On-Going Standards
Big Ideas/Key Concepts: Students will demonstrate regular maintenance of their instruments. They will consistently play with correct basic techniques and begin to develop practice strategies to improve performance. They will demonstrate an understanding of the historical connections to the music being performed.

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<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>Proper Instrument Care and Maintenance</strong></td>
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<tr>
<td>7.IM.2.1.2 Demonstrate proper daily maintenance routine. (i.e., corks, slides, valves, reeds, bows, strings).</td>
<td>I can clean and maintain the playing condition of my instrument.</td>
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<tr>
<td><strong>Technique</strong></td>
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</table>
| 7.IM.2.3.2 Demonstrate a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. | I can demonstrate proficient technique in Grade II music:  
- Correct posture  
- Proper instrument and hand position  
- Correct breathing, full length bowing, embouchure, fingering, articulation and/or percussion sticking/mallet grip and appropriate auxiliary percussion  
I can independently implement teacher provided practice strategies to improve my performance. |
| 7.WCE.IM.1 Demonstrate practice strategies as guided by the teacher. | I can identify the time period of the music being rehearsed. |
| 7.IM.9.1.2 List historical periods as related to selected music examples. | I can list major musical movements. |
Big Ideas/Key Concepts: At the beginning level, students should be able to play with correct technique basic unison melodies. Students will gain a beginning understanding of their instruments, music reading and performance evaluation.

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<tr>
<th>1.0 Singing</th>
<th>2.0 Playing Instruments</th>
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<tr>
<td>7.IM.1.1.2  Sing a melody in unison with pitch-accuracy.</td>
<td>Proper Instrument Care and Maintenance</td>
</tr>
<tr>
<td>I can sing a melody in unison with others.</td>
<td>7.IM.2.1.1 Assemble/Disassemble instrument and demonstrate proper storage/handling of instrument.</td>
</tr>
<tr>
<td>I can count and sing basic rhythmic patterns.</td>
<td>I can demonstrate basic setup of timpani.</td>
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**Characteristic Tone Quality**

7.IM.2.2.1 Produce a fundamental tone. I can produce a tone characteristic of my instrument in several keys.

**Technique**

7.WCE.IM.2 Determine pitch accuracy using an aural model of a unison or fifth. I can determine whether I am flat or sharp by listening to a given pitch (either unison or fifth) and comparing it to my own sound.

**Pitch and Rhythms**

7.IM.2.4.1 Identify and perform basic rhythms and pitches through verbalization. I can adjust my instrument to a unison (winds) or a fifth (strings).

7.IM.2.4.2 Identify, notate, and perform basic rhythms and pitches. I can demonstrate basic tuning of two timpani.

**Sight-Reading**

7.IM.2.6.2 Apply basic elements associated with successful sight-reading. I can identify, notate, and perform pitches within the practical performance range of my instrument.

I can identify, notate, and perform basic rhythms including quarter notes, half notes, dotted half notes, whole notes and corresponding rests.

I can sight-read, accurately, 4-8 measure examples at a beginning level.
### Scales

**7.IM.2.7.1** Perform a major scale in at least four keys/four rudiments.

### Winds/Mallets

I can play the Bb, Eb, Ab and F major scales and arpeggios one octave.

### Strings

I can play C, G, D and F major scales and arpeggios.

### Percussion

I can play a 5 and 9 stroke roll.

### 3.0 Improvising

**7.IM.3.1.2** Apply the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches.

**7.IM.3.3.1** Improvise a solo over a given chord.

I can improvise a solo using rhythm as the main subject.

### 4.0 Composing

**7.IM.4.2.2** Produce a written transcription for a specified instrument using an example in concert pitch.

I can transpose my part to another key (written and performed).

### 5.0 Reading and Notating

**7.IM.5.1.1** Use a system (e.g., syllables, numbers, letters) to read simple pitches and rhythms.

I can identify, both written and oral, basic notation symbols in Grade I music.

I can demonstrate my ability to read music through performance of Grade I music.

**7.WCE.IM.3** Read and perform music using appropriate academic vocabulary.

I can understand and apply the following academic vocabulary:

- Staccato
- Tenuto
- Ritardando
- Allegretto
- Syncopation
- Flat sign (strings)
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<th>6.0 Listening and Analyzing</th>
<th>8.0 Interdisciplinary Connections</th>
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<td>7.IM.6.1.3 Identify instruments within selected listening examples.</td>
<td>7.IM.8.2.1 Understand basic relationships between music and other academic disciplines.</td>
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I can identify the different timbres of a performance ensemble and can differentiate between some of the specific instruments.

I can define the elements of music including melody, rhythm, form, timbre, harmony, and texture.

I can determine what constitutes a good beginning performance using appropriate vocabulary and terminology.

I can make basic connections between music and other disciplines such as science and math (sound waves and fractions).