

Fine Arts: Vocal and Instrumental Music

<b>1. Vocal and Instrumental Music: <u>Singing</u>, alone and with others, a varied repertoire of music</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>1. Students will: (K-4) (OC-1,2)</b>													
Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo		I	R	R	A	A	A	A	A	A	A	A	A
Sing expressively, with appropriate dynamics, phrasing, and interpretation		I	R	A	A	A	A	A	A	A	A	A	A
Sing from memory a varied repertoire of songs representing genres and styles from diverse culture		I	R	A	A	A	A	A	A	A	A	A	A
Sing ostinatos, partner songs, and rounds			I	R	A	A	A	A	A	A	A	A	A
Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor			I	R	A	A	A	A	A	A	A	A	A
<b>(Grades 5-8) (OC-1,2)</b>													
• Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles		I	R	R	R	A	A	A	A	A	A	A	A
• Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory			I	I	R	A	A	A	A	A	A	A	A
• Sing music representing diverse genres and cultures, with expression appropriate for the work being performed		I	I	R	R	R	A	A	A	A	A	A	A
• Sing music written in two and three parts				I	I	R	R	R	A	A	A	A	A
• Students in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory						I	I	R	A	A	A	A	A
<b>(Grades 9-12) (OC-1,2)</b>													
• Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory										I	R	A	A

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<b>1. <i>Vocal and Instrumental Music(cont.) (OC-1,2)</i></b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
• Sing music written in four parts, with and without accompaniment										I	R	A	A
• Demonstrate well-developed ensemble skills								I	R	R	A	A	A
(Advance standard)													
Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6										I	I	R	A
Sing music written in more than four parts										I	I	R	A
Sing in small ensembles with one student on a part										I	I	R	A

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<b>2. Performing on instruments, alone and with others, a varied repertoire of music</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
<b>Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (OC-1,2)</b>													
Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo		I	R	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> </ul>		I	I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform expressively a varied repertoire of music representing diverse genres and styles</li> </ul>			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Echo short rhythms and melodic patterns</li> </ul>		I	R	A	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</li> </ul>			I	R	A	A	A	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform independent instrumental parts (e.g. simple rhythmic progressions and chords) on instruments while other students sing or play contrasting parts</li> </ul>			I	R	A	A	A	A	A	A	A	A	A
<b>(Grades 5-8) (OC-1,2)</b>													
<ul style="list-style-type: none"> <li>Perform on at least one instrument (e.g. band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</li> </ul>				I	I	I	R	R	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6</li> </ul>						I	R	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Perform music representing diverse genres and cultures, with expression appropriate for the work being performed</li> </ul>						I	R	A	A	A	A	A	A
<ul style="list-style-type: none"> <li>Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</li> </ul>				I	I	R	A	A	A	A	A	A	A

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2. Performing on <u>instruments</u> , alone and with others, a varied repertoire of music (cont)	K	1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> <li>Students in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory</li> </ul>							I	R	A	A	A	A	A
<b>(Grades 9-12) (OC-1,2)</b>													

- Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6

I I R R A

I R A A A A A

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I I R A A A

## Fine Arts: Vocal and Instrumental Music

Fine Arts: Vocal and Instrumental Music

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## Fine Arts: Vocal and Instrumental Music

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## Fine Arts: Vocal and Instrumental Music

**A**

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**3. *Improvising Melodies, Variations, and Accompaniments***

**I (Introduce), R (Reinforce/Expand), A (Apply)**

**Students Will:**

**K**

**1**

**2**

**3**

**4**

**5**

**6**

**7**

**8**

**9**

**10**

**11**

**12**

**(K-4) (OC-1,2)**

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Improvise "answers" in the same style to given rhythmic and melodic phrases

I  
I  
R  
A  
A  
A  
A  
A  
A  
A  
A  
A

Improvise simple rhythmic and melodic ostinato accompaniments

I  
I  
R  
A  
A  
A  
A

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A  
A  
A  
A  
A

Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies

I  
I  
R  
A  
A  
A  
A  
A  
A  
A  
A  
A

Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., computers, IDI devices, etc.)

I

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I  
R  
A  
A  
A  
A  
A  
A  
A  
A  
A

(5-8) (OC-1,2)

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**Improvise simple harmonic accompaniments**

**I  
I  
R  
R  
A  
A  
A  
A  
A**

**Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys**

**I  
I  
R  
R  
A**



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<b>3. Improvising Melodies, Variations, and Accompaniments (cont.)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(Advanced Standard) (OC-1,2)</b>													
<b>Improvise stylistically appropriate harmonizing parts in a variety of styles</b>								<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>A</b>	<b>A</b>
<b>Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality</b>								<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>A</b>	<b>A</b>

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<b>4. Composing and Arranging Music Within Specified Guidelines</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
<b>Students Will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (OC-1,2 R-3, W-4,6)</b> Create and Arrange music to accompany readings or dramatizations		I	R	R	A	A	A	A	A	A	A	A	A
Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)		I	R	R	A	A	A	A	A	A	A	A	A
Use a variety of sound sources when composing		I	R	R	A	A	A	A	A	A	A	A	A
<b>(5-8) (OC-1,2 R-3, W-4,6,7)</b> Compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance						I	I	R	A	A	A	A	A
Arrange simple pieces for voices or instruments other than those for which the pieces were written						I	R	R	A	A	A	A	A
Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging						I	R	R	A	A	A	A	A
<b>(9-12) (OC-1,2 R-3, W-4,6,7)</b>  • Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect										I	R	R	A
• Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music									I	I	R	R	A
• Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources										I	R	R	A

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4. Composing and Arranging Music Within Specified Guidelines (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>(Advanced Standard) (OC-1,2 R-3, W-4,6,7)</p> <p>Compose music, demonstrating imagination and technical skill in applying the principles of composition</p>										I	R	R	A

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<b>5. Reading and Notating Music</b>													
	<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>												
<b>5. Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (R-2,3 OC-1,2 W-6,7,8)</b> Read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, 4/4 meter signatures			I	R	A	A	A	A	A	A	A	A	A
Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys			I	R	A	A	A	A	A	A	A	A	A
Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing		I	I	R	A	A	A	A	A	A	A	A	A
Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher			I	R	A	A	A	A	A	A	A	A	A
<b>(5-8) (R-2,3 OC-1,2 W-6,7,8)</b> Read whole, half, dotted half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures				I	I	R	A	A	A	A	A	A	A
Read at sight simple melodies in both the treble and bass clefs				I	I	R	R	A	A	A	A	A	A
Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression				I	I	R	R	A	A	A	A	A	A
Use standard notation to record their musical ideas and the musical ideas of others				I	I	R	R	A	A	A	A	A	A
Participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6				I	I	R	R	A	A	A	A	A	A
<b>(9-12) (R-2,3 OC-1,2 W-6,7,8)</b> Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used						I	I	R	R	R	R	A	A

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5. Reading and Notating Music (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
Participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6								I	I	R	R	A	A
(Advanced) (R-2,3,8 OC-1,2 W-6,7,8) Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs									I	I	R	R	A
Interpret nonstandard notation symbols used by some 20 <sup>th</sup> century composers											I	R	A
Participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6											I	R	A

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<b>6. Listening To, Analyzing, and Describing Music</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
<b>6. Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (OC-1,2 R-3,5,7)</b> Identify simple music forms when presented aurally		I	R	A	A	A	A	A	A	A	A	A	A
Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures		I	R	A	A	A	A	A	A	A	A	A	A
Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances		I	I	R	A	A	A	A	A	A	A	A	A
Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices		I	R	R	A	A	A	A	A	A	A	A	A
Respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music		I	R	A	A	A	A	A	A	A	A	A	A
<b>(5-8) (OC-1,2 R-3,5,7,8)</b> Describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example appropriate terminology				I	R	R	A	A	A	A	A	A	A
Analyze the uses of elements of music in aural examples representing diverse genres and cultures			I	I	R	A	A	A	A	A	A	A	A
Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music						I	I	R	A	A	A	A	A

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6. Listening To, Analyzing, and Describing Music (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(9-12) (OC-1,2 R-3,5,7,8)													
<ul style="list-style-type: none"> <li>Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices</li> </ul>								I	I	R	R	A	A
<ul style="list-style-type: none"> <li>Demonstrate extensive knowledge of the technical vocabulary of music</li> </ul>						I	I	I	R	R	A	A	A
<ul style="list-style-type: none"> <li>Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</li> </ul>								I	I	R	R	R	A
(Advanced) (OC-1,2 R-3,5,7,8)													
Demonstrate the ability to perceive and remember music events by describing in detail significant events (e.g., fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example											I	R	A
Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style											I	R	A
Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive											I	R	A

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<b>7. Evaluating Music and Music Performances</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
<b>7. Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (OC-1,2 R-3,8,17)</b>  Devise criteria for evaluating performances and compositions			I	R	A	A	A	A	A	A	A	A	A
Explain, using appropriate music terminology, their personal preferences for specific musical works and styles			I	R	A	A	A	A	A	A	A	A	A
<b>(5-8) (OC-1,2 R-3,8,17 W-10)</b>  Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing						I	R	A	A	A	A	A	A
Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement					I	I	R	A	A	A	A	A	A
<b>(9-12) (OC-1,2 R-3,8,17 W-10)</b>  Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music								I	I	R	R	A	A
Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models								I	I	R	R	A	A

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Evaluating Music and Music Performance (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
<p>(Advanced) (OC-1,2 R-3,8,17 W-10)</p> <ul style="list-style-type: none"> <li>Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions</li> </ul>											I	R	A

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<b>8. UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
<b>8. Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
(K-4) (OC-1,2 R-3,7,8) Identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts			I	R	A	A	A	A	A	A	A	A	A
Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)			I	R	A	A	A	A	A	A	A	A	A
(5-8) (OC-1,2 R-3,7,8 W-11) Compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art					I	I	R	R	A	A	A	A	A
Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)				I	I	R	R	A	A	A	A	A	A

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UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS(cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(9-12) (OC-1,2 R-3,7,8 W-11) Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples				I	I	R	R	R	R	A	A	A	A
Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures				I	I	R	R	R	R	A	A	A	A
Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound)			I	I	R	R	R	R	R	A	A	A	A
(Advanced) (OC-1,2 R-3,7,8 W-11) <ul style="list-style-type: none"> <li>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</li> </ul>										I	R	R	A
<ul style="list-style-type: none"> <li>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (e.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)</li> </ul>				I	I	I	R	R	R	A	A	A	A

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<b>9. UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE</b>													
<b>I (Introduce), R (Reinforce/Expand), A (Apply)</b>													
<b>9. Students will:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>(K-4) (OC-1,2 R-3,4)</b> Identify by genre or style aural examples of music from various historical periods and cultures		I	R	R	A	A	A	A	A	A	A	A	A
Describe in simple terms how elements of music are used in music examples from various cultures of the world		I	I	R	A	A	A	A	A	A	A	A	A
Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use		I	R	R	A	A	A	A	A	A	A	A	A
Identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures		I	R	R	A	A	A	A	A	A	A	A	A
Demonstrate audience behavior appropriate for the context and style of music performed		I	R	R	A	A	A	A	A	A	A	A	A
<b>(5-8) (OC-1,2 R-3,4,7)</b> Describe distinguishing characteristics of representative music genres and styles from a variety of cultures				I	I	R	R	A	A	A	A	A	A
Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary				I	I	I	R	R	A	A	A	A	A
Compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed					I	I	R	R	A	A	A	A	A

Fine Arts: Vocal and Instrumental Music

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE (cont.)	K	1	2	3	4	5	6	7	8	9	10	11	12
(9-12) (OC-1,2 R-3,4,7) <ul style="list-style-type: none"> <li>Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</li> </ul>							I	I	R	R	A	A	A
<ul style="list-style-type: none"> <li>Identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them</li> </ul>						I	I	R	R	A	A	A	A
<ul style="list-style-type: none"> <li>Identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements</li> </ul>						I	I	R	R	A	A	A	A
(Advanced) (OC-1,2 R-3,4,7,8) <ul style="list-style-type: none"> <li>Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context</li> </ul>								I	I	R	R	A	A
<ul style="list-style-type: none"> <li>Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences</li> </ul>								I	I	R	R	A	A