can recognize and describe what is happening in the music in all three excerpts.
2. The student's analyses or descriptions demonstrate a high level of understanding concerning what is happening in the music.

- 4. Grade Level Benchmark:** Knows criteria that affect the quality and effectiveness of music performances and compositions

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Standard 7: Evaluating music and music performances.

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Understands distinguishing characteristics of representative music genres and styles from a variety of cultures (GE)(MN)

Basic Level:

1. The student's adjudication form includes four appropriate criteria.
2. In using the adjudication form, the student can explain the bases for his or her evaluation, though the explanation may not be well articulated, may not be entirely well founded, or may not entirely justify the evaluation assigned.
3. The student's evaluation is inconsistent in important respects with the teacher's evaluation.

Proficient Level:

1. The student's adjudication form includes six appropriate criteria.
2. In using the adjudication form, the student can explain the bases for his or her evaluation. The explanation is largely well founded and justifies the evaluation assigned.
3. The student's evaluation is reasonably consistent with the teacher's evaluation.

Advanced Level:

1. The student's adjudication form includes eight appropriate criteria.
2. In using the adjudication form, the student can explain clearly the bases for his or her evaluation. The explanation is articulate and well founded. It reflects a high level of knowledge and insight and justifies the evaluation assigned.
3. The student's evaluation is consistent in every major respect with the teacher's evaluation.

- 2. Grade Level Benchmark:** Understands characteristics that cause various musical works to be considered exemplary

Basic Level:

1. The student's list of what is well done reveals some familiarity with the particular style or genre but is incomplete or lacking in specifics.
2. The student's suggestions for improvement demonstrate some familiarity with what is desirable and possible in that style or genre, but to some extent are unrealistic, not feasible, or lacking in insight.

Proficient Level:

1. The student's list of what is well done includes one or two positive features of the example (if one or two can reasonably be identified).
2. The student identifies one or two features of the example in need of improvement (if one or two can reasonably be identified). The student's suggestions for improvement demonstrate knowledge of what is desirable and possible in that style or genre, given the level of experience of the performer, composer, arranger, or improviser.

Advanced Level:

1. The student's list of what is well done includes three positive features of the example (or, if fewer, as many as can reasonably be identified). The list reveals familiarity with a variety of comparable examples from performers, composers, arrangers, or improvisers of this level of experience and background.

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2. The student identifies three features of the example in need of improvement (or, if fewer, as many as can reasonably be identified). The student's suggestions for improvement demonstrate broad knowledge of what is desirable and possible in that style or genre, given the level of experience of the performer, composer, arranger, or improviser.

3. **Grade Level Benchmark:** Understands the functions music serves, roles of musicians, and conditions under which music is typically performed in various cultures of the world

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Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art

Basic Level:

1. The student's demonstrations are appropriate. They reveal acceptable skills and knowledge in one art but limited skills and knowledge in the other two arts.
2. The student's explanations focus on the obvious. They reveal familiarity with the characteristic materials of one art but only superficial understanding of the materials of the other two arts.

Proficient Level:

1. The student's demonstrations are appropriate. They reveal acceptable skills and knowledge in two arts but limited skills and knowledge in the other art.
2. The student's explanations reveal familiarity with the characteristic materials of two arts but only superficial understanding of the materials of the other art.

Advanced Level:

1. The student's demonstrations are appropriate. They reveal acceptable skills and knowledge in all three arts.
2. The student's explanations reveal familiarity with the characteristic materials of all three arts.

- 2. Grade Level Benchmark:** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (CS)

Basic Level:

1. The student can explain one example each from two of the four categories of disciplines cited.
2. The student's explanations are generally correct but incomplete or inaccurate in some details.

Proficient Level:

1. The student can explain a total of four examples, representing three of the four categories of disciplines cited.
2. The student's explanations are accurate and complete.

Advanced Level:

1. The student can explain a total of six examples, representing all four of the categories of disciplines cited.
2. The student's explanations reflect a high degree of knowledge and insight.

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Standard 9: Understanding music in relation to history and culture.

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures (GE)(MN)

Basic Level:

1. The student can explain what is distinctive about two of the distinguishing characteristics for one of the three genres or styles of music.
2. The student's explanations are generally correct but are incomplete or inaccurate in certain details.

Proficient Level:

1. The student can explain what is distinctive about three of the distinguishing characteristics for two of the three genres or styles of music.
2. The student's explanations are accurate and complete.

Advanced Level:

1. The student can explain what is distinctive about four of the distinguishing characteristics for all three genres or styles of music.
2. The student's explanations are accurate and complete. They reveal a high degree of knowledge of the music.

- 2. Grade Level Benchmark:** Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary (TS)

Basic Level:

1. The claim that each work is exemplary is unconvincing. There are other works that the student is known to be familiar with that would provide a better example for at least one of the genres.
2. The applicable facts concerning the genre, style, period, composer, and title are generally correct, but there are significant errors or omissions.
3. The student's description of the form of each work, its use of melody, rhythm, and harmony or texture, and its expressive characteristics is generally satisfactory but lacks specific details.
4. The student's explanation of the specific characteristics that cause each work to be considered exemplary is generally correct, but it omits important characteristics that should be cited.
5. The student's answers to questions about the works are satisfactory in some respects, though inadequate in other respects.

Proficient Level:

1. The claim that each work is exemplary is convincing.
2. The applicable facts concerning the genre, style, period, composer, and title are correct and reasonably complete.
3. The student's description of the form of each work, its use of melody, rhythm, and harmony or texture, and its expressive characteristics is comprehensive and accurate.

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4. The student's explanation of the specific characteristics that cause each work to be considered exemplary is logical and persuasive.
5. The student's answers to questions about the works reflect familiarity with the works, with only minor gaps.

Advanced Level:

1. Each work is an excellent example of its genre and style.
2. The applicable facts concerning the genre, style, period, composer, and title are correct and reveal a high level of knowledge about the music.
3. The student's description of the form of each work, its use of melody, rhythm, and harmony or texture, and its expressive characteristics is not only comprehensive and accurate but reveals a high level of knowledge and insight.
4. The student's explanation of the specific characteristics that cause each work to be considered exemplary is logical and persuasive. It reveals a high level of knowledge and insight.
5. The student's answers to questions about the works reflect a high level of knowledge about the genres and familiarity with each of the works.

3. **Grade Level Benchmark:** Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed (GE)(MN)

Basic Level:

1. The student is able to describe, in general terms, three distinct roles performed by musicians in various cultures.
2. The student's response is incomplete and reveals a limited degree of familiarity with the cultural context of music outside the Western European tradition.

Proficient Level:

1. The student is able to describe, for each of the three cultures cited, one role performed by a musician, one function served by the music of that musician, and the conditions under which that music is typically performed.
2. The student's response is reasonably complete and accurate and reveals familiarity with the cultural context of music in the various cultures.

Advanced Level:

1. The student is able to describe, for each of the three cultures cited, one role performed by a musician, one function served by the music of that musician, and the conditions under which that music is typically performed.
2. The student's response is comprehensive and accurate and reveals a high level of familiarity with the cultural context of music in the various cultures.

**Curriculum Guide
Grades 9-12**

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Standard 1: Singing, alone and with others, a varied repertoire of music

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)

Basic Level:

1. In performing music with a level of difficulty of 3, the student can sing the pitches with no technical difficulty. In more difficult music, problems may be apparent in technically challenging passages.
2. In performing music with a level of difficulty of 3, the student can sing the rhythms accurately. The beat is steady. In more difficult music, the rhythm may be somewhat inaccurate, and the beat somewhat unsteady on occasion.
3. In performing music with a level of difficulty of 3, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory. In more difficult music, the required level of skill is sometimes lacking.
4. In performing music with a level of difficulty of 3, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is generally good, though sometimes there are traces of harshness or breathiness.
6. The student's intonation is usually satisfactory.
7. The student demonstrates acceptable formation of vowels and consonants.
8. The student demonstrates familiarity with the repertoire performed, including knowledge of the composers and knowledge of how some of the elements of music are used in each work.
9. The repertoire performed by the student during the year includes at least one major vocal work; works associated with at least two ethnic, cultural, or national groups; and works representing at least two of the major styles, periods, or categories of music typically associated with that type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)
10. The repertoire performed by the student during the year includes at least one work performed from memory. (Unless the student performs vocal solos, responsibility for meeting this criterion lies largely with the teacher.)

Proficient Level:

1. In performing music with a level of difficulty of 4, the student can sing the pitches with no technical difficulty. In more difficult music, problems may be apparent in technically challenging passages.
2. In performing music with a level of difficulty of 4, the student can sing the rhythms accurately. The beat is steady. In more difficult music, the rhythm may be somewhat inaccurate, and the beat somewhat unsteady on occasion.

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3. In performing music with a level of difficulty of 4, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory. In more difficult music, the required level of skill is sometimes lacking.
4. In performing music with a level of difficulty of 4, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is full and rich. The tone is characterized by intensity and is well projected by the student.
6. The student's intonation is good. The tone is well supported by the breath.
7. The student demonstrates correct formation of vowels and consonants.
8. The student demonstrates familiarity with the repertoire performed, including knowledge of the composers, knowledge of the forms, and knowledge of how the other elements of music are used in each work.
9. The repertoire performed by the student during the year includes at least two major vocal works; works associated with at least three ethnic, cultural, or national groups; and works representing at least three of the major styles, periods, or categories of music typically associated with the type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)
10. The repertoire performed by the student during the year includes at least two works performed from memory. (Unless the student performs vocal solos, responsibility for meeting this criterion lies largely with the teacher.)

Advanced Level:

1. In performing music with a level of difficulty of 5, the student can sing the pitches with no technical difficulty.
2. In performing music with a level of difficulty of 5, the student can sing the rhythms accurately. The beat is steady.
3. In performing music with a level of difficulty of 5, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory.
4. In performing music with a level of difficulty of 5, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is excellent.
6. The student's intonation and breath support are excellent.
7. The student consistently demonstrates correct formation of vowels and consonants and the ability to vary pronunciation, depending on the text and the context.

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8. The student demonstrates a high level of familiarity with the repertoire performed, including knowledge of the composers, knowledge of the traditions of each work or genre, and detailed knowledge of how the various elements of music are used in each work.
9. The repertoire performed by the student during the year includes at least three major vocal works; works associated with at least four ethnic, cultural, or national groups; and works representing at least four of the styles, periods, or categories of music typically associated with that type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)
10. The repertoire performed by the student during the year includes at least three works performed from memory. (Unless the student performs vocal solos, responsibility for meeting this criterion lies largely with the teacher.)

2. Grade Level Benchmark: Students sing music written in four parts, with and without accompaniment

Basic Level:

1. In performing music with a level of difficulty of 3, the student can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 3, the student is able to maintain his or her part in four-part music. In more difficult music or music with more than four parts, he or she loses the place occasionally.

Proficient Level:

1. In performing music with a level of difficulty of 4, the student can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 4, the student is able to maintain his or her part in four-part music. In more difficult music or music with more than four parts, he or she loses the place occasionally.

Advanced Level:

1. In performing music with a level of difficulty of 5, the student can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 5, the student is able to maintain his or her part in four-part music. In performing music with a level of difficulty of 4, the student is able to maintain his or her part in eight-part music.

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3. Grade Level Benchmark: Smonstrate well-developed ensemble skills

Basic Level:

1. In performing music with a level of difficulty of 3, the students can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 3, the students respond to the cues of the conductor with respect to tempo, dynamics, and style. They are able to watch the conductor and the music at the same time. In more difficult music, they do not always respond promptly and not always to the extent desired.
3. In performing music with a level of difficulty of 3, the students are able to blend their voices well. Their tone quality is good. In more difficult music, the results are sometimes less successful.
4. In performing music with a level of difficulty of 3, the students are able to maintain good balance among the parts. They recognize the relative importance of the various parts and adjust accordingly. In more difficult music, there are occasional instances of imbalance.
5. In performing music with a level of difficulty of 3, the students attack and release together. In more difficult music, a lack of precision is sometimes apparent.
6. The students' intonation, posture, and breath control are generally satisfactory.

Proficient Level:

1. In performing music with a level of difficulty of 4, the students can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 4, the students respond to the cues of the conductor with respect to tempo, dynamics, and style. They are able to watch the conductor and the music at the same time. In more difficult music, they do not always respond promptly and not always to the extent desired.
3. In performing music with a level of difficulty of 4, the students are able to blend their voices in a unified sonority. Their tone quality is good. In more difficult music, the results are sometimes less successful.
4. In performing music with a level of difficulty of 4, the students are able to maintain good balance among the parts. They recognize the relative importance of the various parts and adjust accordingly. In more difficult music, there are occasional instances of imbalance.
5. In performing music with a level of difficulty of 4, the students attack and release together. They phrase together or, when appropriate, stagger the breathing. In more difficult music, a lack of precision is sometimes apparent.
6. The students sing with good intonation, posture, and breath control.

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Advanced Level:

1. In performing music with a level of difficulty of 5, the students can sing the correct pitches and rhythms, maintain a steady beat, and sing with appropriate dynamics, phrasing, and expression. They can identify errors in other parts as well as in their own.
2. In performing music with a level of difficulty of 5, the students respond to the cues of the conductor with respect to tempo, dynamics, and style. A full range of dynamics can be discerned; that is, the group can distinguish not only between *f* and *p* but between *ff*, *f*, *mf*, *mp*, *p*, and *pp*. The students have no difficulty in watching the conductor and the music at the same time.
3. In performing music with a level of difficulty of 5, the students are able to blend their voices in a unified sonority to such an extent that no individual voices can be discerned by the listener. Their tone quality is excellent.
4. In performing music with a level of difficulty of 5, the students are able to maintain excellent balance among the parts. They recognize the relative importance of the various parts and adjust accordingly.
5. In performing music with a level of difficulty of 5, the students consistently attack and release together, regardless of the dynamic level, tempo, or style of the music. They phrase together or, when appropriate, stagger the breathing.
6. The students sing with excellent intonation, posture, and breath control.

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Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Performs with expression and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty

Basic Level:

1. In performing music with a level of difficulty of 3, the student can play the correct pitches with no technical difficulty. In more difficult music, problems may be apparent in technically challenging passages.
2. In performing music with a level of difficulty of 3, the student can play the rhythms accurately. The beat is steady. In more difficult music, the rhythm may be somewhat inaccurate, and the beat somewhat unsteady on occasion.
3. In performing music with a level of difficulty of 3, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory. In more difficult music, the required level of skill is sometimes lacking.
4. In performing music with a level of difficulty of 3, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is generally good, though occasionally harsh, breathy, or not sufficiently characteristic of the instrument.
6. The student's intonation is usually satisfactory, though problems are occasionally apparent.
7. The student demonstrates familiarity with the repertoire performed, including knowledge of the composers and knowledge of how some of the elements of music are used in each work.
8. The repertoire performed by the student during the year includes at least one major instrumental work; works associated with at least two ethnic, cultural, or national groups; and works representing at least two of the major styles, periods, or categories of music typically associated with that type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)

Proficient Level:

1. In performing music with a level of difficulty of 4, the student can play the pitches with no technical difficulty. In more difficult music, problems may be apparent in technically challenging passages.
2. In performing music with a level of difficulty of 4, the student can play the rhythms accurately. The beat is steady. In more difficult music, the rhythm may be somewhat inaccurate, and the beat somewhat unsteady on occasion.
3. In performing music with a level of difficulty of 4, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory. In more difficult music, the required level of skill is sometimes lacking.

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4. In performing music with a level of difficulty of 4, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is full, rich, and characteristic of the instrument.
6. The student's intonation is good. The tone is well supported by the breath.
7. The student demonstrates familiarity with the repertoire performed, including knowledge of the composers, knowledge of the forms, and knowledge of how the other elements of music are used in each work.
8. The repertoire performed by the student during the year includes at least two major instrumental works; works associated with at least three ethnic, cultural, or national groups; and works representing at least three of the major styles, periods, or categories of music typically associated with that type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)

Advanced Level:

1. In performing music with a level of difficulty of 5, the student can play the pitches with no technical difficulty.
2. In performing music with a level of difficulty of 5, the student can play the rhythms accurately. The beat is steady.
3. In performing music with a level of difficulty of 5, the student is responsive to dynamics, tempo, style, and expression as indicated in the music or as indicated by the conductor. Contrasts between loud and soft, between legato and staccato, and among musical styles are entirely satisfactory.
4. In performing music with a level of difficulty of 5, the student appears to be familiar with the major stylistic characteristics of the literature performed and makes an obvious effort to perform each work in an idiomatically appropriate manner.
5. The student's tone quality is excellent.
6. The student's intonation and breath support are excellent.
7. The student demonstrates a high level of familiarity with the repertoire performed, including knowledge of the composers, knowledge of the traditions of each work or genre, and detailed knowledge of how the various elements of music are used in each work.
8. The repertoire performed by the student during the year includes at least three major instrumental works; works associated with at least three ethnic, cultural, or national groups; and works representing at least three of the styles, periods, or categories of music typically associated with that type of ensemble or that repertoire. (Because the teacher is responsible for selecting the repertoire of large ensembles, responsibility for meeting these criteria lies with the teacher.)

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2. Grade Level Benchmark: Uses ensemble skills when performing as part of a group

Basic Level:

1. In performing music with a level of difficulty of 3, the students can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 3, the students respond to the cues of the conductor with respect to tempo, dynamics, and style. They are able to watch the conductor and the music at the same time. In more difficult music, they do not always respond promptly and not always to the extent desired.
3. In performing music with a level of difficulty of 3, the students are able to blend their parts well. In more difficult music, the results are sometimes less successful.
4. In performing music with a level of difficulty of 3, the students are able to maintain good balance among the parts. They recognize the relative importance of the various parts and adjust accordingly. In more difficult music, there are occasional instances of imbalance.
5. In performing music with a level of difficulty of 3, the students attack and release together. In more difficult music, a lack of precision is sometimes apparent.
6. The students' tone quality is generally characteristic of the various instruments but sometimes shows traces of harshness or breathiness. Their intonation, posture, and breath control are generally satisfactory but show a need for improvement.

Proficient Level:

1. In performing music with a level of difficulty of 4, the students can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. In more difficult music there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 4, the students respond to the cues of the conductor with respect to tempo, dynamics, and style. They are able to watch the conductor and the music at the same time. In more difficult music, they do not always respond promptly and not always to the extent desired.
3. In performing music with a level of difficulty of 4, the students are able to blend their parts well. In more difficult music, the results are sometimes less successful.
4. In performing music with a level of difficulty of 4, the students are able to maintain good balance among the parts. They recognize the relative importance of the various parts and adjust accordingly. In more difficult music, there are occasional instances of imbalance.
5. In performing music with a level of difficulty of 4, the students attack and release together. They phrase together or, when appropriate, stagger the breathing. In more difficult music, a lack of precision is sometimes apparent.

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6. The students' tone quality is full, rich, and characteristic of the various instruments. They play with good intonation, posture, and breath control.

Advanced Level:

1. In performing music with a level of difficulty of 5, the students can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. They can identify errors in other parts as well as in their own.

2. In performing music with a level of difficulty of 5, the students respond to the cues of the

conductor with respect to tempo, dynamics, and style. A full range of dynamics can be discerned; that is, the group can distinguish not only between *f* and *p* but between *ff*, *f*, *mf*, *mp*, *p*, and *pp*. The students have no difficulty in watching the conductor and the music at the same time.

3. In performing music with a level of difficulty of 5, the students are able to blend their parts in a unified sonority to such an extent that no individual instruments can be discerned by the listener. Their tone quality is excellent.

4. In performing music with a level of difficulty of 5, the students are able to maintain excellent balance among the parts. They recognize the relative importance of the various parts and adjust accordingly.

5. In performing music with a level of difficulty of 5, the students consistently attack and release together, regardless of the dynamic level, tempo, or style of the music. They phrase together or, when appropriate, stagger the breathing.

6. The students' tone quality is full, rich, and characteristic of the various instruments. They play with excellent intonation, posture, and breath control.

3. Grade Level Benchmark: Students perform in small ensembles with one student on a part

Basic Level:

1. In performing music with a level of difficulty of 3, the student can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.

2. In performing music with a level of difficulty of 3, the student is able to maintain his or her part. In more difficult music, he or she may become lost occasionally, forcing the ensemble to stop.

3. In performing music with a level of difficulty of 3, the student attacks and releases with the other members of the ensemble. In more difficult music, the attacks and releases are not always together.

4. The student's tone quality is generally characteristic of the instrument but sometimes shows traces of harshness or breathiness.

5. The student's intonation, posture, and breath control are generally acceptable but show a need for improvement.

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Proficient Level:

1. In performing music with a level of difficulty of 4, the student can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. In more difficult music, there are occasional errors in reading notes, the beat is sometimes unsteady, and at times there is a lack of attention to dynamics, phrasing, and expression.
2. In performing music with a level of difficulty of 4, the student is able to maintain his or her part. In more difficult music, he or she may become lost occasionally, forcing the ensemble to stop.
3. In performing music with a level of difficulty of 4, the student attacks and releases with the other members of the ensemble. In more difficult music, the attacks and releases are not always together.
4. The student's tone quality is full, rich, and characteristic of the instrument.
5. The student's intonation, posture, and breath control are good.

Advanced Level:

1. In performing music with a level of difficulty of 5, the student can play the correct pitches and rhythms, maintain a steady beat, and play with appropriate dynamics, phrasing, and expression. A full range of dynamics can be discerned; that is, the student can distinguish not only between *f* and *p* but between *ff*, *f*, *mf*, *mp*, *p*, and *pp*.
2. In performing music with a level of difficulty of 5, the student is able to maintain his or her part.
3. In performing music with a level of difficulty of 5, the student attacks and releases with the other members of the ensemble.
4. The student's tone quality is excellent.
5. The student's intonation, posture, and breath control are excellent.

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Standard 3: Improvising melodies, variations, and accompaniments

A. Interval Benchmark:

1. Grade Level Benchmark: Improvises stylistically appropriate harmonizing parts (TS)

Basic Level:

1. The student is able to improvise an accompaniment without stopping more than once. The beat is somewhat unsteady.
2. One or two chords do not fit the melody.
3. The accompaniment uses only two different chords.

Proficient Level:

1. The student is able to improvise an accompaniment without stopping. The beat is steady.
2. The accompaniment uses chords implied by the melody. A chord is played on every strong beat. The accompaniment is stylistically appropriate to the melody.
3. The accompaniment uses at least three different chords.

Advanced Level:

1. The student is able to improvise accompaniments to three melodies in distinctly contrasting styles. The beat is consistently steady.
2. Each accompaniment uses chords that are implied by the melody and are appropriate stylistically. There is variety in the chords when appropriate. A chord is played on every strong beat.
3. Each accompaniment includes some harmonic feature more complex than triads (e.g., seventh chords, added sixths, arpeggios, imitative techniques, drone) or some rhythmic feature more complex than merely playing on every beat (e.g., syncopation, dotted rhythms, rhythmic ostinato).
4. Each accompaniment is imaginative and interesting.

2. Grade Level Benchmark: Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys

Basic Level:

1. The student is able to complete the improvisation. The improvisation consists largely of simple ornamentation (e.g., trills, turns, mordents, passing tones) of the original.
2. The differences between the original melody and the improvisation are only superficial and minimal.

Proficient Level:

1. The student's improvisation consists of scale fragments, short melodic fragments or motives, intervals, diatonic or tonal sequences, or longer melodic passages that have a clearly identifiable relationship to the accompanying chords.
2. The student creates interest primarily by rhythmic and melodic ideas and not by extended range or by complexity, though these features may be used for contrast.

Advanced Level:

1. The student is able to improvise three melodies in distinctly contrasting styles.
2. Each improvisation consists of scale fragments, short melodic fragments or

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motives, intervals, diatonic or tonal sequences, or longer melodic passages that have a clearly identifiable relationship to the accompanying chords.

3. The improvisations differ from the originals in imaginative ways with respect to melodic contour and rhythm, but each is clearly based on the chords of the original.

- 3. Grade Level Benchmark:** Improvises original melodies over given chord progressions in a consistent style, meter, and tonality (TS)(CS)

Basic Level:

1. The student is able to complete a basic blues improvisation without stopping more than once.
2. The student's improvisation is static and lacks interest.

Proficient Level:

1. The improvisation fits the harmonic pattern of the standard twelve-bar blues. It is based on the blues scale. It is interesting throughout rather than static.
2. Unity, contrast, and a high point or climax are evident. The improvisation is not cluttered in an obvious effort to demonstrate the student's technique or vocabulary.

Advanced Level:

1. The student is able to improvise melodies to the accompaniments of three distinctly contrasting thirty-two-bar ballads. The melodies may resemble the originals in contour, but the changes are substantial and go beyond mere ornamentation.
2. Each melody maintains the listener's interest throughout.

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Standard 4: Composing and arranging music within specified guidelines

A. Interval Benchmark:

1. Grade Level Benchmark: Composes music in a variety of distinct styles (CS)

Basic Level:

1. The styles chosen by the student offer minimal contrast, or the music of the three works reveals distinct similarities.
2. The student's compositions reflect limited insight into the distinguishing characteristics of the various styles.
3. The student's compositions suggest limited familiarity with the principles of unity, variety, repetition, contrast, and balance.
4. The works produced meet the minimum requirements of the assignment but contain no features that can be described as imaginative or creative.

Proficient Level:

1. The three works are distinctly different in style or genre.
2. The student's compositions reflect reasonably well the distinguishing characteristics of the various styles.
3. The student's compositions suggest an ability to utilize the principles of unity, variety, repetition, contrast, and balance.
4. There is at least one feature in at least one work that can be described as imaginative or creative.

Advanced Level:

1. The three works are distinctly different in style or genre, and each reflects well the distinctive features of that style or genre.
2. The student's compositions show a high level of insight into the distinguishing characteristics of the various styles.
3. The student's compositions reveal a high level of skill in utilizing the principles of unity, variety, repetition, contrast, and balance.
4. There is at least one feature in each of the three works that can be described as imaginative or creative.

2. Grade Level Benchmark: Uses the elements of music for expressive effect (CS)

Basic Level:

1. The melodic, rhythmic, or harmonic features of the original are altered for no apparent musical reason. Changes are made seemingly for the sake of change rather than for musical effect. Alternatively, at the other extreme, the work is transcribed literally and is almost entirely unchanged.
2. The student's arrangement shows little relationship to the original with respect to its internal contrasts or similarities in texture, dynamics, metric organization, tempo, and other features.

Proficient Level:

1. The melodic, rhythmic, and harmonic features of the original work are preserved closely but not literally. The arrangement is well adapted to the capabilities or limitations of the new medium.
2. The student's arrangement is consistent with the original with respect to its internal contrasts or similarities in texture, dynamics, metric organization, tempo, and other features.

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Advanced Level:

1. The melodic, rhythmic, and harmonic features of the original work are preserved but are changed in imaginative ways. Alterations reflect insightful efforts to take advantage of the unique capabilities or to adjust to the limitations of the new medium. Changes serve a recognizable musical purpose.
2. The student's arrangement is consistent with the original with respect to its internal contrasts or similarities in texture, dynamics, metric organization, tempo, and other features. However, there are certain changes that serve to enhance the effectiveness of the arrangement. The instruments or voices are used in an idiomatic manner.

- 3. Grade Level Benchmark:** Arranges pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music (TS)

Basic Level:

1. The work for voice(s) and strings or winds reveals limited familiarity with the media and contains instances of distinctly unidiomatic writing for some of the instruments or voice(s).
2. At least one work lacks either unity or variety.
3. The form of at least one work is not clearly recognizable.

Proficient Level:

1. The writing for all instruments and voices demonstrates familiarity with their ranges and traditional usages.
2. Each work clearly uses repetition to provide unity and contrast to provide variety.
3. The form of each work is clearly recognizable.

Advanced Level:

1. The writing for all instruments and voices demonstrates a high level of familiarity with their ranges and traditional usages.
2. Each work demonstrates a high level of skill in utilizing repetition to provide unity and contrast to provide variety.
3. The form of each work is clearly recognizable.
4. There is at least one feature in at least one work that can be described as imaginative or creative.

- 4. Grade Level Benchmark:** Composes and arranges music for voices and various acoustic and electronic instruments

Basic Level:

Proficient Level:

Advanced Level:

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- 5. Grade Level Benchmark:** Understands the ranges and traditional uses of various sound sources

Basic Level:

Proficient Level: Students

- a. compose music in several distinct styles, demonstrating creativity in using the *elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Advanced Level: Students

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

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Standard 5: Reading and notating music

A. Interval Benchmark:

1. Grade Level Benchmark: Reads an instrumental or vocal score of up to four staves

Basic Level:

1. The student can identify the large form in one four-staff score and can describe the internal form of the sections.
2. The student can usually identify the melodic lines, but is sometimes unable to recognize countermelodies and is sometimes unable to detect melodies when they occur in inner voices.
3. The student can identify the basic features of the rhythm or meter.
4. The student can identify the key throughout. The student can analyze some chords correctly but has difficulty with others.

Proficient Level:

1. The student can identify the large form in two four-staff scores and can describe the internal form of the sections.
2. The student can identify almost all of the melodies and countermelodies.
3. The student can identify any unusual rhythmic or metric features.
4. The student can analyze almost all of the chords in the four-staff scores.
5. The student can identify modulations between keys and explain how they are achieved.

Advanced Level:

1. The student can identify the large form in all three full scores and can describe the internal form of the sections.
2. The student can explain all transpositions and clefs in the full scores.
3. The student can discuss the rhythmic and metric features of the full scores.
4. The student can analyze almost all of the chords in the full scores.
5. The student is able to interpret the nonstandard notation symbols used. When no explanations are provided, the student is able to draw plausible inferences based on familiarity with similar symbols used in other contemporary scores.

2. Grade Level Benchmark: Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

Basic Level:

1. In music with a level of difficulty of 2, the student can perform the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In music with a level of difficulty of 2, the student can perform the correct rhythms. The beat is steady and the student maintains an appropriate tempo. In more difficult music, the rhythm may be inaccurate at times, the beat may be unsteady, and the tempo may be inappropriate.
3. In music with a level of difficulty of 2, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style. In more difficult music, the required level of skill is sometimes lacking.

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Proficient Level:

1. In music with a level of difficulty of 3, the student can perform the correct pitches. In more difficult music, technical problems are apparent from time to time.
2. In music with a level of difficulty of 3, the student can perform the correct rhythms. The beat is steady and the student maintains an appropriate tempo. In more difficult music, the rhythm may be inaccurate at times, the beat may be unsteady, and the tempo may be inappropriate.
3. In music with a level of difficulty of 3, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style. In more difficult music, the required level of skill is sometimes lacking.

Advanced Level:

1. In music with a level of difficulty of 4, the student can perform the correct pitches.
2. In music with a level of difficulty of 4, the student can perform the correct rhythms. The beat is steady and the student maintains an appropriate tempo.
3. In music with a level of difficulty of 4, the student is able to demonstrate sensitivity to dynamics, phrasing, expression, and style.

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Standard 6: Listening to, analyzing, and describing music

A. Interval Benchmark: Knows and applies appropriate criteria to music and music performances

1. Grade Level Benchmark: Understands how the elements of music and expressive devices are used in music from diverse genres and cultures (GE)(MN)(G)

Basic Level:

The student is able to make one relevant and accurate observation concerning three of the six characteristics listed (i.e., medium, form, melody, rhythm, harmony or texture, and expressive devices) for one of the works.

Proficient Level:

The student is able to make one relevant and accurate observation concerning four of the six characteristics for two of the works.

Advanced Level:

1. The student is able to make one relevant and accurate observation concerning five of the six characteristics for all three works.

2. The student is able to describe in detail three significant or unusual events occurring in the examples (e.g., an added sixth, a modulation to a remote key, brief use of Dorian mode or an Indian raga).

2. Grade Level Benchmark: Understands the technical vocabulary of music

Basic Level:

The student can explain and identify fifty from a total of one hundred terms and symbols commonly used in music, including, for example, pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, crescendo, decrescendo, diminuendo, largo, lento, adagio, andante, andantino, moderato, allegretto, allegro, vivace, presto, prestissimo, a tempo, accelerando, rallentando, ritardando, rubato, slur, tie, key signature, meter signature, alla breve, clef, double sharp, fermata, sonata, sonata-allegro, sonatina, concerto grosso, cantata, oratorio, scherzo, étude, madrigal, minuet, rondo, canon, fugue, ragtime, gospel, rhythm and blues, rap, espressivo, grazioso, dolce, cantabile, tenuto, legato, staccato, marcato, molto, poco, assai, acciaccatura, appoggiatura, a cappella, segue, senza, sordino, pizzicato, arco, obbligato, recitative, triad, transpose, diatonic, chromatic, tonic, dominant, sequence, counterpoint, polyphony, heterophony, modulation, cadenza, dal segno, da capo, timbre, opus, tessitura, authentic cadence, plagal cadence, half cadence, deceptive cadence, ad lib, and blue notes.

Proficient Level:

The student can explain and identify ninety-five from a total of 125 terms and symbols, including less commonly used terms and symbols such as anacrusis, piacere, passacaglia, chaconne, toccata, gruppetto, mordent, col legno, spiccato, triple-tongue, C clef, relative minor, parallel minor, binary form, enharmonic, tritone, tonal imitation, retrograde, inversion, atonal, twelve-tone, serial, augmentation, diminution, Alberti bass, figured bass, ground bass, walking bass, cantus firmus, hemiola, circle of fifths, decibel, equal temperament, changes, scat, raga, and slendro. Terms in German and French as well as Italian and English are included.

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Advanced Level:

The student can demonstrate extensive knowledge of the technical vocabulary of music by explaining and identifying 135 from a total of 150 terms and symbols, including less commonly used terms and symbols.

- 3. Grade Level Benchmark:** Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work

Basic Level:

1. The student is able to identify the large form of two of the three works.
2. The student is able to identify and explain one example of unity and one example of variety in two of the three works. The student has difficulty in citing precisely where in the music these examples occur.
3. The student is able to identify and explain one example of tension and release in two of the three works. The student has difficulty in citing precisely where in the music these examples occur.
4. For two of the three works, the student is able to cite a specific example of another work that is similar in genre or style and that uses similar techniques or devices. The student's discussion of how the musical materials are used in the various examples reveals limited familiarity with the works.
5. The student is able to describe the extent to which each work is unique, interesting, or expressive. However, the response tends to be founded on broad generalizations, tends not to be based on musical features, and reveals little genuine insight into the music.

Proficient Level:

1. The student is able to identify the large form of all three works and can describe the internal structure of the major sections in two of the works.
2. The student is able to identify and explain one example of unity and one example of variety in each of the three works. The student can cite precisely where in the music these examples occur.
3. The student is able to identify and explain one example of tension and release in each of the three works. The student can cite precisely where in the music these examples occur.
4. For two of the three works, the student is able to cite two specific examples of other works that are similar in genre or style and that use similar techniques or devices. The student's discussion of how the musical materials are used in the various examples reveals familiarity with the works.
5. The student is able to describe the extent to which each work is unique, interesting, and expressive and to justify his or her answers, using appropriate music terminology (e.g., this is a serial work using retrograde and inversion; though set to a religious text, this work is based on a popular song; this work contains a ground bass throughout).

Advanced Level:

1. The student is able to identify the large form of all three works and can describe the internal structure of the major sections in two of the works.
2. The student is able to identify and explain two examples of unity and two examples of variety in each of the three works. The student can cite precisely where in the music these examples occur.

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3. The student is able to identify and explain two examples of tension and release in each of the three works. The student can cite precisely where in the music these examples occur.

4. For each of the three works, the student is able to cite two specific examples of other works that are similar in genre or style and that use similar techniques or devices. The student's discussion of how the musical materials are used in the various examples reveals a thorough familiarity with each work and broad insight into how the musical materials are used in each.

5. The student is able to describe the extent to which each work is unique, interesting, and expressive and to justify his or her answer, using appropriate music terminology.

6. The student's answer reveals an understanding of music aesthetics as well as insight into the sources of the appeal of music to human beings. It also indicates a high level of knowledge about music and a high level of skill in music analysis.

- 4. Grade Level Benchmark:** Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations

Basic Level:

Proficient Level: Students

- a. analyze aural examples of a varied repertoire of music, representing diverse *genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Advanced Level: Students

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

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Standard 7: Evaluating music and music performances

A. Interval Benchmark: Understands the relationship between music, history and culture

1. Grade Level Benchmark: Classifies unfamiliar but representative aural examples of music

Basic Level:

1. The student is able to comment on the technical qualities of the performance, but his or her evaluation tends to be incomplete and is not based on well-defined criteria.
2. The student is able to comment on the expressive or musical qualities of the performance, but his or her evaluation tends to be incomplete and is not based on well-defined criteria.
3. The student is able to comment on the overall effect of the performance, but his or her evaluation tends to be incomplete and is not based on well-defined criteria.
4. The student's evaluation is inconsistent in important respects with the teacher's evaluation.

Proficient Level:

1. The student's evaluation of the technical qualities of the performance is reasonably complete and is based on well-defined criteria.
2. The student's evaluation of the expressive or musical qualities of the performance is reasonably complete and is based on well-defined criteria.
3. The student's evaluation of the overall effect of the performance is reasonably complete and is based on well-defined criteria.
4. The student's evaluation is reasonably consistent with the teacher's evaluation.

Advanced Level:

1. The student's evaluation of the technical qualities of the performance deals with almost every relevant aspect and is based on well-defined criteria.
2. The student's evaluation of the expressive or musical qualities of the performance deals with almost every relevant aspect and is based on well-defined criteria.
3. The student's evaluation of the overall effect of the performance deals with almost every relevant aspect and is based on well-defined criteria.
4. The student's evaluation is consistent in every major respect with the teacher's evaluation.

2. Grade Level Benchmark: Knows sources of American music genres the evolution of these genres, and musicians associated with them

Basic Level:

1. The student is clearly aware that there are differences between the two interpretations, but his or her description tends to focus on nonmusical or superficial differences. He or she has difficulty in identifying musical differences and in using appropriate music terminology to describe them.
2. The student is able to identify a setting in which each interpretation would be appropriate and explain why in general terms, though his or her explanation is incomplete or inaccurate in certain respects.

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Proficient Level:

1. The student is able to distinguish between the two interpretations by describing several of the most important distinguishing features of each, using appropriate music terminology.
2. The student is able to identify a setting in which each interpretation would be appropriate and explain why.

Advanced Level:

1. The student is able to distinguish between the two interpretations by describing in detail all of the important distinguishing features of each, using appropriate music terminology.
2. The student is able to identify a setting in which each interpretation would be appropriate and explain why. His or her explanation is complete, precise, and reflects a high level of knowledge and insight.

- 3. Grade Level Benchmark:** Knows various roles that musicians perform and representative individuals who have functioned in these roles

Basic Level:

1. The student is able to comment on the aesthetic meaning of the work, though his or her comments are incomplete, vague, or inaccurate in at least one important respect.
2. The student is able to comment on the musical means by which the work conveys feeling, emotion, and aesthetic meaning, though many of his or her comments refer to nonmusical means and in some respects the comments are incomplete or inaccurate.

Proficient Level:

1. The student is able to make one or two relevant and meaningful comments on the aesthetic meaning of the work.
2. The student is able to comment accurately and meaningfully on the musical means by which the work conveys feeling, emotion, and aesthetic meaning.

Advanced Level:

1. The student is able to discuss the aesthetic meaning of the work in a relevant and meaningful way.
2. The student is able to comment accurately and meaningfully on the musical means by which the work conveys feeling, emotion, and aesthetic meaning. His or her comments demonstrate a high level of knowledge and insight into the means by which music conveys aesthetic meaning.

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Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

A. Interval Benchmark:

- 1. Grade Level Benchmark:** Students explain how elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples (CS)

Basic Level:

1. In explaining the uses of the elements of the various arts, the student demonstrates knowledge of one of the arts but limited understanding of at least one other art. Some of the examples cited are good but others are weak.
2. The examples cited of instances in which the imagination and the craftsmanship of the writer, choreographer, painter, or composer are used effectively to create an image or emotion are marginally acceptable and tend to be similar to one another.
3. The examples cited of the use of unity and variety and the use of repetition and contrast are marginally acceptable. They all tend to reflect similarities among the various arts rather than differences, or they all tend to reflect differences rather than similarities.

Proficient Level:

1. In explaining the uses of the elements of the various arts, the student demonstrates knowledge of each of the arts discussed. The examples cited are all correct.
2. The examples cited of instances in which the imagination and the craftsmanship of the writer, choreographer, painter, or composer are used effectively to create an image or emotion are all valid and reflect a reasonable degree of variety.
3. The examples cited of the use of unity and variety and the use of repetition and contrast are all valid. They reflect a reasonable degree of balance between examples that reflect similarities and examples that reflect differences.

Advanced Level:

1. In explaining the uses of the elements of the various arts, the student demonstrates a high degree of knowledge of each of the arts discussed. The examples cited are well chosen.
2. The examples cited of instances in which the imagination and the craftsmanship of the writer, choreographer, painter, or composer are used effectively to create an image or emotion all reflect considerable knowledge and insight and represent a high degree of variety.
3. The examples cited of the use of unity and variety and the use of repetition and contrast are excellent. They reflect a reasonable degree of balance between examples that reflect similarities and examples that reflect differences. They also reflect a high degree of familiarity with the various works.

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- 2. Grade Level Benchmark:** Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures (GE)(MN)

Basic Level:

1. The student's report tends to be accurate in its portrayal of the theory and practice of two or more arts at the time, though it is somewhat superficial and contains minor inaccuracies.
2. The student's report indicates knowledge of the practices in two or more arts in one other contemporary context.
3. The student's report cites one of the major styles that were in vogue in each of the two arts but omits others that were important. It names and describes the contributions of at least one leader for the style cited in each art.

Proficient Level:

1. The student's report is accurate in its portrayal of the theory and practice of two or more arts at the time.
2. The student's report indicates knowledge of the details of practices in two or more arts in two other contemporary contexts.
3. The student's report cites two of the major styles that were in vogue in each art. It names and describes accurately and in detail the contributions of at least one leader for each of the styles cited in each art.

Advanced Level:

1. The student's report is detailed and accurate in its portrayal of the theory and practice of two or more arts at the time. It reveals a high level of knowledge and insight.
2. The student's report indicates knowledge of the details of practices in two or more arts in three or more other contemporary contexts.
3. The student's report cites three of the major styles that were in vogue in each art. The descriptions reveal extensive insight into typical practices in the arts at the time. The report names and describes accurately and in depth the contributions of at least one leader for each of the styles cited in each art.

- 3. Grade Level Benchmark:** Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Basic Level:

The student's report is marginally acceptable. It contains several valid points, but it includes other points that are not relevant, that reflect only general understanding, and that reveal little genuine insight.

Proficient Level:

The student's report reflects a good understanding of the relationships described. When appropriate, it employs the technical vocabulary of music.

Advanced Level:

The student's report reflects a high level of knowledge and insight as well as a thorough understanding of the relationships described. When appropriate, it employs the technical vocabulary of music.

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- 4. Grade Level Benchmark:** Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

Basic Level:

The student's report is marginally acceptable. It contains several valid points, but it includes other points that are not relevant, that reflect only general understanding, and that reveal little genuine insight. It deals adequately with only one of the arts.

Proficient Level:

The student's report reflects a good understanding of the relationships called for, though it may not answer each of the questions raised for each art. The response employs the technical vocabulary of the arts.

Advanced Level:

The student's report reflects a high level of knowledge and insight as well as a thorough understanding of the relationships described. The response employs the technical vocabulary of the arts.

- 5. Grade Level Benchmark:** Students explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

Basic Level:

1. The student's report is marginally acceptable. It contains several valid points, but it includes other points that are not relevant, that reflect only general understanding, and that reveal little genuine insight.

2. The student's report includes satisfactory answers to one of the three questions in three of the four arts.

Proficient Level:

1. The student's report reflects a good understanding of most of the roles identified in most of the arts.

2. The student's report includes satisfactory answers to two of the three questions in three of the four arts.

Advanced Level:

1. The student's report demonstrates a high level of insight and knowledge of all of the roles identified in all of the arts.

2. The student's report includes satisfactory answers to all three of the questions in three of the four arts.

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Standard 9: Understanding music in relation to history and culture

A. Internal Benchmark:

- 1. Grade Level Benchmark:** Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications (GE)(MN)

Basic Level:

1. The student is able to identify the genre or style and the historical period or culture of one of the three works.
2. The student is able to justify his or her identification by means of relevant and accurate comments concerning three of the following characteristics for one of the works: medium, form, rhythm, melody, harmony or texture, and expressive devices. The student's comments demonstrate an ability to perceive the obvious characteristics of these examples, when presented aurally, but provide few details.

Proficient Level:

1. The student is able to identify the genre or style and the historical period or culture of two of the three works.
2. The student is able to justify his or her identification by means of relevant and accurate comments concerning four of the following characteristics for two of the works: medium, form, rhythm, melody, harmony or texture, and expressive devices. The student's comments demonstrate the ability to perceive many of the details of these examples, when presented aurally.

Advanced Level:

1. The student is able to identify the genre or style and the historical period or culture of all three works.
2. The student is able to justify his or her identification by means of relevant and accurate comments concerning five of the following characteristics for each of the three works: medium, form, rhythm, melody, harmony or texture, and expressive devices. The student's comments demonstrate a high level of ability to perceive the more intricate details of these examples, when presented aurally.
3. The student's comments reflect knowledge of the aesthetic traditions of the three works.

- 2. Grade Level Benchmark:** Students identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

Basic Level:

1. The information presented is essentially correct, but it is incomplete or inaccurate in some respects.
2. The specific questions asked are answered in only very general terms. Some important stages of development are omitted. At least two musicians are cited at various stages for one genre.

Proficient Level:

1. The information presented is correct and reasonably complete.
2. An answer is provided for each of the specific questions for each genre. Most

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of the important stages of development are cited for each genre, and at least one musician is cited for most stages.

Advanced Level:

1. The information presented is correct and thoroughly researched.
2. Each of the specific questions asked is answered in detail for each genre. All of the important stages of development are cited for each genre, and at least one musician is cited for each stage.

- 3. Grade Level Benchmark:** Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Basic Level:

The student can identify three roles and provide some basic and essentially correct information about each.

Proficient Level:

The student can identify three roles and provide accurate and detailed information about each. Not every question is answered fully, but the student reveals a broad understanding of the topic.

Advanced Level:

The student can identify three roles and provide accurate and comprehensive information about each. Each of the relevant questions is answered fully, and the student reveals a high level of understanding of the topic.

- 4. Grade Level Benchmark:** Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Basic Level:

The student is able to identify one of the musical traditions evident in the work.

Proficient Level:

The student is able to identify two musical traditions evident in the work and make at least one accurate and relevant comment concerning the cultural group identified with one of the traditions, the origin of one of the traditions, and the events or conditions that resulted in this synthesis of musical characteristics.

Advanced Level:

The student is able to identify each of the musical traditions evident in the work, name the cultural groups identified with each tradition, cite the origin of each tradition, and describe the events or conditions that resulted in this synthesis of musical characteristics. The student's response reveals a high level of knowledge and insight concerning these music genres or styles.