

Power Standard:

ART.M.I.1 (6th - 7th - 8th)

Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

Standard description (in kid-friendly words):

- I can sing and play with expression a diverse repertoire of literature with and without notation.
- I can sing and play with technical accuracy a diverse repertoire of literature with and without.
- I can sing and play at least one selection from memory.

Power Standard:

ART.M.I.3 (6th - 7th - 8th)

Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

Standard description (in kid-friendly words):

- I can sing and play accurately as a soloist in small groups with appropriate technique.
- I can sing and play accurately as a soloist in small groups with appropriate breath control.
- I can sing and play accurately as a soloist in large ensembles with appropriate technique.
- I can sing and play accurately as a soloist in large ensembles with appropriate breath control.

Power Standard:

ART.M.I.5 (6th - 7th - 8th)

- Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple, compound, and alla breve meters. I can sight read basic melodies in treble or bass clef using whole notes and rests in simple meter.

Standard description (in kid-friendly words):

- I can sight read basic melodies in treble or bass clef using whole notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using half notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using quarter notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using eighth notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using sixteenth notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using dotted notes and rests in simple meter.
- I can sight read basic melodies in treble or bass clef using whole notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using half notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using quarter notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using eighth notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using sixteenth notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using dotted notes and rests in compound meter.
- I can sight read basic melodies in treble or bass clef using whole notes and rests in alla breve meter.
- I can sight read basic melodies in treble or bass clef using half notes and rests in alla breve meter.
- I can sight read basic melodies in treble or bass clef using quarter notes and rests in alla breve meter.
- I can sight read basic melodies in treble or bass clef using eighth notes and rests in alla breve meter.
- I can sight read basic melodies in treble or bass clef using sixteenth notes and rests in alla breve meter.

I can sight read basic melodies in treble or bass clef using dotted notes and rests in alla breve meter. Sight read basic melodies using the appropriate clef any in combination of the above notes and rests in simple, compound, and alle breve meter.

Power Standard:

ART.M.III.1 (6th - 7th - 8th)

Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

Standard description (in kid-friendly words):

- I can identify specific musical elements in a given aural example using appropriate terminology.
- I can describe specific musical elements in a given aural example using appropriate terminology.
- I can identify specific musical events in a given aural example using appropriate terminology.
- I can describe specific musical events in a given aural example using appropriate terminology.

Power Standard:

ART.M.III.3 (6th - 7th - 8th)

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

Standard description (in kid-friendly words):

- I can demonstrate knowledge of the basic principles of rhythm through analysis.
- I can demonstrate knowledge of the basic principles of meter through analysis.
- I can demonstrate knowledge of the basic principles of tonality through analysis.
- I can demonstrate knowledge of the basic principles of intervals through analysis.
- I can demonstrate knowledge of the basic principles of chords through analysis.
- I can demonstrate knowledge of the basic principles of harmonic progressions through analysis

Power Standard:

ART.M.III.4 (6th - 7th - 8th)

Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self-evaluation when performing and creating.

Standard description (in kid-friendly words):

- I can evaluate the quality of one's own and others' musical performances.
- I can evaluate the effectiveness of one's own and others' creations.
- I can apply specific criteria.
- I can apply appropriate criteria.
- I can offer constructive suggestions for improvement.

Power Standard:

ART.M.III.5 (6th - 7th - 8th)

Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.

Standard description (in kid-friendly words):

- I can evaluate the quality of one's own and others' musical performances.
- I can evaluate the effectiveness of one's own and others' creations.
- I can apply specific criteria.
- I can apply appropriate criteria.
- I can offer constructive suggestions for improvement.

Power Standard:

ART.M.IV.2 (6th - 7th - 8th)

Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works.

Standard description (in kid-friendly words):

- I can classify by genre a varied body of exemplary musical works.
- I can classify by style a varied body of exemplary musical works.
- I can classify by historical period a varied body of exemplary musical works.
- I can classify by composer a varied body of exemplary musical works.
- I can classify by title a varied body of exemplary musical works.

Power Standard:

ART.M.IV.5 (6th - 7th - 8th)

Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria and offering constructive suggestions for improvement.

Standard description (in kid-friendly words):

- I can evaluate the quality of one's own and others' musical performances.
- I can evaluate the effectiveness of one's own and others' creations.
- I can apply specific criteria.
- I can apply appropriate criteria.
- I can offer constructive suggestions for improvement

Power Standard:

ART.M.V.2 (6th - 7th - 8th)

Describe / Analyze ways in which music is related to the principles and subject matter of other disciplines.

Standard description (in kid-friendly words):

- I can describe/analyze ways in which music is related to the principles of other disciplines.
- I can describe/analyze ways in which music is related to the subject matter of other disciplines.