

Sheridan County School District #3
FPA-Music-K-12 Priority Standards

<i>Standard</i>	<i>FPA—K-4</i>	<i>FPA—5-8</i>	<i>FPA—9-12</i>
Standard 1: Creative Expression Through Production: Students create, perform, exhibit or participate in the arts. <i>(Each of the sub-standards for Standard 1 are considered separate priority standards.)</i>			
FPA1.M.1	Students develop basic musicianship through practice, rehearsal, and revision.	Students demonstrate musicianship through individual practice, rehearsal, and revision.	Students refine musicianship through individual practice, rehearsal, and revision and performance.
FPA1.M.2	Students perform independently and with others a varied repertoire of music developing pitch accuracy, rhythm, posture, dynamics, and steady beat.	Students perform independently and with others a varied repertoire of music, demonstrating correct posture, playing position, breath control, dynamics, intonation, range, and tone quality.	Students perform independently and with others a varied repertoire of music, refining musicianship and technical accuracy.
FPA1.M.3	Students improvise simple rhythms, melodies and accompaniments using a variety of traditional and non-traditional sound sources.	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality.	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality and discuss their musical choices.
FPA1.M.4	Students create music using a variety of traditional and non-traditional sound sources.	Students compose and arrange music within specified guidelines.	Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect.
FPA1.M.5	Students read and notate simple rhythm, dynamics and pitch notation.	Students develop musical literacy through reading, sightreading and notating music.	Students develop musical literacy through reading, sightreading and notating music.
Standard 2: Aesthetic Perception: Students respond to, analyze, and make informed judgments about the arts. <i>(Standard 2 is the priority standard. Each of the substandards can be used to assess Standard 2 a minimum of 3 times per school year.) Therefore, the substandards are NOT priority standards themselves.)</i>			
FPA2.M.1	Students use appropriate terminology to identify simple forms and the timbres of a variety of instruments and voices.	Students apply appropriate terminology in the analysis of compositional devices and techniques used in a musical work.	Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques.
FPA2.M.2	Students respond to aural examples by moving to and describing music of various styles.	Students respond to aural examples by describing musical elements of a varied repertoire of music.	Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music.
FPA2.M.3	Students explore criteria and discuss the quality of their own and others' performances and improvisations.	Students discuss criteria and evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations.	Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
FPA2.M.4		Students form and defend their preferences for musicians, musical works and genres.	Students form and defend their preferences for musicians, musical works and genres.
Standard 3: Historical and cultural context: Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.			

(Standard 3 is the priority standard. Each of the substandards can be used to assess Standard 23 a minimum of 3 times per school year.) Therefore, the substandards are NOT priority standards themselves.)

FPA3.M.1	Students identify by genre or style examples of music from various historical periods and cultures.	Students describe distinguishing characteristics of musical genres or styles from various historical periods and cultures.	Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications.
FPA3.M.2		Students listen to a varied repertoire of music and explain the characteristics that cause a work to be considered historically or culturally significant.	Students listen to a varied repertoire of music emphasizing American music and analyze the characteristics that cause a work to be considered historically or culturally significant.
FPA3.M.3	Students identify the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.	Students compare the purposes of music, roles of musicians, and environments in which music is performed in their daily lives and other world cultures.	Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice.
Standard 4: Artistic Connections: Students relate the arts to other disciplines, careers and everyday life.			
FPA4.M.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
FPA4.M.2	Students identify similarities and differences between music and other disciplines.	Students identify similarities and differences between music and other disciplines.	Students identify similarities and differences between music and other disciplines.