

Campbellsport School District

Music Performance Standards and Benchmarks

CSD Performance Standards for Music describe what Campbellsport School District students will know and be able to do within this subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for Social Studies.

Each grade level has a set of skill and information benchmarks based on these performance standards in Music. As students progress through the district's curriculum, their performance of skills and their demonstration of knowledge within the content area will become more complex and sophisticated.

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music— Creativity-Improvisation)

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music— Creativity-Composition)

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

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Music Performance Standards and Benchmarks

Key to this Document:

CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe information and skills targeted for a specific grade level within that Performance standard.

Kindergarten

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.K.1.1 Sings simple, familiar songs (e.g., nursery rhymes, traditional children's songs)
- MU.K.1.2 Sings invented songs

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.K.2.1 Plays with a variety of musical instruments

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- Not addressed in Kindergarten

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.K.4.1 Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- Not addressed in Kindergarten

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.K.6.1 Responds to the tempo and rhythm of music (e.g., taps feet, claps hands)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music—Connections-History/Culture)

- MU.K.7.1 Knows that music is a part of daily life
- MU.K.7.2 Knows that music comes from different places and different periods of time

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music—Connections-The Arts)

- Not addressed in Kindergarten

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First Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.1.1.1 Sings ostinatos (repetition of a short musical pattern), partner songs, and rounds
- MU.1.1.2 Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.1.2.1 Echoes short rhythms (2-4 measure) and melodic patterns

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.1.3.1 Improvises "answers" in the same style to given rhythmic and melodic phrases

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.1.4.1 Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.1.5.1 Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- MU.1.5.2 Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.1.6.1 Knows personal preferences for specific musical works and styles
- MU.1.6.2 Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally

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- MU.1.6.3 Responds 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)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.1.7.1 Knows characteristics that make certain music suitable for specific uses
- MU.1.7.2 Knows appropriate audience behavior for the context and style of music performed

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in First Grade

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- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

Second Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.2.1.1 Sings ostinatos (repetition of a short musical pattern), partner songs, and rounds
- MU.2.1.2 Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.2.2.1 Echoes short rhythms (2-4 measure) and melodic patterns
- MU.2.2.2 Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.2.3.1 Improvises "answers" in the same style to given rhythmic and melodic phrases
- MU.2.3.2 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.2.4.1 Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.2.5.1 Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- MU.2.5.2 Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys

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CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.2.6.1 Knows personal preferences for specific musical works and styles
- MU.2.6.2 Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally
- MU.2.6.3 Responds 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)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.2.7.1 Knows characteristics that make certain music suitable for specific uses

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in *Second Grade*

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Third Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.3.1.1 Sings expressively, with appropriate dynamics, phrasing, and interpretation

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.3.2.1 Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.3.3.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.3.4.1 Creates and arranges music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.3.5.1 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- MU.3.5.2 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.3.6.1 Responds 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)

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- MU.3.6.2 Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.3.7.1 Knows appropriate audience behavior for the context and style of music performed
- MU.3.7.2 Knows characteristics that make certain music suitable for specific uses

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Third Grade

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Fourth Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.4.1.1 Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo
- MU.4.1.2 Sings expressively, with appropriate dynamics, phrasing, and interpretation
- MU.4.1.3 Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.4.2.1 Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo
- MU.4.2.2 Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.4.3.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.4.4.1 Creates and arranges music to accompany readings or dramatizations (e.g., manipulate dimensions such as the variety of sounds, tempo, loudness, mood)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.4.5.1 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)

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CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.4.6.1 Knows appropriate terminology used to explain music, music notation, music instruments and voices, and music performances
- MU.4.6.2 Identifies the sounds of a variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g., male, female, children's voices)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.4.7.1 Identifies (by genre or style) music from various historical periods and cultures
- MU.4.7.2 Understands the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Fourth Grade

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Fifth Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.5.1.1 Sings expressively, with appropriate dynamics, phrasing, and interpretation
- MU.5.1.2 Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.5.2.1 Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo
- MU.5.2.2 Performs in groups (e.g., blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)
- MU.5.2.3 Performs independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.5.3.1 Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies
- MU.5.3.2 Improvises short songs and instrumental pieces using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices such as keyboards, sequencers, synthesizers, and drum machines)

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.5.4.1 Creates and arranges short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

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- MU.5.5.1 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- MU.5.5.2 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.5.6.1 Knows music of various styles representing diverse cultures
- MU.5.6.2 Identifies the sounds of a variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g., male, female, children's voices)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music—Connections-History/Culture)

- MU.5.7.1 Knows how basic elements of music are used in music from various cultures of the world
- MU.5.7.2 Understands the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music—Connections-The Arts)

- Not addressed in Fifth Grade

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Sixth Grade

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.6.1.1 Sings with good breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.6.2.1 Performs on an instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, 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
- MU.6.2.2 Plays by ear simple melodies (e.g., folk songs) on a melodic instrument and simple accompaniments (e.g., strummed, I, IV, V, vi, ii chords) on a harmonic instrument

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.6.3.1 Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel), meter (e.g., duple, triple), and tonality (e.g., major, pentatonic)

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.6.4.1 Composes short pieces within specified guidelines (e.g., ABA form, limited range, simple rhythms)

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.6.5.1 Reads at sight simple melodies in both the treble and bass clefs
- MU.6.5.2 Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)
- MU.6.5.3 Uses standard notation to record musical ideas

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CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.6.6.1 Identifies specific music events (e.g., entry of oboe, change of meter, return of refrain) when listening to music

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.6.7.1 Understands the 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 in various cultures of the world

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Sixth Grade

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Elementary Band

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- Not addressed in Elementary Band

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.EB.2.1 Continues to perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- MU.EB.2.2 Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
- MU.EB.2.3 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- Not addressed in Elementary Band

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- Not addressed in Elementary Band

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.EB.5.1 Reads an instrumental or vocal score of up to four staves
- MU.EB.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.EB.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.EB.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)

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- **MU.EB.6.3** Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- Not addressed in Elementary Band

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Elementary Band

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Junior High Band

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- Not addressed in Junior High Band

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.JB.2.1 Continues to perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- MU.JB.2.2 Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
- MU.JB.2.3 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music— Creativity-Improvisation)

- MU.JB.3.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments with their instruments

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music— Creativity-Composition)

- Not addressed in Junior High Band

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

- MU.JB.5.1 Knows standard symbols used to notate simple meters (e.g., 2/4, 3/4, 4/4, and introduction to 6/8 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- MU.JB.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

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CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.JB.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.JB.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
- MU.JB.6.3 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- Not addressed in Junior High Band

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Junior High Band

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Junior High Chorus

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.1.JC.1 Sings with good breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter
- MU.1.JC.2 Sings music written in two and three parts
- MU.1.JC.3 Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures
- MU.1.JC.4 Blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group
- MU.1.JC.5 Sings expressively, with appropriate dynamics, phrasing, and interpretation
- MU.1.JC.6 Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- Not addressed in Junior High Chorus

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.3.JC.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments.
- MU.3.JC.2 Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.
- MU.3.JC.3 Improvises short songs and instrumental pieces using a variety of sound sources, including hands clapping, fingers snapping.

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.4.JC.1 Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature).
- MU.4.JC.2 Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- MU.4.JC.3 Uses the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form).

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- MU.4.JC.4 Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments).

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

- MU.5.JC.1 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- MU.5.JC.2 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)
- MU.5.JC.3 Reads at sight simple melodies in both the treble and bass clefs
- MU.5.JC.4 Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.6.JC.1 Identifies specific music events (e.g., entry of oboe, change of meter, return of refrain) when listening to music
- MU.6.JC.2 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions
- MU.6.JC.3 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.7.JC.1 Understands the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures
- MU.7.JC.2 Understands distinguishing characteristics (e.g., relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures
- MU.7.JC.3 Understands the 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 in various cultures of the world
- MU.7.JC.4 Knows appropriate audience behavior for the context and style of music performed
- MU.7.JC.5 Knows characteristics that make certain music suitable for specific uses

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Junior High Chorus

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Music Performance Standards and Benchmarks

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CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

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High School Band

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.HB.1.1 Continues to perform music representing diverse genres and cultures, with expression appropriate for the work being performed

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- MU.HB.2.1 Performs with expression (e.g., appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate to advanced level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
- MU.HB.2.2 Uses ensemble skills (e.g., balance, intonation, rhythmic unity) when performing as part of a group

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.HB.3.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments with their instruments
- MU.HB.3.2 Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies with their instruments
- MU.HB.3.3 Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- MU.HB.3.4 Improvises short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel), meter (e.g., duple, triple), and tonality (e.g., major, pentatonic)

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.HB.4.1 Composes solos (if not straight up improvises) on simple Chord Patterns (dictated by piece) on their instruments.

CSD Performance Standard 5—Reads and notates music (WMAS Music—Music Literacy-Reading/Notating)

- MU.HB.5.1 Reads an instrumental or vocal score of up to four staves

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- MU.HB.5.2 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements
- MU.HB.5.3 Knows standard symbols used to notate simple and some advanced meters (e.g., 2/4, 3/4, 4/4, 6/8, 9/8, 2/2, 12/8, and 5/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns
- MU.HB.5.4 Knows standard notation symbols for dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.HB.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.HB.6.2 Understands the technical vocabulary of music (e.g., Jazz styles, Italian terms, form, harmony, tempo markings)
- MU.HB.6.3 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music—Connections-History/Culture)

- Not addressed in High School Band

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music—Connections-The Arts)

- Not addressed in High School Band

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Music Performance Standards and Benchmarks

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Freshman Choir

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- **MU.FC.1.1** Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)
- **MU.FC.1.2** Sings with better breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter
- **MU.FC.1.3** Sings music written in two and three parts
- **MU.FC.1.4** Uses ensemble skills (e.g., balance, intonation, rhythmic unity)
- **MU.FC.1.5** Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- Not addressed in Freshman Choir

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- **MU.FC.3.1** Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments.
- **MU.FC.3.2** Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.
- **MU.FC.3.3** Improvises short songs and instrumental pieces using a variety of sound sources, including hands clapping, fingers snapping.

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- **MU.FC.4.1** Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature).
- **MU.FC.4.2** Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- **MU.FC.4.3** Uses the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form).

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- MU.FC.4.4 Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments).
- MU.FC.4.5 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)
- MU.FC.4.6 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

- MU.FC.5.1 Reads at sight simple melodies in both the treble and bass clefs
- MU.FC.5.2 Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)
- MU.FC.5.3 Reads an instrumental or vocal score of up to four staves
- MU.FC.5.4 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.FC.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.FC.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
- MU.FC.6.3 Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
- MU.FC.6.4 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)
- MU.FC.6.5 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.FC.7.1 Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture)
- MU.FC.7.2 Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
- MU.FC.7.3 Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles
- MU.FC.7.4 Knows appropriate audience behavior for the context and style of music performed
- MU.FC.7.5 Knows characteristics that make certain music suitable for specific uses

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Music Performance Standards and Benchmarks

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Freshman Choir

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Music Performance Standards and Benchmarks

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CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

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Mixed Chorus

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- MU.MC.1.1 Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)
- MU.MC.1.2 Sings with better breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter
- MU.MC.1.3 Sings music written in two and three parts
- MU.MC.1.4 Uses ensemble skills (e.g., balance, intonation, rhythmic unity)
- MU.MC.1.5 Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- Not addressed in Mixed Chorus

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- MU.FC.3.1 Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments.
- MU.FC.3.2 Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.
- MU.FC.3.3 Improvises short songs and instrumental pieces using a variety of sound sources, including hands clapping, fingers snapping.

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- MU.FC.4.1 Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature).
- MU.FC.4.2 Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- MU.FC.4.3 Uses the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form).

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- MU.FC.4.4 Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments).
- MU.FC.4.5 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)
- MU.FC.4.6 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

- MU.FC.5.1 Reads at sight simple melodies in both the treble and bass clefs
- MU.FC.5.2 Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)
- MU.FC.5.3 Reads an instrumental or vocal score of up to four staves
- MU.FC.5.4 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.FC.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.FC.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
- MU.FC.6.3 Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
- MU.FC.6.4 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)
- MU.FC.6.5 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.FC.7.1 Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture)
- MU.FC.7.2 Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
- MU.FC.7.3 Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles
- MU.FC.7.4 Knows appropriate audience behavior for the context and style of music performed
- MU.FC.7.5 Knows characteristics that make certain music suitable for specific uses

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Music Performance Standards and Benchmarks

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Mixed Chorus

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Music Performance Standards and Benchmarks

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Concert Choir

CSD Performance Standard 1—Sings, alone and with others, a varied repertoire of music (WMAS Music—Performance-Singing)

- **MU.CC.1.1** Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)
- **MU.CC.1.2** Sings with better breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter
- **MU.CC.1.3** Sings music written in four parts, with and without accompaniment
- **MU.CC.1.4** Uses ensemble skills (e.g., balance, intonation, rhythmic unity)
- **MU.CC.1.5** Knows music that represents diverse genres (e.g., sonata, madrigal, jazz, barbershop) and cultures

CSD Performance Standard 2—Performs on instruments, alone and with others, a varied repertoire of music (WMAS Music—Performance-Instrumental)

- Not addressed in Concert Choir

CSD Performance Standard 3—Improvises melodies, variations, and accompaniments (WMAS Music—Creativity-Improvisation)

- **MU.CC.3.1** Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments.
- **MU.CC.3.2** Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.
- **MU.CC.3.3** Improvises short songs and instrumental pieces using a variety of sound sources, including hands clapping, fingers snapping.

CSD Performance Standard 4—Composes and arranges music within specified guidelines (WMAS Music—Creativity-Composition)

- **MU.CC.4.1** Knows the source of a variety of sounds (e.g., musical instruments, sounds in nature).
- **MU.CC.4.2** Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- **MU.CC.4.3** Uses the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form).

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- MU.CC.4.4 Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments).

CSD Performance Standard 5—Reads and notates music (WMAS Music— Music Literacy-Reading/Notating)

- MU.CC.5.1 Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)
- MU.CC.5.2 Reads at sight simple melodies in both the treble and bass clefs
- MU.CC.5.3 Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- MU.CC.5.4 Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) meter signatures
- MU.CC.5.5 Knows standard notation symbols for pitch, rhythm, dynamics (e.g., piano, forte, crescendo, diminuendo), tempo, articulation (e.g., accents, legato, staccato, marcato), and expression (e.g., phrasing)
- MU.CC.5.6 Reads an instrumental or vocal score of up to four staves
- MU.CC.5.7 Reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements

CSD Performance Standard 6—Knows and applies appropriate criteria to music and music performances (WMAS Music—Response-Analysis & Evaluation)

- MU.CC.6.1 Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- MU.CC.6.2 Understands the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
- MU.CC.6.3 Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
- MU.CC.6.4 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)
- MU.CC.6.5 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions

CSD Performance Standard 7—Understands the relationship between music and history and culture (WMAS Music— Connections-History/Culture)

- MU.CC.7.1 Classifies unfamiliar but representative aural examples of music (e.g., by genre, style, historical period, culture)
- MU.CC.7.2 Knows sources of American music genres (e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them
- MU.CC.7.3 Knows various roles that musicians perform (e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles

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- **MU.CC.7.4** Knows appropriate audience behavior for the context and style of music performed
- **MU.CC.7.5** Knows characteristics that make certain music suitable for specific uses

CSD Performance Standard 8—Understands connections among the various art forms and other disciplines (WMAS Music— Connections-The Arts)

- Not addressed in Concert Choir