



Instructional Support Tools for Mandan Public Schools based on North Dakota State Standards and the National Association for Music Education

Music (2013-14)

What is the purpose of this document?

This document is designed to help Mandan Public Schools (MPS) educators apply the North Dakota Music Standards. The most recent North Dakota standards were adopted in 2000 and are based on the National Association for Music Education. The contents of this document have been aligned to these standards and are designed to guide MPS music instructors in their work with students. It is intended to facilitate student learning by ensuring educators, students, and parents understand specifically what the content standards mean. This is expressed in terms of “I Can” statements which should reflect what it is the students must know, understand, and be able to do.

What is in the document?

Each grade level is accompanied by a set of “I Can” statements that are organized based on the level and type of music instruction. The elementary music statements are organized by grade level and music standard as defined by the North Dakota state music standards. The secondary choir standards are also organized in this fashion. The secondary band statements are organized into performance units. These units are based on the number of performance concerts done each year. “I Can” statements are intended to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that the description is helpful, specific, and comprehensive for educators.

ELEMENTARY MUSIC

Grade	Class	Music Standard/Term	I Can Statements
*All statement below are year-end expectations			
K		Rhythmic Learning	I can keep a steady beat
			I can identify long and short sounds
			I can identify the difference between even/uneven
			I can visually identify icons representing one and two sounds per beat
K		Melodic Learning	I can explore whisper, speaking, singing, and shouting voices
			I can explore different sounds with my voice
			I can sing high and low sounds
			I can experience melodic direction - up, down, and same
			I can match pitch by myself
			I can match pitch in a group
			I can participate in echo singing
K		Expressive Elements	I can understand musical group terminology – solo
			I can identify form - same and different
			I can participate in echo and call and response activities
			I can identify loud and soft sounds
			I can find and perform patterns in music
			I can identify fast and slow sounds
			I can identify changes in music through movement
			I can play a variety of classroom instruments – pitched and un-pitched percussion instruments
I can perform in a public musical performance at least once a year			
1		Rhythmic Learning	I can perceive the difference between beat and rhythm
			I can use ta, ti-ti, and rest to speak, sing, move, and play rhythms
			I can identify a quarter note, eighth note pair, and quarter rest
			I can compose music using ta, ti-ti, and rest with my voice, body, and instruments
			I can play and sing rhythmic patterns to the steady beat by myself and with others
			I can play a bordun as an accompaniment
1		Melodic Learning	I can sing songs with mi-so & mi-so-la
			I can identify melodic direction – up, down, same
			I can sing songs with steps, skips, leaps, and repeated notes
			I can demonstrate appropriate vocal technique (head voice)

Grade	Class	Music Standard/Term	I Can Statements
			I can understand musical group terminology – solo, duet
1		Expressive Elements	I can identify form – AB
			I can improvise and compose music by myself and in a group using my voice, body, and instruments
			I can identify changes in dynamics
			I can identify changes in tempi
			I can use language to describe unpitched percussion instrument sounds
			I can internalize music
			I can improvise movement
			I can model and echo body percussion
			I can perform in a public musical performance at least once a year
2		Rhythmic Learning	I can identify a half note and half rest
			I can use ta, ti-ti, ta-ah, and rest to speak, sing, move, and play rhythms
			I can identify measures and bar lines
			I can feel the difference between 4/4, 3/4, and 2/4 meter signatures
			I can speak, sing, move, and play to ostinato patterns
			I can improvise and compose simple rhythmic patterns
			I can play a bordun and a broken bordun as an accompaniment
			I can identify a strong beat vs. a weak beat
2		Melodic Learning	I can sing songs with do-re-mi-so-la/pentatonic scale
			I can identify steps, skips, leaps, and repeated notes
			I can perform a question and/or answer in call and response singing
			I can use my voice to follow melodic direction
			I can speak and sing in 2-parts
2		Expressive Elements	I can understand musical group terminology – solo, duet, trio
			I can identify form – AB, ABA, and rondo
			I can identify and use <i>forte</i> & <i>piano</i>
			I can identify visually and aurally the four instrument families – woodwinds, brass, percussion, strings
			I can identify and use the repeat sign
			I can identify and use crescendo and diminuendo
			I can identify and use the fermata
			I can identify the staff and treble clef
			I can identify songs in other languages
I can identify songs from other cultures			

Grade	Class	Music Standard/Term	I Can Statements
			I can perform music expressively using poetry and literature
			I can perform in a public musical performance at least once a year
3		Rhythmic Learning	I can identify the whole note, dotted half note, and whole rest
			I can use ta, ti-ti, ta-ah, ta-ah-ah, ta-ah-ah-ah, and rest to speak, sing, move, and play rhythms
			I can improvise and compose simple rhythmic patterns using all known notation
			I can identify, compose, and improvise using body percussion
			I can feel and identify the difference between 4/4, 3/4, and 2/4 meter signatures
3		Melodic Learning	I can sing songs with so,-la,-do-re-mi-so-la-do'
			I can speak and sing in 2 and 3-parts
			I can understand the difference between high and low vocal registers
			I can understand musical group terminology – solo, duet, trio, quartet, ensemble
3		Expressive Elements	I can identify line and space notes
			I can identify soprano, alto, tenor, and bass instruments
			I can identify dynamic markings – <i>pianissimo</i> , <i>piano</i> , <i>forte</i> , <i>fortissimo</i>
			I can perceive tempo – <i>andante</i>
			I can speak, sing, move, and play expressively with appropriate tempo, dynamics, phrasing, and interpretation
			I can perform in a public musical performance at least once a year
4		Rhythmic Learning	I can use rhythm syllables for all known musical notation to speak, sing, move, and play rhythms
			I can use and identify sixteenth note rhythmic groupings, separated eighth notes, dotted quarter and syncopation to speak, sing, move, and play
			I can play octaves and cross-overs on barred instruments
4		Melodic Learning	I can sing songs with so,-la,-ti,-do-re-mi-fa-so-la-ti-do'
			I can sing songs in the major scale
			I can identify notes on ledger lines
			I can visually and aurally identify an octave interval
4		Expressive Elements	I can identify dynamic markings – <i>pianissimo</i> , <i>piano</i> , <i>mezzo piano</i> , <i>mezzo forte</i> , <i>forte</i> , <i>fortissimo</i>
			I can perceive and distinguish tempo – <i>largo</i> , <i>andante</i> , <i>presto</i>
			I can identify and create form when I speak, sing, move, and play – AB, ABA, rondo, AABA, ABBA, ABAB, and ABCA

Grade	Class	Music Standard/Term	I Can Statements
			I can identify absolute pitches of the lines and spaces on the treble clef staff
			I can perform in a public musical performance at least once a year
5		Rhythmic Learning	I can use rhythm syllables for all known musical notation to speak, sing, move, and play rhythms
			I can use and identify triplet, dotted-eighth-sixteenth, sixteenth-dotted-eighth, and eighth rest to speak, sing, move, and play
			I can identify the bass clef symbol
			I can aurally identify the difference between major and minor tonalities
			I can feel and identify 6/8 time signature
			I can read and play simple melodies on the recorder
5		Melodic Learning	I can sing songs using known solfege
			I can aurally identify simple chord progressions using I/IV/V
			I can visually identify the notation of a known song
5		Expressive Elements	I can identify all known forms and theme and variation
			I can read music that uses Da Capo, Da Segno, Coda, Da Segno al Fine, and 1 st & 2 nd
			I can perceive and distinguish tempo – <i>largo, andante, moderato, allegro, presto</i>
			I can connect historical events with correlating musical pieces
			I can use musical terminology to evaluate myself and others in musical performances
			I can perform in a public musical performance at least once a year

SECONDARY CHOIR

Grade	Class	Music Standard	I Can Statements
*All statements below are year-end expectations			
6	Choir	Singing	I can sing a varied repertoire of songs with proper vocal production
			I can sing music representing diverse cultures
			I can compose and perform lyrics and melody of a persuasive and memorable short piece or jingle
6	Choir	Instrumental Performance	I can sing with instrumental accompaniment
			I can perform music which represents diverse cultures
			I can compose and perform instrument accompaniment to melody of a persuasive and memorable short piece or jingle
6	Choir	Improvisation	I can compose a short melody with lyrics
			I can improvise words within a given pulse
			I can compose or improvise simple harmonic accompaniments

Grade	Class	Music Standard/Term	I Can Statements
6	Choir	Composition	I can create compositions and improvisations for use in commercials and soundtracks
6	Choir	Reading Music	I can sight-read short scale-wise passages of music
			I can read a choral score accurately
			I can identify and define elements of music
			I can use technology to notate music
6	Choir	Listening	I can identify phrases in music performance
			I can analyze the use of musical elements in diverse genres of music
			I can analyze the music created with various technological applications
6	Choir	Evaluating Music	I can develop criteria to evaluate a piece
			I can develop criteria to evaluate a piece made with various technologies
6	Choir	Music and Other Disciplines	I can create and perform original choreography
			I can articulate connections between music and other subjects
			I can synthesize the use of music across media disciplines
6	Choir	Music, History, and Culture	I can perform and listen to music from different traditions and cultures
			I can compare and classify the role of music and musicians in diverse cultures
			I can analyze diverse music within varying media for effectiveness of message
7 & 8	Choir	Singing	I can sing accurately and with good breath control.
			I can sing with expression and technical accuracy* a repertoire of vocal literature.
			I can sing music representing diverse genres* and cultures.
			I can sing music written in 2 and 3 parts.
7 & 8	Choir	Instrumental Performance	I can perform on an instrument, alone and in small and large groups.
			I can perform with expression* and technical accuracy* on an assigned (string, wind, percussion or classroom instrument*)
			I can perform music representing diverse genres and cultures.
			I can play by ear simple melodies and simple accompaniments.
7 & 8	Choir	Improvisation	I can improvise simple harmonic accompaniments.
			I can improvise melodic embellishments and simple rhythmic and melodic variations.
			I can improvise short melodies, unaccompanied and over given rhythmic accompaniments.
7 & 8	Choir	Composition	I can compose short pieces containing the appropriate elements of music.
			I can arrange simple pieces for voices or instruments other than those for which the pieces were written.
			I can use a variety of sound sources when composing and arranging.

Grade	Class	Music Standard/Term	I Can Statements
7 & 8	Choir	Reading Music	I can read complex rhythms in simple and compound meters.
			I can sight-read simple melodies in both treble and bass clefs.
			I can understand standard notation symbols.
7 & 8	Choir	Listening	I can appropriate terms to describe specific music events.
			I can use the elements of music* in the study of compositions representing diverse genres* and cultures.
7 & 8	Choir	Evaluating Music	I can evaluate the quality and effectiveness of music and music performances.
			I can apply specific criteria and offer some constructive suggestions for making improvements in the performance of self and others.
7 & 8	Choir	Music and Other Disciplines	I can see how relationships expressed through music can be expressed differently through other art disciplines.
			I can understand how principles and concepts of other disciplines are related to those of music.
7 & 8	Choir	Music, History, and Culture	I can understand characteristics of music genres*, and styles* from a variety of music cultures.
			I can know the functions of music, the roles of musicians and the conditions of performance in several cultures of the world.
9 - 12	Mixed Choir	Singing	I can perform vocally without strain or tension.
			I can match pitch.
			I can begin to recognize if my pitch is sharp or flat comparing to those around me.
			I can stretch my personal vocal range.
			I can produce a vocal color appropriate to my vocal maturity.
			I can recognize and produce dynamic changes appropriate to the demands of the music and the acoustical environment.
			I can blend with other voices as the music demands.
			I can produce well-defined vowel sounds.
			I can produce well-defined consonant sounds.
			I can produce a sustained controlled sound with adequate breath.
			I can execute appropriate attacks and releases.
9 - 12	Mixed Choir	Composition	I can write four measures rhythmically correct.
9 - 12	Mixed Choir	Reading Music	I can recognize definite phrases as indicated in the music.
			I can follow different conducting techniques and cues.
			I can recognize the common meter signs and tempo markings.
			I can read and sing progressively challenging intervals.

Grade	Class	Music Standard/Term	I Can Statements
			I can perform music from a minimum of 2 different periods of music.
9 - 12	Mixed Choir	Music, History, and Culture	I can perform music in a minimum of 2 different languages.
			I can demonstrate correct concert etiquette on and off stage.
10 - 12	Women's Choir	Singing	I can perform vocally without strain or tension
			I can match pitch
			I can stretch my personal vocal range
			I can produce a vocal color appropriate to my vocal maturity
			I can blend with other voices as the music demands
			I can produce well-defined vowel sounds
			I can produce well-defined consonant sounds
			I can produce a sustained controlled sound with adequate breath
10 - 12	Women's Choir	Composition	I can execute appropriate attacks and releases
10 - 12	Women's Choir	Composition	I can write four measures rhythmically correct
10-12	Women's Choir	Listening	I can begin to recognize if my pitch is sharp or flat comparing to those around me
			I can recognize and produce dynamic changes appropriate to the demands of the music and the acoustical environment
10 -12	Women's Choir	Reading Music	I can recognize definite phrases as indicated in the music
			I can follow different conducting techniques and cues
			I can recognize the common meter signs and tempo markings
			I can read and sing progressively challenging intervals
			I can perform music from a minimum of 2 different periods of music
			I can identify the Major key signatures
10 - 12	Women's Choir	Music, History, and Culture	I can interpret the text separately from the music
10 - 12	Women's Choir	Music, History, and Culture	I can perform music in a minimum of 2 different languages
			I can demonstrate correct concert etiquette on and off stage
10 - 12	Concert Choir	Singing	I can perform vocally without strain or tension
			I can match pitch
			I can stretch my personal vocal range
			I can produce a vocal color appropriate to my vocal maturity
			I can produce dynamic changes appropriate to the demands of the music and the acoustical environment
			I can blend/balance within and between sections

Grade	Class	Music Standard/Term	I Can Statements
			I can produce well-defined vowel sounds
			I can produce well-defined consonant sounds
			I can produce a sustained controlled sound with adequate breath
			I can execute appropriate attacks and releases
			I can produce definite phrases as indicated in the music
10 - 12	Concert Choir	Composition	I can write four measures rhythmically correct
10 - 12	Concert Choir	Reading Music	I can follow different conducting techniques and cues
			I can recognize/execute the common meter signs and tempo markings
			I can read and sing progressively challenging sight-reading passages
			I can identify the Major key signatures
			I can interpret the text separately from the music
			I can respond appropriately to the musical symbols and terms as I read them in the music
10 - 12	Concert Choir	Music, History, and Culture	I can perform music from a minimum of 2 different periods of music
			I can perform music in a minimum of 2 different languages
			I can demonstrate correct concert etiquette on and off stage

SECONDARY BAND

Grade	Class	Term	I Can Statements
* All statements below are performance unit expectations. Each performance unit is based on the three concerts each band performs over the course of the year.			
6	Band	1	I can identify the parts of the staff.
6	Band	1	I can identify and demonstrate the first 7 notes for my instrument.
6	Band	1	I can identify and demonstrate whole, half, quarter, and eighth notes and rests.
6	Band	1	I can identify, define, and demonstrate dynamics, tempo, and articulation.
6	Band	1	I can demonstrate proper posture and hand position.
6	Band	1	I can form proper embouchure to produce a characteristic tone.
6	Band	1	I can read about historical facts that relate to the music I perform.
6	Band	1	I can properly assemble, clean, and maintain my instrument.
6	Band	1	I can independently prepare for both formal and informal assessments.
6	Band	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.

Grade	Class	Music Standard/Term	I Can Statements
6	Band	1	I can perform Unit 1 from my band method book and supplemental music.
6	Band	2	I can identify and demonstrate various forms of repeats.
6	Band	2	I can identify and define sharps, flats, and natural signs.
6	Band	2	I can identify and demonstrate at least 12 notes for my instrument.
6	Band	2	I can perform a minimum of 1 major scale on my instrument.
6	Band	2	I can identify and demonstrate dotted half and quarter notes.
6	Band	2	I can identify and demonstrate slurs, ties, and accents.
6	Band	2	I can use a tuner and adjust my instrument accordingly.
6	Band	2	I can understand various genres as they relate to the music I am performing.
6	Band	2	I can perform Unit 2 from my band method book and supplemental music Level .5-1
6	Band	3	I can identify and demonstrate D.S al Coda and D.C. al Fine.
6	Band	3	I can identify and demonstrate at least 18 notes for my instrument.
6	Band	3	I can perform a minimum of 3 major scales and 1-octave chromatic scale.
6	Band	3	I can perform an accompanied solo and/or small ensemble.
6	Band	3	I can sight-read music containing basic notes and rhythms that have been previously introduced.
6	Band	3	I can compose and perform a 4 measure song.
6	Band	3	I can perform Unit 3 from my band method book and supplemental music Level 1-1.5
7	Band	1	I can identify and demonstrate at least 20 notes for my instrument.
7	Band	1	I can perform a minimum of 5 major scales and a 1 octave chromatic scale.
7	Band	1	I can identify and demonstrate syncopated and various 16th note rhythms.
7	Band	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
7	Band	1	I can identify and demonstrate key changes within a musical selection.
7	Band	1	I can identify and perform in Cut Time.
7	Band	1	I can read about historical facts that relate to the music I perform.
7	Band	1	I can prepare for a recorded audition.
7	Band	1	I can read a tuner and adjust my instrument accordingly.
7	Band	1	I can independently prepare for both formal and informal assessments.
7	Band	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.
7	Band	1	I can perform Unit 1 from my band method book and supplemental music Level 1.5-2

Grade	Class	Music Standard/Term	I Can Statements
7	Band	2	I can perform a minimum of 5 major scales with at least 2 from memory.
7	Band	2	I can identify and demonstrate dotted eighth and triplet rhythms.
7	Band	2	I can recognize balance and blend within my section and ensemble.
7	Band	2	I can identify and define enharmonics.
7	Band	2	I can identify and perform in 6/8 time.
7	Band	2	I can sight-read music containing notes and rhythms that have been previously introduced.
7	Band	2	I can prepare solo/ensemble repertoire.
7	Band	2	I can understand various genres as they relate to the music I am performing.
7	Band	2	I can perform Unit 2 from my band method book and supplemental music Level 2
7	Band	3	I can perform a minimum of 6 major scales with at least 3 from memory.
7	Band	3	I can perform at least 1 octave chromatic scale from memory.
7	Band	3	I can name the flats and sharps in order.
7	Band	3	I can transpose accurately for my instrument.
7	Band	3	I can identify and perform multi-measure repeats.
7	Band	3	I can perform an accompanied solo and/or small ensemble.
7	Band	3	I can perform marching fundamentals.
7	Band	3	I can perform Unit 3 from my band method book and supplemental music Level 2-2.5
8	Band	1	I can perform a minimum of 6 major scales and arpeggios and a 1 octave chromatic scale.
8	Band	1	I can differentiate major and minor scales.
8	Band	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
8	Band	1	I can perform marching fundamentals.
8	Band	1	I can identify and perform in 3/8, 6/8, 9/8, and 12/8 time signatures.
8	Band	1	I can read about historical facts that relate to the music I perform.
8	Band	1	I can prepare for a recorded audition.
8	Band	1	I can independently prepare for both formal and informal assessments.
8	Band	1	I can read a tuner and adjust my instrument accordingly.
8	Band	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.
8	Band	1	I can perform Unit 1 from my band method book and supplemental music Level 2-2.5

Grade	Class	Music Standard/Term	I Can Statements
8	Band	2	I can perform a minimum of 8 major scales arpeggios with at least 5 from memory.
8	Band	2	I can identify and demonstrate quarter note triplet, 16th/8th note combinations and grace notes.
8	Band	2	I can identify and perform trills.
8	Band	2	I can perform in 5/4 and accurately change time signatures during a selection.
8	Band	2	I can play with proper balance and blend within my section and ensemble.
8	Band	2	I can sight-read music containing notes and rhythms that have been previously introduced.
8	Band	2	I can prepare solo/ensemble repertoire.
8	Band	2	I can understand various genres as they relate to the music I am performing.
8	Band	2	I can perform Unit 2 from my band method book and supplemental music Level 2-2.5
8	Band	3	I can perform a minimum of 8 major scales and arpeggios with at least 6 from memory.
8	Band	3	I can perform at least 2 octave chromatic scale from memory.
8	Band	3	I can perform a minimum of 2 natural minor scales.
8	Band	3	I can define and demonstrate tempo and dynamic markings in my music.
8	Band	3	I can perform an accompanied solo and/or small ensemble.
8	Band	3	I can perform marching fundamentals.
8	Band	3	I can perform Unit 3 from my band method book and supplemental music Level 2.5
9	Concert Band III	1	I can perform a minimum of 8 major scales, thirds, and arpeggios and a 2 octave chromatic scale.
9	Concert Band III	1	I can differentiate major and minor scales.
9	Concert Band III	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
9	Concert Band III	1	I can perform marching fundamentals.
9	Concert Band III	1	I can identify and perform in basic time signatures.
9	Concert Band III	1	I can read about historical facts that relate to the music I perform.
9	Concert Band III	1	I can prepare for a live audition.
9	Concert Band III	1	I can prepare solo/ensemble repertoire.
9	Concert Band III	1	I can read a tuner and adjust my instrument accordingly.
9	Concert Band III	1	I can independently prepare for both formal and informal assessments.
9	Concert Band III	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.
9	Concert Band III	1	I can perform pep band music.

Grade	Class	Music Standard/Term	I Can Statements
9	Concert Band III	1	I can perform from supplemental method books and concert music level 2.5-3.
9	Concert Band III	2	I can perform a minimum of 8 major scales, thirds, and arpeggios with at least 5 from memory.
9	Concert Band III	2	I can perform a minimum of 1 natural, harmonic, and melodic minor scale.
9	Concert Band III	2	I can perform and accurately change time signatures during a selection.
9	Concert Band III	2	I can play with proper balance and blend within my section and ensemble.
9	Concert Band III	2	I can sight-read music containing notes and rhythms that have been previously introduced.
9	Concert Band III	2	I can prepare solo/ensemble repertoire.
9	Concert Band III	2	I can understand various genres as they relate to the music I am performing.
9	Concert Band III	2	I can perform from supplemental method books and concert music level 2.5-3.5.
9	Concert Band III	3	I can perform a minimum of 9 major scales, thirds, and arpeggios with at least 9 from memory.
9	Concert Band III	3	I can perform at least 2 octave chromatic scale from memory.
9	Concert Band III	3	I can perform a minimum of 2 natural, harmonic, and melodic minor scales.
9	Concert Band III	3	I can define and demonstrate tempo and dynamic markings in my music.
9	Concert Band III	3	I can prepare solo/ensemble repertoire.
9	Concert Band III	3	I can prepare an audition for CBI
9	Concert Band III	3	I can perform marching fundamentals.
9	Concert Band III	3	I can perform from supplemental method books and concert music level 3-3.5.
10-12	Concert Band II	1	I can perform from memory, a minimum of 8 major scales, thirds, and arpeggios with an increased emphasis on thirds.
10-12	Concert Band II	1	I can perform the extended range of my instrument as required by supplemental materials.
10-12	Concert Band II	1	I can differentiate major and minor scales.
10-12	Concert Band II	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
10-12	Concert Band II	1	I can perform marching fundamentals.
10-12	Concert Band II	1	I can identify and perform in basic time signatures.
10-12	Concert Band II	1	I can read about historical facts that relate to the music I perform.
10-12	Concert Band II	1	I can prepare for a live audition.
10-12	Concert Band II	1	I can prepare solo/ensemble repertoire.
10-12	Concert Band II	1	I can read a tuner and adjust my instrument accordingly.
10-12	Concert Band II	1	I can independently prepare for both formal and informal assessments.

Grade	Class	Music Standard/Term	I Can Statements
10-12	Concert Band II	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.
10-12	Concert Band II	1	I can perform pep band music.
10-12	Concert Band II	1	I can meet the technical demands of the literature I am performing.
10-12	Concert Band II	1	I can perform from supplemental method books and concert music level 2.75-3.25.
10-12	Concert Band II	2	I can perform a minimum of 8 major scales, thirds, and arpeggios with at least 5 from memory.
10-12	Concert Band II	2	I can perform a minimum of 2 natural, harmonic, and melodic minor scale.
10-12	Concert Band II	2	I can perform and accurately change time signatures during a selection.
10-12	Concert Band II	2	I can play with proper balance and blend within my section and ensemble.
10-12	Concert Band II	2	I can sight-read music containing notes and rhythms that have been previously introduced.
10-12	Concert Band II	2	I can prepare solo/ensemble repertoire.
10-12	Concert Band II	2	I can understand various genres as they relate to the music I am performing.
10-12	Concert Band II	2	I can perform from supplemental method books and concert music level 3-4.
10-12	Concert Band II	3	I can perform a minimum of 9 major scales, thirds, and arpeggios with at least 9 from memory.
10-12	Concert Band II	3	I can perform at least 2 octave chromatic scale from memory.
10-12	Concert Band II	3	I can perform a minimum of 2 natural, harmonic, and melodic minor scales.
10-12	Concert Band II	3	I can define and demonstrate tempo and dynamic markings in my music.
10-12	Concert Band II	3	I can prepare solo/ensemble repertoire.
10-12	Concert Band II	3	I can prepare an audition for CBI
10-12	Concert Band II	3	I can perform marching fundamentals.
10-12	Concert Band II	3	I can perform from supplemental method books and concert music level 3.5-4.
9-12	Concert Band I	1	I can perform all 12 major scales, thirds, and arpeggios.
9-12	Concert Band I	1	I can perform the range of my instrument as required by supplemental materials.
9-12	Concert Band I	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
9-12	Concert Band I	1	I can perform marching fundamentals.
9-12	Concert Band I	1	I can identify and perform in complex time signatures.
9-12	Concert Band I	1	I can read about historical facts that relate to the music I perform.
9-12	Concert Band I	1	I can prepare for a live audition.
9-12	Concert Band I	1	I can prepare solo/ensemble repertoire.
9-12	Concert Band I	1	I can read a tuner and utilize aural skills to play in tune.

Grade	Class	Music Standard/Term	I Can Statements
9-12	Concert Band I	1	I can independently prepare for both formal and informal assessments.
9-12	Concert Band I	1	I can fulfill my performance requirements and demonstrate proper concert etiquette.
9-12	Concert Band I	1	I can perform my individual part independently as well as with the ensemble.
9-12	Concert Band I	1	I can perform pep band music.
9-12	Concert Band I	1	I can perform the literature without evidence of aural strain.
9-12	Concert Band I	1	I can meet the technical and interpretive demands of the literature I am performing.
9-12	Concert Band I	1	I can perform from supplemental method books and concert music level 3-5.
9-12	Concert Band I	2	I can perform all 12 major scales, thirds, and arpeggios with increased speed and proficiency.
9-12	Concert Band I	2	I can play with proper balance and blend within my section and ensemble.
9-12	Concert Band I	2	I can sight-read music containing notes and rhythms that have been previously introduced.
9-12	Concert Band I	2	I can prepare solo/ensemble repertoire.
9-12	Concert Band I	2	I can understand various genres as they relate to the music I am performing.
9-12	Concert Band I	2	I can perform from supplemental method books and concert music level 3.5-6
9-12	Concert Band I	3	I can perform all 12 major scales, thirds, and arpeggios with increased speed and proficiency from memory.
9-12	Concert Band I	3	I can perform a full range chromatic scale from memory.
9-12	Concert Band I	3	I can perform a minimum of 2 natural, harmonic, and melodic minor scales as related to band literature.
9-12	Concert Band I	3	I can define and demonstrate tempo and dynamic markings in my music.
9-12	Concert Band I	3	I can prepare solo/ensemble repertoire.
9-12	Concert Band I	3	I can perform marching fundamentals.
9-12	Concert Band I	3	I can perform from supplemental method books and concert music level 3.5-6
9-12	Jazz Band	1	I can perform blues/pentatonic scales in all keys relating to concert literature.
9-12	Jazz Band	1	I can perform the range of my instrument as required by supplemental materials.
9-12	Jazz Band	1	I can identify, define, and demonstrate additional dynamics, tempo, and articulation.
9-12	Jazz Band	1	I can perform multiple styles of Jazz.
9-12	Jazz Band	1	I can identify and perform in complex time signatures.
9-12	Jazz Band	1	I can read about historical facts that relate to the music I perform.
9-12	Jazz Band	1	I can improvise in the necessary keys for the literature we are performing.
9-12	Jazz Band	1	I can perform my individual part independently as well as with the ensemble.

Grade	Class	Music Standard/Term	I Can Statements
9-12	Jazz Band	1	I can prepare for a live audition.
9-12	Jazz Band	1	I can read a tuner and utilize aural skills to play in tune.
9-12	Jazz Band	1	I can independently prepare for both formal and informal assessments.
9-12	Jazz Band	1	I can perform the literature without evidence of aural strain.
9-12	Jazz Band	1	I can demonstrate proper concert etiquette as a performer and audience member.
9-12	Jazz Band	1	I can meet the technical and interpretive demands of the literature I am performing.
9-12	Jazz Band	1	I can perform from supplemental method books and concert music level 3-5.
9-12	Jazz Band	2	I can perform blues/pentatonic scales in all keys relating to concert literature.
9-12	Jazz Band	2	I can play with proper balance and blend within my section and ensemble.
9-12	Jazz Band	2	I can sight-read music containing notes and rhythms that have been previously introduced.
9-12	Jazz Band	2	I can prepare ensemble repertoire for Jazz Festivals.
9-12	Jazz Band	2	I can understand various genres as they relate to the music I am performing.
9-12	Jazz Band	2	I can perform from supplemental method books and concert music level 3-6.
9-12	Jazz Band	3	I can define and demonstrate tempo and dynamic markings in my music.
9-12	Jazz Band	3	I can prepare ensemble repertoire for Jazz Festivals.
9-12	Jazz Band	3	I can discuss and explain the aspects of Jazz History that relate to the jazz literature we are performing.
9-12	Jazz Band	3	I can prepare and perform with professional guest artists.
9-12	Jazz Band	3	I can perform from supplemental method books and concert music level 3.5-6.

OTHER SECONDARY MUSIC CLASSES

***All statements below are divided by 9 weeks expectations. All courses below are semester courses.**

10 - 12	Music History	1st 9 wks	I can identify the main composers of the Renaissance with their music.
10 - 12	Music History	1st 9 wks	I can explain the characteristics of Renaissance music and relate it to the culture of the time period.
10 - 12	Music History	1st 9 wks	I can discuss the personalities of the main Baroque Period composers.
10 - 12	Music History	1st 9 wks	I can identify the main composers of the Baroque Period with their compositions.
10 - 12	Music History	1st 9 wks	I can explain the meanings of those compositions.
10 - 12	Music History	1st 9 wks	I can explain the characteristics of Baroque music and relate it to the culture of the time period.
10 - 12	Music History	1st 9 wks	I can discuss the personalities of the main Classical Period composers.

Grade	Class	Music Standard/Term	I Can Statements
10 - 12	Music History	1st 9 wks	I can identify the main composers of the Classical Period with their compositions.
10 - 12	Music History	1st 9 wks	I can explain the meanings of those compositions.
10 - 12	Music History	1st 9 wks	I can explain the characteristics of Classical music and relate it to the culture of the time period.
10 - 12	Music History	1st 9 wks	I can discuss the personalities of the main Romantic Period composers.
10 - 12	Music History	1st 9 wks	I can identify the main composers of the Romantic Period with their compositions.
10 - 12	Music History	1st 9 wks	I can explain the meanings of those compositions.
10 - 12	Music History	1st 9 wks	I can explain the characteristics of Romantic music and relate it to the culture of the time period.
10 - 12	Music History	2nd 9 wks	I can discuss the personalities of the Nationalistic Period composers in regard to their country.
10 - 12	Music History	2nd 9 wks	I can identify the main composers of the Nationalistic Period with their compositions, explain the meanings of those compositions.
10 - 12	Music History	2nd 9 wks	I can explain the characteristics of Nationalistic music and relate it to the culture of the time period.
10 - 12	Music History	2nd 9 wks	I can discuss the personalities of the main Impressionistic/Expressionistic Period composers..
10 - 12	Music History	2nd 9 wks	I can identify the main composers of the Impressionistic/Expressionistic Period with their compositions and the meanings of those compositions.
10 - 12	Music History	2nd 9 wks	I can explain the characteristics of Impressionistic/Expressionistic music and relate it to the culture of the time period.
10 - 12	Music History	2nd 9 wks	I can discuss the personalities of the main Twentieth Century Period composers.
10 - 12	Music History	2nd 9 wks	I can identify the main composers of the Twentieth Century Period with their compositions.
10 - 12	Music History	2nd 9 wks	I can explain the meanings of those compositions.
10 - 12	Music History	2nd 9 wks	I can explain the Twentieth Century music and relate it to the culture of the time period.
10 - 12	Music History	2nd 9 wks	I can discuss the personalities of the American composers presented.
10 - 12	Music History	2nd 9 wks	I can identify American composers from different decades with their compositions.
10 - 12	Music History	2nd 9 wks	I can explain the meanings of those compositions.

Grade	Class	Music Standard/Term	I Can Statements
10 - 12	Music History	2nd 9 wks	I can explain what was happening in the decade as it relates to the text/style/development of American music.
10 - 12	Music History	2nd 9 wks	I can discuss the characteristics of different genres of Jazz music that are presented.
10 - 12	Music History	2nd 9 wks	I can identify composers/performers from the different genres with their compositions.
10 - 12	Music History	2nd 9 wks	I can explain the meanings/purposes those compositions.
10 - 12	Music History	2nd 9 wks	I can explain the characteristics of each genre with the events that prompted the creation of the different genres in Jazz music.
10 - 12	Music Theory	1st 9 wks	I can write the definition of the Italian dynamic markings and their abbreviations.
10 - 12	Music Theory	1st 9 wks	I can count in the time signatures of 4/4, $\frac{3}{4}$, 2/4, common and cut time.
10 - 12	Music Theory	1st 9 wks	I can write the counts of the notes and rests in a measure.
10 - 12	Music Theory	1st 9 wks	I can define the tempos.
10 - 12	Music Theory	1st 9 wks	I can identify the notes on the treble clef.
10 - 12	Music Theory	1st 9 wks	I can identify the notes on the bass clef.
10 - 12	Music Theory	1st 9 wks	I can identify and create the Major, minor, diminished, augmented intervals.
10 - 12	Music Theory	1st 9 wks	I can identify by ear the Major and minor intervals.
10 - 12	Music Theory	1st 9 wks	I can identify and create the major, minor, diminished, and augmented triads.
10 - 12	Music Theory	1st 9 wks	I can identify and create the 1 st and 2 nd inversions for all triads.
10 - 12	Music Theory	1st 9 wks	I can recite the formula for creating a major scale.
10 - 12	Music Theory	1st 9 wks	I can create any of the major scales.
10 - 12	Music Theory	1st 9 wks	I can identify all musical symbols in a piece of music.
10 - 12	Music Theory	1st 9 wks	I can create the relative, harmonic, and melodic minor scales.
10 - 12	Music Theory	1st 9 wks	I can understand the difference between parallel and relative minors.
10 - 12	Music Theory	2nd 9 wks	I can create the major, minor, major/minor, minor/major, augmented, half-diminished and fully diminished seventh chords.
10 - 12	Music Theory	2nd 9 wks	I can create and identify the 1 st , 2 nd and 3 rd inversions of all seventh chords.
10 - 12	Music Theory	2nd 9 wks	I can list the names of the modes and create them with their formulas.
10 - 12	Music Theory	2nd 9 wks	I can explain, label and begin to the following forms: AB, A-B-A, Theme and Variations, and Rondo.

Grade	Class	Music Standard/Term	I Can Statements
10 - 12	Music Theory	2nd 9 wks	I can name the notes on the alto and tenor clefs
10 - 12	Music Theory	2nd 9 wks	I can analyze all parts of a larger choral work.
10 - 12	Guitar	1st 9 wks	I can name the parts of the guitar.
10 - 12	Guitar	1st 9 wks	I can name the strings on the guitar.
10 - 12	Guitar	1st 9 wks	I can hold the instrument correctly.
10 - 12	Guitar	1st 9 wks	I can demonstrate the posture for classical as well as acoustical guitar.
10 - 12	Guitar	1st 9 wks	I can play all basic chords correctly.
10 - 12	Guitar	1st 9 wks	I can learn how to tune a guitar.
10 - 12	Guitar	1st 9 wks	I can play the E Chromatic Scale keeping a steady tempo.
10 - 12	Guitar	1st 9 wks	I can play notes on the individual strings.
10 - 12	Guitar	1st 9 wks	I can play melodies using musical notation.
10 - 12	Guitar	1st 9 wks	I can play melodies using Tablature notation.
10 - 12	Guitar	2nd 9 wks	I can demonstrate different strumming/muting techniques.
10 - 12	Guitar	2nd 9 wks	I can demonstrate barre chords.
10 - 12	Guitar	2nd 9 wks	I can keep working at tuning a guitar.
10 - 12	Guitar	2nd 9 wks	I can play the Pentatonic Scale beginning on any fret.
10 - 12	Guitar	2nd 9 wks	I can play different genres of music.
10 - 12	Guitar	2nd 9 wks	I can play songs with an ensemble playing the same song.
10 - 12	Guitar	2nd 9 wks	I can compose a 16 measure song using 4 different chords.
10 - 12	Guitar	2nd 9 wks	I can perform in a concert.

References

NAfME - National Standards for Musci Educators (2013). Retrieved September, 2013, from <http://musiced.nafme.org/>

North Dakota School Counseling Standards for Students. (2000). Retrieved September, 2013, from <http://www.dpi.state.nd.us/standard/index.shtm>