

**Standard 1: Skills and Techniques<sup>1</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<p><i>Students will be able to:</i></p> <p><b>IS.1.1</b> Produce acceptable tone at all dynamic levels. Produce even, consistent tone in first position. Introduce shifting and 3<sup>rd</sup> position for upper strings, 2<sup>nd</sup> position for cellos.</p> <p><b>IS.1.2</b> Consistently demonstrate correct posture with independent finger movement. Consistently demonstrate correct bow hold, making appropriate adjustments during performance.</p> <p><b>IS.1.3</b> Perform scales series (arpeggios, 3rds and natural and harmonic minor scales) for C, G, D, A, F, Bflat Major.</p> <p><b>IS.1.4</b> Tune instrument accurately; performs simple double stops with accurate intonation.</p> <p><b>IS.1.5</b> Consistently demonstrate effective bow control during performance. Demonstrates ability to use a variety of bowing styles effectively</p> <p><b>IS.1.6</b> Perform up to Level 3 music representing a variety of styles of Western (including Blues and Bluegrass) and non-western music.</p> <p><b>IS.1.7</b> Demonstrate ensemble through matching tone color for specific tonal effects and mood creation.</p> <p><b>IS.1.8</b> Sing in 2 parts.</p>	<p><i>Students will be able to:</i></p> <p><b>AS.1.1</b> Well-controlled tone production whilst playing martele, hook stroke, slurred bowing, spiccato and detache. Produce a variety of tone colors. Demonstrate consistent vibrato when performing works.</p> <p><b>AS.1.2</b> Consistently demonstrate correct posture and attention in performance. Perform 1 octave scales series up to 4# and 4b's.</p> <p><b>AS.1.3</b> Perform 2 octave Scale Series up to 3 sharps/2 flats using appropriate positions, using the following bowings: spiccato, staccato, martele and hooked.</p> <p><b>AS.1.4</b> Perform simple double-stopped chord progressions in 3rds, 6ths and octaves.</p> <p><b>AS.1.5</b> Perform with accurate intonation in rehearsal and performance.</p> <p><b>AS.1.6</b> Demonstrate during performance the use of spiccato, detache, martele, hook strokes, slurred bowing where: intonation is accurate, extreme tempi are used and tone variety is apparent.</p> <p><b>AS.1.7</b> Perform music up to and including level 4 representing a variety of styles of Western (including Irish and American folk) and non-western music.</p> <p><b>AS.1.8</b> Perform difficult music (to Level 4 to 5) whilst maintaining excellent balance and blend so that individual instruments are not discernable; blended tone color both in each instrumental section and throughout the complete ensemble.</p> <p><b>AS.1.9</b> Sing all intervals correctly within the octave; sing in parts.</p>

<sup>1</sup> Standard 1 correlates with MENC Standards 1 and 2: *Singing, alone and with others, a varied repertoire of music ; Performing on instruments, alone and with others, a varied repertoire of music*  
 Adapted from MENC Standards (National Association for Music Education)  
 Adopted by the Board on May 18, 2010

**Standard 2: Creation and Communication<sup>2</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<p><i>Students will be able to:</i></p> <p><b>IS.2.1</b> Improvise 8 bar phrases of original material in a simple key signature.</p> <p><b>IS.2.2</b> Improvise chord I-IV-V accompaniment using open strings to a given melody.</p> <p><b>IS.2.3</b> Improvise simple variations on a pentatonic melody with repeating harmonic progression.</p>	<p><i>Students will be able to:</i></p> <p><b>AS.2.1</b> Improvise 16 bar phrases of original material.</p> <p><b>AS.2.2</b> Improvise chord I-IV-V-VI accompaniment using open strings to a given melody.</p> <p><b>AS.2.3</b> Improvise simple variations on a pentatonic melody with repeating harmonic progression.</p> <p><b>AS.2.4</b> Create and notate arrangements of a simple piece or an original composition for 3-5 players' twelve bars in length. ABA, AABA or Rondo form.</p>

**Standard 3: Reading and Notating Music<sup>3</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<p><i>Students will be able to:</i></p> <p><b>IS.3.1</b> Read traditional western notation in clefs other than main one.</p> <p><b>IS.3.2</b> Introduce, read and notate additional sixteenth notes and rests, triplets, duplets with dotted notes and their rests.</p> <p><b>IS.3.3</b> Read, perform and understand all signs, symbols used during this course.</p>	<p><i>Students will be able to:</i></p> <p><b>AS.3.1</b> Perform both traditional and non-traditional notation (rhythm and pitch) including aleatoric techniques.</p> <p><b>AS.3.2</b> Read and notate additional sixteenth notes and rests, triplets, duplets with dotted notes and their rests.</p> <p><b>AS.3.3</b> Read, perform and understand most standard signs and symbols learned in Middle School.</p>

<sup>2</sup> Standard 2 correlates with MENC Standards 3 and 4: *Improving melodies, variations, and accompaniments; Composing and arranging music within specific guidelines*

<sup>3</sup> Standard 3 correlates with MENC Standard 5: *Reading and notating music*

*Adapted from MENC Standards (National Association for Music Education)*

*Adopted by the Board on May 18, 2010*

**Standard 4: Aesthetic and Critical Analysis<sup>4</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<b>IS.4.1</b> Use appropriate music vocabulary to describe music.	<b>AS.4.1</b> Use an expanded music vocabulary to describe music.
<b>IS.4.2</b> Analyze music events within a composition using musical elements: melody, rhythm, pitch, dynamics, timbre, form as applicable.	<b>AS.4.2</b> Analyze music events within a composition, using musical elements melody, rhythm, pitch, dynamics, timbre, form, across diverse cultures and genres, as applicable.
<b>IS.4.3</b> Identify and apply suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.	<b>AS.4.3</b> Identify and apply a range of suitable criteria for listening to and critiquing performances of self, peers and others, providing feedback as appropriate.

**Standard 5: Critical and Historical Connections<sup>5</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<i>Students will be able to:</i>	<i>Students will be able to:</i>
<b>IS.5.1</b> Demonstrate an understanding of how music is related to history and culture, e.g., ensemble composition.	<b>AS.5.1</b> Demonstrate an understanding through examples, of how music is related to history and culture.
	<b>AS.5.2</b> Know representative examples of various musical genres.

<sup>4</sup> Standard 4 correlates with MENC Standards 6 and 7: *Listening to, analyzing, and describing music; Evaluating music and music performances*

<sup>5</sup> Standard 4 correlates with MENC Standard 9: *Understanding music in relation to history and culture*

*Adapted from MENC Standards (National Association for Music Education)*

*Adopted by the Board on May 18, 2010*

**Standard 6: Applications to Life<sup>6</sup>**

Grades 7 and 8 Intermediate Strings	Grades 7 and 8 Advanced Strings
<p><i>Students will be able to:</i></p> <p><b>IS.6.1</b> Begin to describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.</p> <p><b>IS.6.2</b> Explain the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.</p> <p><b>IS.6.3</b> Demonstrate an awareness of the connections between music and other subject areas.</p> <p><b>IS.6.4</b> Begin to rationalize music choices based on personal criteria.</p> <p><b>IS.6.5</b> Demonstrate responsible participation in music activities as both a performer and audience member.</p>	<p><i>Students will be able to:</i></p> <p><b>AS.7.1</b> Describe characteristics that make music suitable for specific occasions or events and respond appropriately within various music settings.</p> <p><b>AS.7.2</b> Compare the functions music serves, roles of musicians, and conditions under which music is typically performed in America and Asia.</p> <p><b>AS.7.3</b> Demonstrate an extended awareness of the connections between music and other subject areas.</p> <p><b>AS.7.4</b> Begin to rationalize and justify based on criteria e.g., preference, purpose.</p> <p><b>AS.7.5</b> Demonstrate responsible participation in music activities as both a performer and audience member.</p> <p><b>AS.7.6</b> Begin to understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places).</p> <p><b>AS.7.7</b> Identify various career opportunities, including creators, performers, and others involved in the production and presentation of music.</p>

<sup>6</sup> Standard 6 correlates with MENC Standard 8: *Understanding relationships between music, the other arts, and disciplines outside the arts*  
 Adapted from MENC Standards (National Association for Music Education)  
 Adopted by the Board on May 18, 2010