Virginia Fine Arts

Music: High School Instrumental Music

Creative Process

1 **Apply creative thinking to composing and improvising music. Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.**

Beginning

1 The student will use music composition as a means of creative expression. HIB.1

a Compose a four-measure rhythmic-melodic variation. HIB.1.A

b Improvise simple rhythmic and melodic examples in call-and-response styles. HIB.1.B

c Create, write, and perform rhythmic and melodic variations of four-measure selections taken from, but not limited to, songs, exercises, or etudes. HIB.1.C

Intermediate

1 The student will use music composition as a means of creative expression. HII.1

a Compose an eight-measure rhythmic-melodic variation. HII.1.A

b Create and perform simple rhythmic and melodic examples using call-and-response and basic improvisation. HII.1.B

c Compose, improvise, and perform rhythmic and melodic variations of eight- to twelve-measure excerpts based upon original ideas or musical works. HII.1.C

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Advanced

1 The student will use music composition as a means of creative expression. HCAD.1

- a Compose a rhythmic-melodic variation. HCAD.1.A
- b Improvise a melody to a I-IV-V(V7)-I chord progression. HCAD.1.B
- c Arrange or compose accompanying harmonies and/or counter melodies to a given melody. HCAD.1.C
- d Create, improvise, and perform rhythmic and melodic examples to a IIV-V(V7)-I chord progression using call-and-response and improvisation. HCAD.1.D
- e Perform accompanying harmonies and/or counter melodies to a given melody. HCAD.1.E

Artist

1 The student will use music composition as a means of creative expression. HIAR.1

- a Refine a creative sequence that utilizes individual inquiry to produce examples of a finished musical artifact. HIAR.1.A
- b Compose a rhythmic-melodic variation. HIAR.1.B
- c Improvise a melody to a I-IV-V(V7)-I chord progression. HIAR.1.C
- d Arrange or compose accompanying harmonies and/or counter melodies to a given melody. HIAR.1.D

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2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.

Beginning

2 The student will apply a creative process for music. HIB.2

- a Identify and explore steps of a creative process. HII.2.A
- b Define, identify, organize, and document ideas, investigations, and research of music ideas and concepts. HII.2.B
- c Monitor individual practice through the use of practice records or journals that identify specific musical goals. HII.2.C

Intermediate

2 The student will apply a creative process for music. HII.2

- a Identify and document the steps of a creative process to develop original music arrangements, compositions, or improvisations. HII.2.A
- b Monitor individual practice with a level of refinement that reflects specific musical goals. HII.2.B

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Advanced

2 The student will apply a creative process for music. HIAD.2

- a Develop and share a creative process through original music arrangements and productions. HIAD.2.A
- b Monitor individual practice with a level of refinement that reflects advanced musical goals. HIAD.2.B

Artist

2 The student will apply a creative process for music. HIAR.2

- a Refine a portfolio of creative original work that includes examples of both a creative process as well as finished products. HIAR.2.A
- b Monitor individual practice with a level of refinement that reflects artistic musical goals. HIAR.2.B

Critical Thinking and Communication

3 Analyze, interpret, and evaluate music. Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.

Beginning

3 The student will analyze, interpret, and evaluate music. HIB.3

- a Propose a definition of music and support that definition. HIB.3.A
- b Describe and interpret diverse works of music using inquiry skills and music terminology. HIB.3.B
- c Describe accepted criteria used for evaluating works of music. HIB.3.C
- d Describe performances of music using music terminology. HIB.3.D
- e Describe accepted criteria used for critiquing musical performances of self and others. HIB.3.E

Intermediate

3 The student will analyze, interpret, and evaluate music. HII.3

- a Interpret works of music using inquiry skills and music terminology. HII.3.A
- b Apply accepted criteria for analyzing and evaluating works of music. HII.3.B
- c Describe performances of music using music terminology. HII.3.C
- d Apply accepted criteria for critiquing musical performances of self and others. HII.3.D

Advanced

3 The student will analyze, interpret, and evaluate music. HIAD.3

- a Apply accepted criteria for analyzing and evaluating works of music. HIAD.3.A
- b Assess performances of music using music terminology. HIAD.3.B
- c Apply accepted criteria for critiquing musical performances of self and others. HIAD.3.C

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Artist

3 The student will analyze, interpret, and evaluate music. HIAR.3

a Apply accepted criteria for analyzing and evaluating works of music. HIAR.3.A

b Apply accepted criteria for critiquing musical performances of self and others. HIAR.3.B

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4 Formulate and justify personal responses and connections to music. Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.

Beginning

4 The student will formulate and justify personal responses to music. HIB.4

a Identify reasons for preferences among works of music using music terminology. HIB.4.A

b Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive. HIB.4.B

Intermediate

4 The student will formulate and justify personal responses to music. HII.4

a Describe personal emotional and intellectual responses to works of music using music terminology. HII.4.A

b Analyze ways in which music can evoke emotion and be persuasive. HII.4.B

Advanced

4 The student will formulate and justify personal responses to music. HIAD.4

a Analyze and explain personal emotional and intellectual responses to works of music using music terminology. HIAD.4.A

b Analyze personal criteria used for evaluating works of music or critiquing musical performances. HIAD.4.B

Artist

4 The student will formulate and justify personal responses to music. HIAR.4

a Justify personal emotional and intellectual responses to works of music using music terminology HIAR.4.A

b Justify personal criteria used for evaluating works of music or critiquing musical performances. HIAR.4.B

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5 Develop collaboration and communication skills for music rehearsal and performance. Identify and apply collaboration and communication skills for rehearsal and performance of music.

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Beginning

5 The student will demonstrate collaboration and communication skills for music. HIB.5

a Participate in curricular and co-curricular school performances, and in local, district, or regional events as appropriate to level, ability, and interest. HIB.5.A

b Describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). HIB.5.B

c Describe and demonstrate active listening skills as an audience member. HIB.5.C

Intermediate

5 The student will demonstrate collaboration and communication skills for music. HII.5

a Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. HII.5.A

b Describe and apply rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). HII.5.B

c Apply active listening skills as an audience member. HII.5.C

Advanced

5 The student will demonstrate collaboration and communication skills for music. HIAD.5

a Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. HIAD.5.A

b Participate in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). HIAD.5.B

c Consistently demonstrate exemplary concert etiquette as an active listener. HIAD.5.C

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Artist

5 The student will demonstrate collaboration and communication skills for music. HIAR.5

a Participate in curricular and co-curricular ensembles, performances, and events at school, and in community, county, district, regional, state, and national events. HIAR.5.A

b Participate in rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position). HIAR.5.B

c Model exemplary concert etiquette as an active listener. HIAR.5.C

History, Culture, and Citizenship

6 Understand cultural and historical influences of music. Demonstrate understanding of cultural and historical influences of music.

Beginning

6 The student will explore historical and cultural influences of music. HIB.6

a Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HIB.6.A

b Describe the importance of composers' use of style, cultural influences, and historical context for the interpretation of works of music. HIB.6.B

Intermediate

6 The student will explore historical and cultural influences of music. HII.6

a Describe the cultural influences, musical styles, composers, and historical periods. HII.6.A

b Compare and contrast diverse musical styles using music terminology. HII.6.B

c Compare and contrast the functions of instrumental music in a variety of cultures and communities. HII.6.C

Advanced

6 The student will explore historical and cultural influences of music. HIAD.6

a Analyze the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HIAD.6.A

b Compare and contrast a variety of musical periods and styles using music terminology. HIAD.6.B

c Analyze the characteristics of instrumental music from a variety of cultures. HIAD.6.C

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Artist

6 The student will explore historical and cultural influences of music. HIAR.6

a Compare and contrast the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied. HIAR.6.A

b Assess musical periods and styles using music terminology. HIAR.6.B

c Analyze the characteristics of instrumental music from a variety of cultures. HIAR.6.C

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7 Understand music as a form of community engagement Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.

Beginning

7 The student will identify ways to engage the school community in a music performance. HIB.7

Intermediate

7 The student will describe how musicians, consumers of music, and music advocates impact the community. HII.7

Advanced

7 The student will describe opportunities for music performance and advocacy within the community. HIAD.7

Artist

7 The student will analyze and evaluate opportunities for music performance and advocacy within the community HIAR.7

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8 Ethical and legal considerations for music and intellectual property. Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.

Beginning

8 The student will describe ethical standards as applied to the use of intellectual property. HIB.8

Intermediate

8 The student will apply ethical standards to the use of intellectual property. HII.8

Advanced

8 The student will research the use and misuse of ethical standards as applied to intellectual property. HIAD.8

Artist

8 The student will assess the use and misuse of ethical standards as applied to intellectual property. HIAR.8

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Innovation in the Arts

9 College, career, and the 21st Century Workplace. Connect music content and skills to career options, college opportunities, and the 21st Century workplace.

Beginning

9 The student will describe career options in music and discuss the future of music-related careers. HIB.9

Intermediate

9 The student will compare and contrast career options in music. HII.9

Advanced

9 The student will research career options in music and a variety of careers that involve skills learned in music. HIAD.9

Artist

9 The student will investigate career pathways in the music field, and discuss opportunities to be a lifelong learner of music. HIAR.9

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10 Understand and explore the impact of current and emerging technologies. Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.

Beginning

10 The student will describe ways in which innovative tools and media influence the development of instruments, instrumental music, and instrumental music styles. HIB.10

Intermediate

10 The student will explore a variety of innovative media, tools, and processes to create, edit, present, and/or understand new works of music. HII.10

Advanced

10 The student will analyze how innovative media, tools, and processes are influencing instrumental music. HIAD.10

Artist

10 The student will evaluate the influence of emerging technologies and innovative media, tools, and processes on instrumental music. HIAR.10

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11 Cultivate connections to other fine arts and fields of knowledge. Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.

Beginning

11 The student will describe relationships of instrumental music to the other fine arts and other fields of knowledge. HIB.11

Intermediate

11 The student will make cross-curricular connections to explore how music works together with other disciplines to develop innovative solutions to problems. HII.11

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Advanced

11 The student will investigate cross-disciplinary connections to identify how music works with other disciplines to develop innovative solutions to inquiry-based problems. HIAD.11

Artist

11 The student will analyze and explain how music works together with other disciplines to develop innovative solutions to problems. HIAR.11

Technique and Application

12 Music Literacy: Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance. Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression

Beginning

12 The student will demonstrate music literacy. HIB.12

- a Identify, define, and use basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. HIB.12.A
- b Notate student-created compositions using standard notation. HIB.12.B
- c Sing selected lines from music being studied. HIB.12.C
- d Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, corresponding rests, and syncopations. HIB.12.D
- e Identify, read, and perform music in simple and compound meters (2 4, 3 4, 4 4, C, 6 8). HIB.12.E
- f Identify and perform music written in binary, ternary, and theme-and-variations forms. HIB.12.F
- g Define and identify music terminology found in the music literature being studied. HIB.12.G
- h Perform music of varying styles and levels of difficulty. HIB.12.H
- i Sight-read music of varying styles and levels of difficulty. HIB.12.I
- j Guitar student— use standard and instrument specific notation; read basic rhythm guitar using first position chords. HIB.12.J

Skip to main content

Intermediate

12 The student will demonstrate music literacy. HII.12

- a Identify, define, and apply standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. HII.12.A
- b Notate student-created compositions using standard notation. HII.12.B
- c Sing similar and contrasting parts from the music being studied. HII.12.C
- d Echo, read, count (using a counting system), and perform rhythms and rhythmic patterns, including sixteenth notes, dotted eighth notes, quarter-note triplets, half-note triplets, and corresponding rests. HII.12.D
- e Identify, read, compare, contrast, and perform music in 3 8, 5 8, 5 4, 6 4, and 2 2(alla breve or cut time) meters. HII.12.E
- f Identify, compare, contrast, and perform music written in sonata, theme-and-variation, and compound binary forms. HII.12.F
- g Define and apply music terminology found in the music literature being studied. HII.12.G
- h Read and interpret standard music notation while performing music of varying styles and levels of difficulty. HII.12.H
- i Sight-read music of varying styles and levels of difficulty. HII.12.I
- j Guitar student—read basic rhythm guitar using first position and bar chords. Read and interpret guitar tablature. HII.12.J

Advanced

12 The student will demonstrate music literacy. HIAD.12

- a Identify, define, and apply advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. HIAD.12.A
- b Notate student-created compositions using standard notation. HIAD.12.B
- c Sing assigned parts while others sing or play contrasting parts from the music being studied. HIAD.12.C
- d Read, analyze, count (using a counting system), perform, and compose varied rhythmic patterns in complex meters, demonstrating technical facility and precision. HIAD.12.D
- e Identify, compare, contrast, and perform music written in fugal and theme-and-variations forms. HIAD.12.E
- f Apply and differentiate music terminology found in the music literature being studied. HIAD.12.F
- g Sight-read music of varying styles and levels of difficulty. HIAD.12.G

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Artist

12 The student will demonstrate music literacy. HIAR.12

- a Identify, define, and apply advanced standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music. HIAR.12.A
- b Notate student-created compositions using standard notation using contemporary technology. HIAR.12.B
- c Sing assigned parts while others sing or play contrasting parts. HIAR.12.C
- d Read, analyze, count (using a counting system), perform, and compose advanced rhythmic patterns in complex meters, demonstrating technical facility and precision. HIAR.12.D
- e Identify, explain, and apply music terminology found in the music literature being studied. HIAR.12.E
- f Read and interpret standard music notation while performing music of varying styles and levels of difficulty. HIAR.12.F
- g Create and perform rhythmic and melodic examples in sonata-allegro form. HIAR.12.G
- h Sight-read music of varying styles and levels of difficulty. HIAR.12.H

13 Scales

Beginning

13 The student will read, notate, and perform scales. HIB.13

- a Identify and demonstrate half-step and whole-step patterns. HIB.13.A
- b Identify and notate key signatures of scales and literature being performed. HIB.13.B
- c Wind/mallet student—concert C, F, B-flat, Eflat, A-flat, and G major scales; G minor scale; a chromatic scale. HIB.13.C
- d Orchestral string student—one-octave ascending and descending C, F, G, and D major scales and D harmonic minor scale. HIB.13.D
- e Guitar student—read, analyze, notate, and perform scales and chords. One-octave ascending and descending major, natural and harmonic scales up to three sharps/one flat. A chromatic scale and one form of the moveable, one-octave pentatonic scale. Open position chords and power chords with roots on the sixth and fifth strings. A I-IV-V7 chord progression in the keys of C, G, D, and A major, and A and E minor. 12-bar blues in a variety of keys. HIB.13.E

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Intermediate

13 The student will read, notate, and perform scales. HII.13

- a Identify and notate key signatures of scales and literature being performed. HII.13.A
- b Wind/mallet student— concert major scales up to 5 flats and 5 sharps; minor scales up to 3 flats and 1 sharp; a chromatic scale in eighth notes with M.M. quarter note= 100. HII.13.B
- c Orchestral string student—two-octave scales up to three flats and three sharps, up to 2 sharps relative minor, in eighth notes with M.M. quarter note = 100. HII.13.C
- d Guitar student— scales and chords in root position and in inversions. One-octave major, natural minor, and harmonic minor scales up to four sharps/two flats. Chromatic scales up to the 12th fret. One form of the movable, two-octave blues scale. First position and barre chords using eight basic forms: E, E7, Em, Em7, A, A7, Am, Am7. Power chords with roots on the sixth and fifth strings through 10th position. A I-IV-V7 chord progression in the keys of C, G, D, A, E and F major and A and E minor. 12-bar blues progression in a variety of keys. HII.13.D

Advanced

13 The student will read, notate, and perform scales. HIAD.13

- a Identify and notate all key signatures. HIAD.13.A
- b Read, notate, and perform all ascending and descending major scales, as well as select minor scales. HIAD.13.B
- c Wind/mallet student—perform an ascending and descending chromatic scale., HIAD.13.C
- d Guitar student—ascending and descending scales; major, natural minor, and harmonic minor scales of at least two octaves up to five sharps/three flats; chromatic scales up to the 12th fret; two forms of the movable blues scales. First position, barre chords, and movable jazz chords. A ii7-V7-I7 chord progression in a variety of keys. A 12-bar blues progression in a variety of keys. HIAD.13.D

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Artist

13 The student will read, notate, and perform scales. HIAR.13

- a Identify and notate all key signatures. HIAR.13.A
- b Read, notate, and perform all ascending and descending major scales, as well as selected minor scales and tonic arpeggios. HIAR.13.B
- c Wind/mallet student—perform an ascending and descending chromatic scale. HIAR.13.C
- d Guitar student—ascending and descending scales; major, natural minor, harmonic minor, and melodic minor scales that cover the range of the instrument; chromatic scales up to the 19th fret. Dorian, Phrygian, and Mixolydian modes in all positions. Major 7, Dominant 9, Dominant 13, Minor 7 (b5), diminished and substitute chords. Chords in root position and in inversions. Chord progression in a variety of jazz and blues standards. Utilize correct finger patterns in performing scales and repertoire in all major and minor keys. Perform moveable scale and mode patterns from memory. HIAR.13.D

14 Instrumental Procedures

Beginning

14 The student will demonstrate preparatory instrumental basics and playing procedures. HIB.14

- a Identify and select an appropriate instrument. HIB.14.A
- b Identify parts of the instrument. HIB.14.B
- c Identify procedures for care of the instrument. HIB.14.C
- d Identify proper playing posture and instrument position. HIB.14.D
- e Guitar student—demonstrate the ability to change a guitar string. HIB.14.E

Intermediate

14 The student will demonstrate preparatory instrumental basics and playing procedures. HII.14

- a Care and basic maintenance of the instrument. HII.14.A
- b Identify and repair minor problems of the instrument. HII.14.B
- c Basic tuning of the instrument, with and without an electronic tuner. HII.14.C
- d Describe and demonstrate proper posture, instrument position, and hand positions. HII.14.D
- e Percussion student—describe and demonstrate stick grip for snare drum and mallets; basic tuning of timpani; setup of timpani, mallet instruments, and auxiliary instruments. HII.14.E
- f Guitar student—demonstrate correct left hand position and finger placement, and right hand strumming position with thumb and pick. HII.14.F

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Advanced

14 The student will demonstrate appropriate procedures for playing. HIAD.14

- a Procedures for care and basic maintenance of the instrument. HIAD.14.A
- b Describe and demonstrate the process for tuning the instrument. HIAD.14.B
- c Identify and repair minor problems of the instrument. HIAD.14.C
- d Analyze, describe, and demonstrate proper posture, instrument position, and hand positions. HIAD.14.D
- e Wind student—analyze, describe, and demonstrate proper embouchure. HIAD.14.E

Artist

14 The student will demonstrate preparatory procedures for playing. HIAR.14

- a Procedures for care and maintenance of the instrument. HIAR.14.A
- b Describing and demonstrate the process for tuning the instrument. HIAR.14.B
- c Identify and repair minor problems of the instrument. HIAR.14.C
- d Analyze, describe, and demonstrate proper posture, instrument position, and hand positions. HIAR.14.D
- e Wind student—analyze, describe, and demonstrate proper embouchure. HIAR.14.E

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15 Instrumental Technique

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Beginning

15 The student will demonstrate proper instrumental techniques. HIB.15

- a Identify correct hand positions, finger/slide placement, fingerings/positions, and finger/slide patterns. HIB.15.A
- b Match pitches and begin to make adjustments to facilitate correct intonation. HIB.15.B
- c Produce tones that are clear, free of tension, and sustained. HIB.15.C
- d Wind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent). HIB.15.D
- e Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (pizzicato, legato, staccato, détaché, two-note slurs). HIB.15.E
- f Percussion student— stick control, appropriate grip, and performance of beginning roll, diddle, flam and drag rudiments; multiple bounce roll; playing techniques on mallet and auxiliary instruments. HIB.15.F
- g Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left-hand techniques (first position, finger technique). HIB.15.G

Intermediate

15 The student will demonstrate proper instrumental techniques. HII.15

- a Adjust and control intonation while playing. HII.15.A
- b Produce characteristic tones that are clear, free of tension, sustained, and unwavering in pitch. HII.15.B
- c Wind student—proper breathing techniques and consistent embouchure; contrasting articulations (marcato, sforzando, forte-piano, tenuto). HII.15.C
- d Orchestral string student—proper bow placement, weight, angle, and speed; contrasting articulations (accents, hooked bowing, multiple-note slurs, slurred staccato, sforzando, martelé, spiccato). HII.15.D
- e Percussion student— stick control and continued performance of roll, diddle, flam, and drag rudiments with increasing difficulty; open-close-open on snare drum; single stroke roll; playing techniques on timpani, mallet and auxiliary instruments. HII.15.E
- f Guitar student—right-hand techniques (finger style, pick style, arpeggio patterns with varying combinations of pulgar, indicio, medio, anular [pima]); and left-hand techniques (first position, finger technique, barre techniques). HII.15.F

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Advanced

15 The student will demonstrate and describe proper instrumental techniques. HIAD.15

- a Adjust and perfect intonation while playing. HIAD.15.A
- b Identify and produce tones that are characteristic of the instrument. HIAD.15.B
- c Describe and demonstrate contrasting articulations in the music literature being studied. HIAD.15.C
- d Identify and apply advanced techniques including but not limited to, right-hand and left-hand, mallet percussion, double-tonguing. HIAD.15.D

Artist

15 The student will demonstrate and describe proper instrumental techniques. HIAR.15

- a Consistently adjust and perfect intonation. HIAR.15.A
- b Produce characteristic sound and tone quality. HIAR.15.B
- c Describe and demonstrate contrasting articulations in the music literature being studied. HIAR.15.C
- d Use advanced techniques with fluency and expression, including but not limited to, righthand and left-hand, mallet percussion, double-tonguing. HIAR.15.D

16 Musicianship and Ensemble Skills

Beginning

16 The student will demonstrate musicianship and ensemble skills. HIB.16

- a Identify the characteristic sound of the instrument being studied. HIB.16.A
- b Balance instrumental timbres. HIB.16.B
- c Make adjustments to facilitate correct intonation. HIB.16.C
- d Match dynamic levels and playing style. HIB.16.D
- e Respond to conducting patterns and gestures. HIB.16.E
- f Maintain a steady beat at various tempos in the music literature being studied. HIB.16.F
- g Use articulations, dynamic contrasts, and phrasing as means of expression. HIB.16.G

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Intermediate

16 The student will demonstrate and describe musicianship and ensemble skills. HII.16

- a Balance and blend instrumental timbres. HII.16.A
- b Make adjustments to facilitate correct intonation. HII.16.B
- c Match dynamic levels and playing style. HII.16.C
- d Respond to conducting patterns and gestures. HII.16.D
- e Maintain a steady beat at various tempos in the music literature being studied. HII.16.E
- f Apply articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. HII.16.F

Advanced

16 The student will demonstrate, describe, and analyze musicianship and ensemble skills. HIAD.16

- a Balance and blend instrumental timbres. HIAD.16.A
- b Identify intonation problems within the ensemble and provide a solution. HIAD.16.B
- c Make adjustments to facilitate correct intonation. HIAD.16.C
- d Match dynamic levels and playing style. HIAD.16.D
- e Respond to advanced conducting patterns and gestures. HIAD.16.E
- f Demonstrate conducting patterns and gestures. HIAD.16.F
- g Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied. HIAD.16.G
- h Use contrasting articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. HIAD.16.H

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Artist

16 The student will demonstrate, describe, and analyze musicianship and ensemble skills. HIAR.16

- a Balance and blend instrumental timbres. HIAR.16.A
- b Make adjustments to facilitate correct intonation as an ensemble member and soloist. HIAR.16.B
- c Match dynamic levels and playing style. HIAR.16.C
- d Respond to advanced conducting patterns and gestures. HIAR.16.D
- e Demonstrate conducting patterns and gestures. HIAR.16.E
- f Maintain a steady beat at various tempos and perform tempo changes in the music literature being studied. HIAR.16.F
- g Describe and demonstrate the use of articulations, dynamic contrasts, phrasing, various tempos, and tempo changes as means of expression. HIAR.16.G