

**Richmond Public Schools**  
**Department of Curriculum and Instruction**  
**Curriculum Pacing and Resource Guide**



**Course Title/ Course #: ELEMENTARY BEGINNING BAND**

**Start day: 1**

**Meetings: 180 days**

**Course Description**

The goal of the instructional objectives for Elementary Instrumental Music is to enable students to begin receiving beginning instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any elementary school grade level. Students demonstrate proper care of the instrument and basic positions, fingerings, and tone production. They count, read, and perform music at Solo Literature Grade Levels 0 and 1 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local and district music events.

**Pacing Resources Assessments MP1**

| <b>Time Frame</b> | <b>Standards of Learning</b>   | <b>Units/ Topics/ Concepts</b> | <b>Resources</b>   | <b>Assessments</b>  |
|-------------------|--|--------------------------------|--|---|
| Ongoing           | <a href="#">EI.1.1</a><br><a href="#">EI.1.2</a><br><a href="#">EI.2</a><br><a href="#">EI.4</a><br><a href="#">EI.9</a> | MUSIC THEORY/<br>LITERACY      | Drills/Games:<br><a href="#">Treble Clef (lines/spaces)</a><br><a href="#">Bass Clef (lines/spaces)</a><br><a href="#">Note Naming Game</a><br><a href="#">Notation Matching Game</a><br><a href="#">Kahn Academy Notes and Rhythm</a><br><a href="#">Rhythm Trainer</a><br><br>Links:<br><a href="#">Treble Clef Flashcards</a><br><a href="#">Music Math Worksheet 1</a><br><a href="#">Music Math Worksheet 2</a> | <a href="#">Written Pre-post</a><br><a href="#">Assessment Question Bank</a><br><br>Formal/Informal Playing Assessment<br><br>Warm-up Task/Ticket<br><br>Exit Task/Ticket<br><br>Small Group Assessments<br><br>Question and Answer |

|         |  |             |  |   |
|---------|--|-------------|--|---|
|         |  |             | <p><a href="#">Book of music games suitable for substitute teacher</a><br/> <a href="#">Vocabulary List</a><br/> <a href="#">Repertoire Search</a></p> <p>Lessons:<br/> <a href="#">Note Duration Lesson</a><br/> <a href="#">Rest Duration Lesson</a><br/> <a href="#">Note Names in Treble Clef</a><br/> <a href="#">Counting Basic Rhythms</a></p> <p>Videos:<br/> <a href="#">Jim Varney and rhythm lesson</a></p>   | <p>Assessment Rubrics:<br/> <a href="#">Sight Reading Rubric</a><br/> <a href="#">Rhythm Sight Reading Rubric</a></p>   |
| Ongoing | <p><a href="#">EI.10.1</a><br/> <a href="#">EI.10.2</a><br/> <a href="#">EI.10.3</a><br/> <a href="#">EI.10.4</a><br/> <a href="#">EI.10.6</a><br/> <a href="#">EI.10.7</a><br/> <a href="#">EI.11.1</a><br/> <a href="#">EI.11.2</a><br/> <a href="#">EI.11.3</a><br/> <a href="#">EI.11.5</a><br/> <a href="#">EI.12.5</a><br/> <a href="#">EI.12.6</a><br/> <a href="#">EI.15</a><br/> <a href="#">EI.17</a><br/> <a href="#">EI.17.2</a></p> | PERFORMANCE | <p>Videos:<br/> <a href="#">Choosing and Instrument Stick Technique</a><br/> <a href="#">Intro- Brass</a><br/> <a href="#">Intro- Woodwind</a><br/> <a href="#">Intro- Percussion</a></p> <p>Links:<br/> <a href="#">Instrument Care</a><br/> <a href="#">Fingering Game</a><br/> <a href="#">Generic Practice Chart</a><br/> <a href="#">Instruments Bios</a><br/> <a href="#">Recording Software- Audacity</a></p> <p>Instrument Fingerings:<br/> <a href="#">Flute</a><br/> <a href="#">Oboe</a><br/> <a href="#">Clarinet</a><br/> <a href="#">Bass Clarinet</a><br/> <a href="#">Alto Sax</a></p> | <p>Assessment Rubrics:<br/> <a href="#">Solo Performance Rubric (0-6)</a><br/> <a href="#">"Fist to 5" Self-Assessment Rubric</a></p> <p>Links:<br/> <a href="#">Carnegie Hall, Grade 4-5, Formative Assessment: Performance</a><br/> <a href="#">Carnegie Hall, Grade 4, Formative Assessment: Pitch</a></p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <a href="#"><u>Tenor Sax</u></a><br><a href="#"><u>Baritone Sax</u></a><br><a href="#"><u>Bassoon</u></a><br><a href="#"><u>Trumpet</u></a><br><a href="#"><u>French Horn</u></a><br><a href="#"><u>Trombone</u></a><br><a href="#"><u>Baritone (TC/BC)</u></a><br><a href="#"><u>Tuba</u></a><br><a href="#"><u>Mallet Percussion</u></a> |  |
|--|--|--|--|--|

**Course Title/ Course #: ELEMENTARY BEGINNING BAND**

| <b><u>Pacing Resources Assessments MP2</u></b> |   |  |  |   |
|--|---|--|--|---|
| <b>Time Frame</b>                              | <b>Standards of Learning</b>  | <b>Units/ Topics/ Concepts</b>           | <b>Resources</b>   | <b>Assessments</b>  |
| Ongoing  | <a href="#">EL.1.1</a><br><a href="#">EL.1.2</a><br><a href="#">EL.2</a><br><a href="#">EL.4</a><br><a href="#">EL.9</a>  | MUSIC THEORY/<br>LITERACY                | Continued  | Continued   |
| Ongoing  | <a href="#">EL.10.3</a><br><a href="#">EL.10.4</a><br><a href="#">EL.10.6</a><br><a href="#">EL.10.7</a><br><a href="#">EL.11.1</a><br><a href="#">EL.11.2</a><br><a href="#">EL.11.3</a><br><a href="#">EL.11.5</a><br><a href="#">EL.12.5</a><br><a href="#">EL.12.6</a><br><a href="#">EL.15</a><br><a href="#">EL.17.2</a><br><a href="#">EL.12.1</a> | PERFORMANCE                              | Links:<br><a href="#">VBODA Band Grade 1</a><br><br>Visuals:<br><a href="#">Practice Chart Form</a><br><a href="#">Practice Tips</a> | Student Self-Assessment<br>Ensemble<br><br>Recording/Critique<br><br>Assessment Rubrics:<br><a href="#">Ensemble Performance Rubric</a> |
| Ongoing  | <a href="#">EL.19.4</a>   | ANALYSIS,<br>EVALUATION, and<br>CRITIQUE | Listening Links:<br><a href="#">March Royale- Mark Williams</a><br><a href="#">Anasazi- John Edmondson</a>                           | Assessment Rubrics:<br><a href="#">Active Listener Rubric</a><br><br>Links:<br><a href="#">Listening Activity Assessment</a>            |

**Course Title/ Course #: ELEMENTARY BEGINNING BAND**

| <b><u>Pacing Resources Assessments MP3</u></b> |  |                                |   |  |
|--|--|--------------------------------|---|--|
| <b>Time Frame</b>                              | <b>Standards of Learning</b>   | <b>Units/ Topics/ Concepts</b> | <b>Resources</b>  | <b>Assessments</b>   |
| Ongoing  | <a href="#">EL.1.1</a><br><a href="#">EL.1.2</a><br><a href="#">EL.2</a><br><a href="#">EL.4</a><br><a href="#">EL.9</a><br><a href="#">EL.8.1</a>   | MUSIC THEORY/<br>LITERACY      | Lessons:<br><a href="#">First Rhythmic Composition Lesson</a><br><a href="#">Composition Lesson Example</a><br><a href="#">Carnegie Hall, Grade 4, Composing a piece using your name</a><br><br>Software:<br><a href="#">Noteflight- Free Online Composition Software</a> | Assessment Rubrics:<br><a href="#">Student Composition Rubric</a><br><a href="#">Solo Composition Rubric</a> |
| Ongoing  | <a href="#">EL.10.3</a><br><a href="#">EL.10.4</a><br><a href="#">EL.10.6</a><br><a href="#">EL.10.7</a><br><a href="#">EL.11.1</a><br><a href="#">EL.11.2</a><br><a href="#">EL.11.3</a><br><a href="#">EL.11.5</a><br><a href="#">EL.12.5</a><br><a href="#">EL.12.6</a><br><a href="#">EL.15</a><br><a href="#">EL.17.2</a> | PERFORMANCE                    | Continued   | Continued  |

### Pacing Resources Assessments MP4

| Time Frame | Standards of Learning  | Units/ Topics/ Concepts  | Resources   | Assessments  |
|------------|--|--------------------------|---|--|
| Ongoing    | <a href="#">EL.1.1</a><br><a href="#">EL.1.2</a><br><a href="#">EL.2</a><br><a href="#">EL.4</a><br><a href="#">EL.9</a>   | MUSICTHEORY/<br>LITERACY | Continued   | Continued  |
| Ongoing    | <a href="#">EL.10.3</a><br><a href="#">EL.10.4</a><br><a href="#">EL.10.6</a><br><a href="#">EL.10.7</a><br><a href="#">EL.11.1</a><br><a href="#">EL.11.2</a><br><a href="#">EL.11.3</a><br><a href="#">EL.11.5</a><br><a href="#">EL.12.5</a><br><a href="#">EL.12.6</a><br><a href="#">EL.15</a><br><a href="#">EL.17.2</a><br><a href="#">EL.16</a><br><a href="#">EL.17.3</a><br><a href="#">EL.17.4</a><br><a href="#">EL.18.7</a> | PERFORMANCE              | Characteristic Sound<br>Videos (National Youth<br>Symphony):<br><a href="#">Flute</a><br><a href="#">Oboe</a><br><a href="#">Clarinet</a><br><a href="#">Alto Sax</a><br><a href="#">Bassoon</a><br><a href="#">Trumpet</a><br><a href="#">French Horn</a><br><a href="#">Low Brass</a><br><a href="#">Percussion</a><br><br>Links:<br><a href="#">Improvisation Games</a><br><br>Visuals:<br><a href="#">Concert Etiquette Rules</a> | Individual Playing<br>Assessment<br><br>Small-group Assessment<br><br>Assessment Rubrics:<br><a href="#">“Fist to 5” Self Assessment<br/>           Rubric</a><br><a href="#">Beginning Band<br/>           Performance Rubric</a> |

# Elementary Instrumental Music

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## INSTRUCTIONAL OBJECTIVES

The goal of the instructional objectives for Elementary Instrumental Music is to enable students to begin receiving instruction on wind, percussion, or string instruments of their choice with guidance from the music teacher. Instruction may begin at any elementary school grade level. Students demonstrate proper care of the instrument and basic positions, fingerings, and tone production. They count, read, and perform music at Solo Literature Grade Levels 0 and 1 of the Virginia Band and Orchestra Directors Association (VBODA). Students begin to describe, respond to, interpret, and evaluate works of music and create basic variations of simple melodies. They may use standard method books in either homogeneous or heterogeneous class settings. Students are provided with opportunities to participate in local and district music events.

## Music Theory/Literacy

### *Developing Music Literacy*

1. The student will identify, define, and use basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.  
MUS: EI.1.1 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
2. The student will read and sing selected lines from music being studied.  
MUS: EI.1.2 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
3. The student will echo, read, and perform simple rhythms and rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.  
MUS: EI.2 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6 | M: 5.4
4. The student will identify and demonstrate half-step and whole-step patterns.  
MUS: EI.3 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
5. The student will identify, read, and perform music in simple meters ( 24, 34, 44, C).  
MUS: EI.4 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6 | M: 5.2
6. The student will identify and notate key signatures of scales and literature being performed.  
MUS: EI.5 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
7. The wind/mallet student will read, notate, and perform one-octave ascending and descending concert F and B-flat major scales.  
MUS: EI.6.1 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
8. The string student will read, notate, and perform one-octave ascending and descending D and G major scales.  
MUS: EI.6.2 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6
9. The student will identify and perform music written in binary (AB) form.  
MUS: EI.7 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6

10. The student will define and use musical terminology found in the music literature being studied.

MUS: EI.9 | E: 4.1, 4.4, 4.6, 5.1, 5.4, 5.6

11. The student will use contemporary technology to notate a composition in standard notation.

MUS: EI.8.2 | E: 4.1, 4.6, 4.9, 5.1, 5.6, 5.9

#### Composing Music

12. The student will use music composition as a means of expression by creating a four-measure rhythmic and/or melodic composition.

MUS: EI.8.1 | E: 4.1, 4.6, 4.9, 5.1, 5.6, 5.9

## Performance

### *Demonstrating Instrumental Basics*

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13. The student will identify and select an appropriate instrument.

MUS: EI.10.1 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

14. The student will identify the parts of the instrument.

MUS: EI.10.2 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

15. The student will demonstrate procedures for care of the instrument.

MUS: EI.10.3 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

16. The student will demonstrate proper playing posture and instrument position.

MUS: EI.10.4 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

17. The string student will demonstrate proper bow hold and left-hand position.

MUS: EI.10.5 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

18. The wind student will demonstrate proper embouchure.

MUS: EI.10.6 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

19. The percussion student will demonstrate varied proper grips for mallets.

MUS: EI.10.7 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

20. The percussion student will demonstrate varied proper grips for snare drum sticks.

MUS: EI.10.7 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

### Demonstrating Instrumental Techniques

21. The student will demonstrate proper finger/slide placement, using finger/slide patterns and fingerings/positions.

MUS: EI.11.1 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2

22. The student will produce tones that are clear, free of tension, and sustained.

MUS: EI.11.2 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2

23. The wind student will demonstrate

- proper breathing techniques and embouchure
- contrasting articulations (tonguing, slurring, staccato, accent).

MUS: EI.11.3 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2



24. The string student will demonstrate

- proper bow hold
- straight bow stroke
- contrasting articulations (pizzicato, legato, staccato, two-note slurs)
- string bass: shifting to high D.

MUS: EI.11.4 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2

25. The percussion student will demonstrate

- stick control and performance of multiple bounce roll, 5-stroke roll, and flam, using appropriate grip
- stick control with mallets, using appropriate grip.

MUS: EI.11.5 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.2

### *Demonstrating Ensemble Skills*

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26. The student will demonstrate ensemble skills at a beginning level, including playing unisons, in accordance with VBODA Levels 0 and 1.

MUS: EI.12.1 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

27. The student will differentiate between unisons that are too high or low in order to match pitches and will make adjustments to facilitate accurate intonation.

MUS: EI.12.2 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

28. The student will balance and blend instrumental timbres when playing in an ensemble.

MUS: EI.12.3 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

29. The student will match dynamic levels and playing style when playing in an ensemble.

MUS: EI.12.4 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

30. The student will respond to and demonstrate conducting patterns and gestures.

MUS: EI.12.5 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

31. The student will maintain a steady beat at various tempos in the music literature being studied.

MUS: EI.12.6 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6 | S: 5.4

### *Performing Music*

32. The student will read and interpret standard music notation while performing music of varying styles and levels of difficulty, in accordance with VBODA Levels 0 and 1.

MUS: EI.13 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

33. The student will begin to use articulations and dynamic contrasts as means of expression.

MUS: EI.14 | E: 4.1, 4.2, 4.6, 5.1, 5.2, 5.6

34. The student will perform simple rhythmic and melodic examples in call-and-response styles.

MUS: EI.15 | E: 4.1, 4.6, 5.1, 5.6

## *Creating Music*

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35. The student will improvise rhythmic variations of four-measure excerpts taken from folk songs, exercises, or etudes.

MUS: EI.16 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9

## *Demonstrating Musicianship and Personal Responsibility*

36. The student will identify the characteristic sound of the instrument being studied.

MUS: EI.17.1 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

37. The student will monitor individual practice through the use of practice records or journals that identify specific musical goals.

MUS: EI.17.2 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

38. The student will participate in school performances and local or district events, as appropriate to level, ability, and interest.

MUS: EI.17.3 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

39. The student will describe and demonstrate rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).

MUS: EI.17.4 | E: 4.1, 4.2, 4.4, 4.6, 5.1, 5.2, 5.4, 5.6

## **Music History and Cultural Context**

### *Understanding Historical and Cultural Influences*

40. The student will identify the cultures, musical styles, composers, and historical periods associated with the music literature being studied.

MUS: EI.18.1 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9

41. The student will identify ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.

MUS: EI.18.2 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9

### *Making Connections*

42. The student will identify ways in which technology influences music.

MUS: EI.18.3 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9

43. The student will identify the relationship of music to the other fine arts and other fields of knowledge.

- MUS: EI.18.4 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
44. The student will identify career options in music.  
MUS: EI.18.5 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
45. The student will identify ethical standards as applied to the use of social media and copyrighted materials.  
MUS: EI.18.6 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
46. The student will demonstrate concert etiquette as an active listener.  
MUS: EI.18.7 | E: 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9

### *Analysis, Evaluation, and Critique*

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47. The student will analyze and evaluate music by identifying the cultural influences on and historical context of works of music.  
MUS: EI.19.1 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.9
48. The student will describe works of music, using inquiry skills and music terminology.  
MUS: EI.19.2 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.9
49. The student will identify accepted criteria used for evaluating works of music.  
MUS: EI.19.3 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.9
50. The student will describe performances of music, using music terminology.  
MUS: EI.19.4 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.9
51. The student will identify accepted criteria used for critiquing musical performances of self and others.  
MUS: EI.19.5 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.9

### *Aesthetics*

52. The student will investigate aesthetic concepts related to music by proposing a definition of music.  
MUS: EI.20.1 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
53. The student will identify reasons for preferences among works of music, using music terminology.  
MUS: EI.20.2 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
54. The student will identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.  
MUS: EI.20.3 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9
55. The student will explain the value of musical performance to the school community.  
MUS: EI.20.4 | E: 4.1, 4.2, 4.4, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9 | H: VS.1, VS.4, USI.1, USI.9