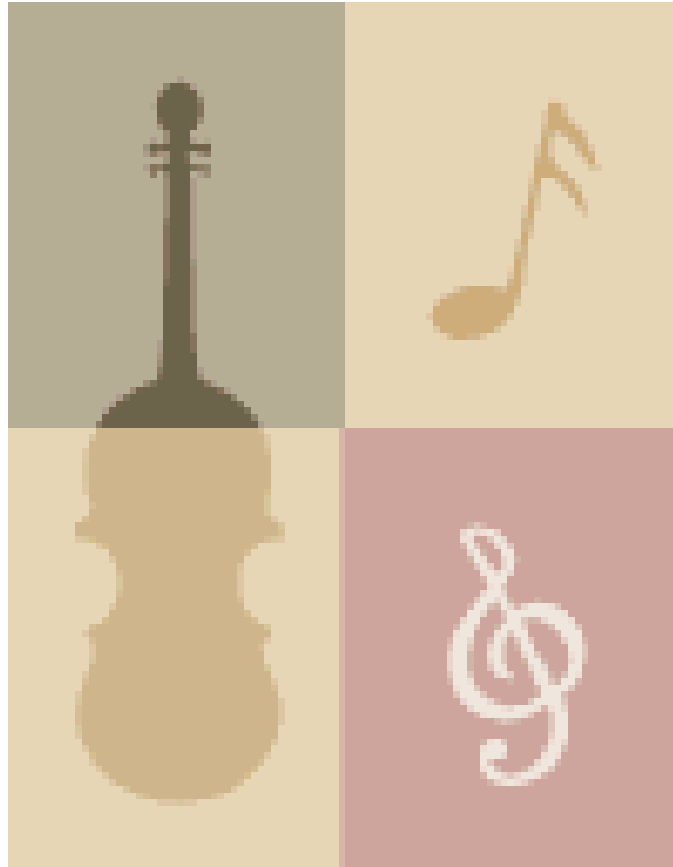


CHIPPEWA LOCAL SCHOOLS



MUSIC EXIT SKILLS
K-12

EXIT SKILLS
GENERAL MUSIC – KINDERGARTEN

- The student will experience joy in singing.
- The student will identify the difference between speaking and singing.
- The student will recognize that music will move higher, lower, or stay the same.
- The student will demonstrate the difference between loud and soft.
- The student will discover and practice steady beat.
- The student will use body movement to show steady beat (i.e. walking, marching, skipping).
- The student will identify a quarter note and a quarter rest.
- The student will recognize the difference between strong beats and weak beats.
- The student will recognize the difference between sound and silence.
- The student will recognize the difference between fast and slow.

EXIT SKILLS
GENERAL MUSIC – GRADE 1

- The student will recognize the difference between speaking and singing.
- The student will recognize that music will move higher, lower, or stay the same.
- The student will match pitch as well as echo sing; will sing in simple rounds.
- The student will play simple melodies and accompaniment on pitched percussion instruments.
- The student will identify simple forms in music (i.e. AB, repeated sections, verse and refrain).
- The student will identify the lines and spaces in the Treble Clef.
- The student will recognize that music can be loud or soft.
- The student will maintain a steady beat.
- The student will use body movement to show steady beat (i.e. walking, marching, skipping).
- The student will explain how an accent influences the beat.
- The student will define ACCELERANDO.
- The student will identify a quarter note and a quarter rest; a half note and a half rest.
- The student will identify percussion instruments by sound, use, and function.
- The student will use simple percussion instruments to demonstrate rhythm.
- The student will identify the difference between strong beats and weak beats; between sound and silence.
- The student will identify the difference between fast and slow.

EXIT SKILLS

GENERAL MUSIC – GRADE 2

- **The student will sing in a head voice.**
- **The student will discover and identify patterns in music and phrase in a musical piece.**
- **The student will match pitch as well as echo sing.**
- **The student will identify melodic intervals (step, skip, same).**
- **The student will identify steps of the scale (12345678).**
- **The student will sing partner songs, canons, layered ostinati.**
- **The student will layer simple melodies and accompaniment on pitched percussion instruments.**
- **The student will identify simple forms in music (i.e. AB, repeated sections, verse and refrain, Introduction, Interlude, Coda).**
- **The student will identify the lines and spaces in the Treble Clef.**
- **The student will identify piano and forte (p and f).**
- **The student will maintain a steady beat; will use body movement to show steady beat.**
- **The student will recognize how an accent influences the beat.**

EXIT SKILLS

GENERAL MUSIC – GRADE 2 (continued)

- **The student will recognize and explain ACCELERANDO, RITARDANDO, FORMATA.**
- **The student will identify a quarter note and a quarter rest; half note and half rest; eighth note and eighth rests.**
- **The student will recognize and identify percussion instruments by sound, use, and function.**
- **The student will use simple percussion instruments to demonstrate rhythm.**
- **The student will explain the difference between strong beats and weak beats; between sound and silence; between fast and slow.**

EXIT SKILLS

GENERAL MUSIC – GRADE 3

- The student will sing in a head voice.
- The student will discover and identify patterns in music and phrase in a musical piece.
- The student will match pitch as well as echo sing.
- The student will identify melodic intervals (step, skip, same).
- The student will identify steps of the scale (12345678).
- The student will recognize and explain Flat, Sharp, and Natural Signs.
- The student will sing partner songs, canons, layered ostinati.
- The student will layer simple melodies and accompaniment on pitched percussion instruments.
- The student will identify simple forms in music (i.e. AB, repeated sections, verse and refrain, Introduction, Interlude, Coda).
- The student will identify the lines and spaces in the Treble Clef.
- The student will identify piano, mezzo piano, and forte (p,mp, and f).
- The student will maintain a steady beat; will use body movement to show steady beat, as well as playing in an ensemble.

EXIT SKILLS

GENERAL MUSIC – GRADE 3 (continued)

- The student will recognize how an accent influences the beat.
- The student will recognize and explain ACCELERANDO, RITARDANDO, FORMATA.
- The student will demonstrate the use of tempo changes.
- The student will recognize a repeat sign and explain how it is used.
- The student will identify a quarter note and a quarter rest; half note and half rest; eighth note and eighth rests.
- The student will recognize and identify percussion instruments by sound, use, and function.
- The student will use simple percussion instruments to compose rhythms.
- The student will explain the difference between strong beats and weak beats; between sound and silence; between fast and slow.

EXIT SKILLS
GENERAL MUSIC – GRADE 4

- The student will sing in a head voice and will match pitch and sing in tune.
- The student will demonstrate singing a phrase.
- The student will play simple melodies on a recorder.
- The student will match pitch as well as echo sing.
- The student will identify melodic intervals (step, skip, same).
- The student will identify and work with the steps of the scale (12345678).
- The student will recognize and explain Flat, Sharp, and Natural Signs.
- The student will sing 2-part partner songs, canons, layered ostinati, and descants.
- The student will layer simple melodies and accompaniment on pitched percussion instruments.
- The student will identify forms in music (i.e. AB / ABA / ABBA / ABACA, repeated sections, verse and refrain, Introduction, Interlude, Coda).
- The student will demonstrate knowledge of the 1st and 2nd endings in music, repeats, as well as DC al Fine and DC al Coda.
- The student will recognize and use primary chords.
- The student will recognize the lines and spaces in the Grand Staff; explain difference between Treble, Bass and Grand Staff.
- The student will identify music as Major, Minor and Modal.
- The student will identify piano, mezzo piano, forte, crescendo, decrescendo, and diminuendo.

EXIT SKILLS
GENERAL MUSIC – GRADE 4 (continued)

- The student will demonstrate basic knowledge of basic conducting patterns.
- The student will maintain a steady beat, as well as playing in an ensemble.
- The student will use body movement to show steady beat and demonstrate simple dance patterns.
- The student will recognize and explain how an accent influences the beat.
- The student will recognize ACCELERANDO, RITARDANDO, FORMATA.
- The student will demonstrate use of tempo changes.
- The student will identify a repeat sign and explain how it is used.
- The student will identify a quarter note and a quarter rest / dotted quarter / half note and a half rest / dotted half note / eighth notes and eighth rests / triplets / ties on notes.
- The student will recognize and identify percussion instruments by sound, use, and function.
- The student will use simple percussion instruments to compose rhythms.
- The student will explain the difference between strong beats and weak beats.
- The student will know the function of a time signature.
- The student will experience improvisation.
- The student will explain the difference between sound and silence.
- The student will explain the difference between fast and slow.

EXIT SKILLS

GENERAL MUSIC – GRADE 5

- **The student will define and demonstrate rhythm and pitch.**
- **The student will count and perform the following rhythms: demonstrating a steady beat, correct verbal and mental counting, using various percussion instruments.**
- **The student will identify, sight read and apply notated pitches, treble and bass clef.**
- **The student will apply pitch reading to recorder and keyboards.**
- **The student will write rhythmic compositions for percussion instruments demonstrating their knowledge of rhythms and then perform them.**
- **The student will write melodic compositions demonstrating their understanding of pitch and notation.**
- **The student will write compositions using two note harmonies demonstrating their understanding of simple harmony.**

EXIT SKILLS

GENERAL MUSIC – GRADE 6

- **The student will continue to develop skills in the basic elements of pitch and rhythm using ledger lines and more complex rhythms.**
- **The student will identify pitch names both bass and treble clef including ledger lines and chromatics.**
- **The student will continue to develop keyboard skills adding bass clef (left hand) and two hands combined.**
- **The student will play melodies in different keys learning five tone position on F and G.**
- **The student will write their own compositions in treble and bass clef using correct notation.**
- **The student will be able to count and perform identified rhythms.**
- **The student will understand and explain that sound is a form of energy and the laws of physics apply to the science of acoustics.**

EXIT SKILLS

GENERAL MUSIC – GRADE 7

- **The student will understand and explain the laws of acoustics: wave form, amplitude, velocity, wave length, and frequency.**
- **The student will continue keyboard skills; reading music both treble and bass, one and two-hand parts.**
- **The student will continue their rhythmic development into more complex rhythms.**
- **The student will identify and define the following periods: Medieval, Baroque, Classical Romantic, and Modern and explain their relationships to events in history.**
- **The student will understand how music reflects society and explain why music of a period reflects what is going on in history.**
- **The student will identify the instruments of the orchestra.**

EXIT SKILLS

GENERAL MUSIC – GRADE 8

- **The student will demonstrate knowledge of the history of Rock and explain how it has influenced or reflects our way of living.**
- **The student will identify Rock and Roll legends and explain how these performers have influenced music and America.**
- **The student will establish an appreciation of music through the media of Rock.**
- **The student will experience a study of traditional Christmas music.**
- **The student will identify various instruments of the orchestra and explain the history of the instruments of the orchestra.**
- **The student will explore careers in music.**
- **The student will create a facsimile of a CD. It will depict all things including, but not limited to: CD picture, 8 songs, tech crew and acknowledgments.**

***EXIT SKILLS
ELEMENTARY CHOIR***

- The student will sing with a full head tone.
- The student will demonstrate correct breathing skills, breath support, and breath control.
- The student will demonstrate quality singing (good breathing, good intonation, and good diction).
- The student will sing 2-part partner songs, canons, layered ostinati, and descants.
- The student will sing with proper phrases.

EXIT SKILLS

VOCAL MUSIC – GRADE 5

Scale:

- The student will recognize and sing notes of the diatonic scale using solfege (do-re-mi-fa-sol-la-ti-do).

Rhythm:

- The student will define and use note values: whole note, half note, quarter note, and dotted half note.

Terms and Symbols:

- The student will recognize, define and use basic music terminology and symbols.

Ensemble:

- The student will sing his/her individual part in two-part harmony.

Dynamics:

- The student will define and use the following dynamics: pp, p, mp, mf, f, ff.

EXIT SKILLS

VOCAL MUSIC – GRADE 6

Scale:

- The student will recognize and sing notes of the diatonic scale in the keys of C, F and G using letter names and solfege.

Rhythm:

- The student will recognize, write, clap and sing rhythms using the following note and rest values: eighth note, eighth rest, quarter rest, half rest, whole rest, and sixteenth note.

Terms and Symbols:

- The student will recognize, define and use basic music terminology and symbols.

Ensemble:

- The student will sing his/her individual part in two-part harmony.

EXIT SKILLS

VOCAL MUSIC – GRADE 7

Scale:

- The student will recognize and sing notes of diatonic scale in any key using letter names and solfege.

Rhythm:

- The student will define and use 6/8 time signature.
- The student will recognize, write, clap and sing the following note values and rhythms: Dotted quarter note, triplets

Terms and Symbols:

- The student will recognize, define and use basic music terminology and symbols.

Ensemble:

- The student will sing his/her individual part in three-part harmony.

EXIT SKILLS

VOCAL MUSIC – GRADE 8

Intervals:

- The student will be able to recognize and sing intervals of the chromatic scale. (Major/minor 2nd, 3rd, 6th, 7th) (Perfect 4th, 5th, Octave) (Tri-tone).

Sight reading:

- The student will sight read his/her part in Class B middle school music.

Ensemble:

- The student will sing his/her individual part in three-part harmony.

EXIT SKILLS

VOCAL MUSIC – HIGH SCHOOL

Sight reading:

- The student will sight read Class B high school music using solfege.

Ensemble:

- The student will sing his/her individual part in four-part harmony.

EXIT SKILLS

INSTRUMENTAL MUSIC – GRADE 5

- The student will explain and demonstrate how to put their instrument together properly.
- The student will identify the basic pedagogy of his/her instrument.
- The student will demonstrate taking proper care of his/her instrument.
- The student will review and practice basic rhythms (whole note, dotted half note, quarter note, eighth note).
- The student will define and explain time signature and its purpose.
- The student will identify lines and spaces of their respective clef (treble or bass) as well as explain natural, sharp or flat (accidentals) on their instrument.

- The student will practice and reinforce these skills:
 - Correct embouchure and tone development
 - “Fast air”
 - Dynamics
 - Attacks and releases of notes
 - Correct posture
 - Phrasing
 - Tongue vs slurs
 - Awareness of breath support
 - Awareness of intonation and playing in tune with each other (overplaying).

- The student will identify and explain terms: repeat and measure repeat, common time, fermata, solo-soli-tutti, improvisation, pick-up, slur vs. tongue, forte-piano, accent, and 1st and 2nd endings.

EXIT SKILLS

INSTRUMENTAL MUSIC – GRADE 6

- The student will identify and practice the following scales: B-flat, E-flat, A-flat, and D-flat.
- The student will demonstrate knowledge of Chromatic Scale; tones.
- The student will perform scales.
- The student will identify and perform eighth notes, dotted quarter and eighth note rhythm, eighth note rest patterns, and start syncopation.
- The student will demonstrate:
 - Quarter note rhythms (on and off the beat)
 - Sixteenth notes
 - Eighth note-sixteenth note combination
 - 5-stroke rolls
 - paradiddles
 - multi-bounce rolls
 - flams
 - ruffs
- The student will practice and reinforce these skills:
 - Correct embouchure and tone development
 - “Fast air”
 - Dynamics
 - Attacks and releases of notes
 - Correct posture
 - Phrasing
 - Tongue vs slurs
 - Awareness of breath support
 - Awareness of intonation and playing in tune with each other (overplaying).
- The student will identify and define terms: Unison/Divisi , DC al Fine/DC al Coda, tempos markings from slow to fast, Forter/Piano, FP, accent, slur/tongue, 1st and 2nd endings, RIT and Rallentando, clar, right vs. left pinky, and alternative fingerings for the woodwinds.
- The student will finish the Standard of Excellence Book.

EXIT SKILLS

INSTRUMENTAL MUSIC – GRADE 7

- The student will identify and play the scales: B-flat, E-flat, A-flat, D-flat, F, C, G and D; the chromatic scale – ascending and descending)
- The student will write and demonstrate the following rhythms: eighth notes, dotted quarter-eighth note rhythms, syncopation, eighth notes with eighth note rest patterns, sixteenth notes, and eighth note-sixteenth note combinations.
- The student will demonstrate mallets scales; will identify and perform quarter notes with eighth note rhythms (on and off the beat), sixteenth notes, eighth notes-sixteenth notes combinations, 5-stroke rolls, paradiddles, multi-bounce rolls, flams, ruffs, doubles with sixteenth notes, Foundations Book- various examples dealing with eighth and sixteenth notes.
- The student will practice and reinforce these skills:
 - Correct embouchure and tone development
 - “Fast air”
 - Dynamics
 - Attacks and releases of notes
 - Correct posture
 - Phrasing
 - Tongue vs slurs
 - Awareness of breath support
 - Awareness of intonation and playing in tune with each other (overplaying)
 - Play with control
 - Lip slurs in brass
 - Chromatic scales in woodwinds (with chromatic fingerings).

EXIT SKILLS

INSTRUMENTAL MUSIC – GRADE 8

Tone Production:

- The student will produce a clear, solid sound with a clean articulated start, using good breath support and correct embouchure for a range of two octaves at pp-ff dynamic ranges. The student shall have started the use of vibrato.

Articulation:

- The student will demonstrate clean articulation with proper tongue movement and placement. The student will demonstrate articulation speed of 4-16th notes at a quarter note at 100mm.

Dynamics:

- The student will demonstrate knowledge and application of dynamics including: pp - pianissimo, p - piano, mp - mezzo piano, mf – mezzo forte, f – forte, and ff – fortissimo.

Intonation:

- The student will determine sharpness or flatness and make adjustments to play in tune on their instrument.

Technique:

- The student will demonstrate, from memory, knowledge and skill for the following demands: a chromatic scale using correct chromatic fingerings at = 84 mm; one octave diatonic major scales of Bb, Eb, Ab, Db, F, C, G and D at = 84 mm where applicable.

Rhythms:

- The student will write the counting under rhythms.
- The student will tap foot steadily and evenly.
- The student will count rhythm out loud while tapping foot steadily.
- The student will write and clap rhythms while tapping foot steadily.
- The student will perform the following rhythms: counting, clapping, and playing on their instrument.

Sight Reading:

- The student will sight read one grade level below average performance level.

Musical Terms:

- The student will define and apply basic musical terms identified for the course.

Ensemble Performance Skills:

- The student will demonstrate individual responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation and acceptable behavior.

EXIT SKILLS

INSTRUMENTAL MUSIC – HIGH SCHOOL

Tone Production:

- The student will produce a clear, solid sound with a clean articulated start, using good breath support and correct embouchure for a range of two octaves at pp-ff dynamic ranges. The student shall have started the use of vibrato when appropriate.

Articulation:

- The student will demonstrate clean articulation with proper tongue movement and placement. The student will demonstrate articulation speed of 4-16th notes at a quarter note at 100mm.

Dynamics:

- The student will demonstrate knowledge and application of dynamics including: pp - pianissimo, p - piano, mp - mezzo piano, mf – mezzo forte, f – forte, and ff – fortissimo.

Intonation:

- The student will determine sharpness or flatness and make adjustments to play in tune on their instrument.

Technique:

- The student will demonstrate, from memory, knowledge and skill for the following demands: a two octave chromatic scale using correct fingerings at = 100 mm; two octave diatonic major scales of Bb, Eb, Ab, Db, Gb, Cb, or B, F, C, G, D, A, E at = 100 mm.

Rhythms:

- The student will write the counting under rhythms.
- The student will tap foot steadily and evenly.
- The student will count rhythm out loud while tapping foot steadily.
- The student will write and clap rhythms while tapping foot steadily.
- The student will perform the following rhythms: counting, clapping, and playing on their instrument.

Sight Reading:

- The student will sight read one grade level below average performance level.

Musical Terms:

- The student will define and apply basic musical terms identified for the course.

Ensemble Performance Skills:

- The student will demonstrate individual responsibility to the group through attendance, punctuality, cooperation, leadership, listening, preparation and acceptable behavior.