

## Essential Academic Learning Requirements (EALRS) in the Arts

SECONDARY MUSIC				
	Grade 6	Grade 8	Grade 10	Grade 12
<b>1. The student understands and applies arts knowledge and skills.</b>				
<p>1.1.1 Understands arts concepts and vocabulary: Elements</p> <ul style="list-style-type: none"> <li>• <i>pitch</i></li> <li>• <i>rhythm</i></li> <li>• <i>expression (dynamics, style, tempo, phrasing)</i></li> <li>• <i>timbre</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reads, writes, and creates using rhythms including whole through sixteenth (notes and rests) (<i>rhythm</i>)</li> <li>• Understands and uses staccato/legato, accent (<i>expression</i>)</li> <li>• Identifies the following registers: soprano, alto, tenor, bass (<i>timbre</i>)</li> </ul>	<p>✓ <b>Benchmark 2: explains and applies the concepts of visual arts, dance, theatre, and music using arts vocabulary</b></p> <ul style="list-style-type: none"> <li>• Reads, writes, and creates using dotted rhythms (<i>rhythm</i>)</li> <li>• Understands and uses tempo markings (i.e., largo, andante, allegro, presto, ritardando, accelerando) (<i>expression</i>)</li> </ul>	<p>✓ <b>Benchmark 3: Analyzes and interprets works of visual art, dance, theatre, and music using arts concepts and vocabulary</b></p> <ul style="list-style-type: none"> <li>• Demonstrates comprehension of rhythms in duple/triple meter (<i>rhythm</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehension of simple/compound meter (<i>rhythm</i>)</li> <li>• Identifies and performs syncopated rhythms (<i>rhythm</i>)</li> </ul>
<p>1.1.2 Understands arts concepts and vocabulary: <u>Principles of Organization</u></p> <ul style="list-style-type: none"> <li>• <i>notation</i></li> <li>• <i>form</i></li> <li>• <i>melody</i></li> <li>• <i>harmony</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1st and 2nd ending key signature and slur (<i>notation</i>)</li> <li>• Writes and identifies notes in the bass clef (<i>notation</i>)</li> <li>• Understands that steps and leaps create intervals (<i>harmony</i>)</li> </ul>	<p>✓ <b>Benchmark 2: Explains and applies the concepts of visual art, dance, theatre, and music using arts vocabulary</b></p> <ul style="list-style-type: none"> <li>• Recognizes and interprets musical symbols and notation appropriate to music rehearsed and performed (<i>notation</i>)</li> <li>• Visually and aurally recognizes and explains the form of music rehearsed and performed (<i>form</i>)</li> <li>• Understands that melodies can be accompanied by chordal progressions (<i>harmony</i>)</li> </ul>	<p>✓ <b>Benchmark 3: Analyzes and interprets works of visual art, dance, drama, and music using arts concepts and vocabulary</b></p> <ul style="list-style-type: none"> <li>• Recognizes and interprets standard musical symbols and notation appropriate to music rehearsed and performed (<i>notation</i>)</li> <li>• Visually and aurally recognizes and explains the form of music rehearsed and performed (<i>form</i>)</li> <li>• Identifies textures in a musical composition (<i>harmony</i>)</li> <li>• Maintains an independent musical line within an ensemble (<i>harmony</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and interprets key signatures (<i>notation</i>)</li> <li>• Explains the circle of fifths (<i>notation</i>)</li> <li>• Visually and aurally recognizes and explains advanced musical forms (i.e., sonata-allegro, fugue) (<i>form</i>)</li> <li>• Analyzes and describes textures within a musical composition (<i>harmony</i>)</li> <li>• Visually and aurally identifies intervals and chords (e.g., major, minor, perfect) (<i>harmony</i>)</li> </ul>

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1.2 Develops arts skills and techniques	<ul style="list-style-type: none"> <li>• Demonstrates listening skills by correcting personal tone and volume</li> <li>• Improvises a melodic phrase</li> </ul>	<p>✓ <b>Benchmark 2: Develops arts skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Plays and/or sings using characteristic tonal production (i.e., resonance, vowel placement)</li> <li>• Understands and applies expressive elements in music rehearsed and performed</li> <li>• Demonstrates reading and listening skills by correcting personal errors in pitch, rhythm</li> <li>• Performs music of varying styles and genres</li> <li>• Performs individually or in a small ensemble</li> </ul>	<p>✓ <b>Benchmark 3: Refines and extends arts skills and techniques</b></p> <ul style="list-style-type: none"> <li>• Understands and applies expressive elements in music rehearsed and performed</li> <li>• Performs music of varying styles, genres, and historical periods</li> <li>• Analyzes and interprets stylistic differences in selected musical genres</li> </ul>	<ul style="list-style-type: none"> <li>• Refines tonal production to create a mature, characteristic sound</li> <li>• Independently analyzes and interprets music rehearsed and performed (i.e., stylistically and expressively)</li> <li>• Exhibits achievement in area of choice (i.e., recital, composition, conducting, research, technology)</li> <li>• Demonstrates informed, independent musical decision-making</li> </ul>
1.3 Understands and applies arts styles from various artists, cultures, and times	<ul style="list-style-type: none"> <li>• Identifies techniques from various artists, cultures, and/or times</li> </ul>	<p>✓ <b>Benchmark 2:</b></p> <ul style="list-style-type: none"> <li>• Applies techniques from various artists, cultures, and/or times</li> </ul>	<p>✓ <b>Benchmark 3:</b></p> <ul style="list-style-type: none"> <li>• Transfers understandings from one artistic style to a larger group of artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation</li> </ul>
1.4 Applies audience skills in a variety of arts settings and performances	<ul style="list-style-type: none"> <li>• Identifies how the audience and artist/performer interact</li> </ul>	<p>✓ <b>Benchmark 2:</b></p> <ul style="list-style-type: none"> <li>• Understands and demonstrates the relationship and interactive responsibilities of the arts/performer and audience</li> </ul>	<p>✓ <b>Benchmark 3:</b></p> <ul style="list-style-type: none"> <li>• Articulates how audience conventions and responsibilities differ according to style and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes how style, culture, and history have influenced audience conventions</li> </ul>

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<b>2. The student demonstrates thinking skills using artistic processes.</b>				
<p>2.1 Applies a creative process in the arts: Conceptualizes the context or purpose</p> <ul style="list-style-type: none"> <li>• Gathers information from diverse sources</li> <li>• Develops ideas and techniques</li> <li>• Organizes arts elements, forms, and/or principles into a creative work</li> <li>• Reflects for the purpose of elaboration and self evaluation</li> <li>• Refines work based on feedback</li> <li>• Presents work to others</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process</li> </ul>	<p>✓ <b>Benchmark 2: Develops work using a creative process with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process</li> </ul>	<p>✓ <b>Benchmark 3: Develops work using a creative process independently</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a creative process</li> </ul>
<p>2.2 Applies a performance process in the arts:</p> <ul style="list-style-type: none"> <li>• Identifies audience and purpose</li> <li>• Selects artistic work (repertoire) to perform</li> <li>• Analyzes the structure and background of work</li> <li>• Interprets by developing a personal approach to the work</li> <li>• Rehearses, adjusts, and refines through evaluation and problem solving</li> <li>• Presents work for others</li> <li>• Reflects and evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process</li> </ul>	<p>✓ <b>Benchmark 2: Develops work using a performance process with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process</li> </ul>	<p>✓ <b>Benchmark 3: Develops work using a performance process independently</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a performance process</li> </ul>

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<b>2. The student demonstrates thinking skills using artistic processes.</b>				
<p>2.3 Applies a responding process to an arts presentation:</p> <ul style="list-style-type: none"> <li>• Engages actively and purposefully</li> <li>• Describes what is seen and/or heard</li> <li>• Analyzes how the elements are arranged and organized</li> <li>• Interprets based on descriptive properties</li> <li>• Evaluates using supportive evidence and criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process</li> </ul>	<p>✓ <b>Benchmark 2: Applies a responding process to an arts presentation with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process</li> </ul>	<p>✓ <b>Benchmark 3: Applies a responding process to an arts presentation independently</b></p> <ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process</li> </ul>	<ul style="list-style-type: none"> <li>• Applies previously learned arts concepts, vocabulary, skills and techniques through a responding process</li> </ul>

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<b>3. The student communicates through the arts.</b>				
3.1 Uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> <li>Identifies use and misuse (plagiarism) of pre-existing artistic works to communicate</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Express ideas and feelings through the arts in a variety of styles</li> <li>Describes use and misuse of pre-existing artistic works to communicate</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Express ideas and feelings through the arts in a variety of forms and styles</li> <li>Articulates and justifies the use of pre-existing artistic works to communicate</li> </ul>	<ul style="list-style-type: none"> <li>Expresses ideas and feelings through the arts, synthesizing forms and styles</li> </ul>
3.2 Uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> <li>Uses the arts to communicate for a specific purpose (e.g., to record history, persuade)</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Creates and/or performs an artwork to communicate for a selected purpose with instructor assistance</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Analyzes how the deliberate use of artistic elements communicates for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>Supports and defends the artistic elements chosen to communicate for a specific purpose</li> </ul>
3.3 Develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> <li>Describe how aesthetic choices are influenced by historical context</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Explains how personal aesthetic choices are influenced by culture and history</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Analyzes how cultural and historical perspectives influence personal aesthetic criteria</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes personal aesthetic development</li> </ul>

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<b>4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.</b>				
4.1 Demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> <li>Describes arts processes that are unique to each arts discipline</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Compares and contrasts attributes of personal artwork with other arts disciplines</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Analyzes an arts presentation that integrates two or more arts disciplines</li> </ul>	<ul style="list-style-type: none"> <li>Creates an arts presentation integrating two or more arts disciplines</li> </ul>
4.2 Demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> <li>Demonstrates that art concepts occur in other content areas</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Explains relationships between the arts and other content areas</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Integrates and adapts skills within the arts and other content areas</li> </ul>	<ul style="list-style-type: none"> <li>Creates an arts presentation, integrating the arts with another content area</li> </ul>
4.3 Understands how the arts impact lifelong choices	<ul style="list-style-type: none"> <li>Analyzes how the arts impact peer group choices</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Analyzes how the arts impact choices in natural and constructed environments</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Analyzes how the arts impact economic choices</li> </ul>	<ul style="list-style-type: none"> <li>Projects and plans how the arts impact personal future choices</li> </ul>
4.4 Understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> <li>Identifies specific attributes of artworks that reflect culture and history</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Compares and contrasts attributes of personal artwork that reflect culture and history</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Identifies specific attributes of artworks that shape culture and history</li> </ul>	<ul style="list-style-type: none"> <li>Applies knowledge of how the arts shape and reflect culture and history throughout time</li> </ul>
4.5 Demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> <li>Identifies job specific skills for arts careers</li> <li>Demonstrates collaborative skills</li> </ul>	✓ <b>Benchmark 2:</b> <ul style="list-style-type: none"> <li>Describes work habits and skills needed for careers in the arts</li> <li>Explains how art skills and knowledge are used in the world of work</li> </ul>	✓ <b>Benchmark 3:</b> <ul style="list-style-type: none"> <li>Assumes roles of arts careers and practices appropriate work habits and skills</li> <li>Analyzes and interprets how arts skills and knowledge influence the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Researches arts careers (e.g., job shadowing, apprenticeships, and mentorships)</li> <li>Applies arts skills and knowledge used in the world of work</li> </ul>

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