



5th-12th Grade Band

Standards, Benchmarks, and Objectives (SBOs)

Last Updated: 2022

Philosophy Statement

The Waukeee Band Program provides all students with opportunities to develop lifelong appreciation of music, take ownership over their own accomplishments, and contribute to something larger than themselves.

Standards At-A-Glance

Standard 1	Creating
Standard 2	Presenting
Standard 3	Responding
Standard 4	Connecting

Primary Anchor Resources for Curriculum Development

[National Core Arts Standards: Music - Traditional and Emerging Ensembles Strand](#)

Term/Acronym	Definition / Application
SBO	Standards, Benchmarks, and Objectives
Standard	Content standard which identifies knowledge and skills students should acquire; remains constant K-12. These are referred to as "Core Standards" in the Nat'l Arts documentation.
Benchmark	Specifies the standards - provides more detail on the knowledge and skills students should acquire; may be common across grade bands. These are referred to as "Anchor Standards" in the Nat'l Arts documentation. <i>Italicized benchmarks are Waukeee additions to Nat'l Arts standards.</i>
Objective	Articulates the specific knowledge or skills learners should be able to exhibit by the end of each grade level or course. <i>Italicized objectives are Waukeee additions to Nat'l Arts standards.</i>
KUD	"Know, Understand, Do" - defines what all students must know, understand, and be able to do for each standard by the end of the course; can be used to design instruction, create differentiated learning opportunities, and develop assessments
S1.A1.K	WAUKEE Standard 1, Benchmark A, Kindergarten. The NCCA Arts Outcome referenced will be identified in parentheses following the objective statement.

5th-12th Grade Band

STANDARD 1	5th Grade	Band Basics	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Marching Band - Color Guard only	10th-12th Grades: Concert / Symphonic Band, Band / Music	10th-12th Grades: Wind Symphony
NCCA Standard Strand	Novice	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient		HS Accomplished	HS Advanced
Standard 1: Creating									
Benchmark A: Generate and conceptualize artistic ideas and work. (NCCA Anchor Standard 1)									
	S1:A1.5 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.BB Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.6 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.7 Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal (MU:Cr1.1.E.5a)	S1:A1.8 Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. (MU:Cr1.1.E.8a)	S1:A1.9 Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal (MU:Cr1.1.E.1a)	S1:A1.MB Compose and improvise ideas for arrangements, sections, and short visual / dance compositions for specific purposes that reflect characteristic(s) of music and choreography from a variety of cultures studied in rehearsal (Adapted from MU:Cr1.1.E.1a)	S1:A1.HS1 Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal (MU:Cr1.1.E.1a)	S1:A1.HS2 Compose and improvise musical ideas for a variety of purposes and contexts (MU:Cr1.1.E.1a)
Benchmark B: Organize and develop artistic ideas and work. (NCCA Anchor Standard 2)									
	S1:B1.5 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.BB Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.6 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.7 Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.5a)	S1:B1.8 Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal (MU:Cr2.1.E.8a)	S1:B1.9 Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal (MU:Cr2.1.E.1a)	S1:B1.MB Select and develop arrangements, sections, and short visual / dance compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal (Adapted from MU:Cr2.1.E.1a)	S1:B1.HS1 Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal (MU:Cr2.1.E.1a)	S1:B1.HS2 Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts (MU:Cr2.1.E.1a)
	S1:B2.5 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.BB Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.6 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.7 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.5b)	S1:B2.8 Preserve draft compositions and improvisations through standard notation and audio recording (MU:Cr2.1.E.8b)	S1:B2.9 Preserve draft compositions and improvisations through standard notation and audio recording. (MU:Cr2.1.E.1b)	S1:B2.MB Preserve draft visual / dance compositions and improvisations through written notation or video recording (Adapted from MU:Cr2.1.E.1b)	S1:B2.HS1 Preserve draft compositions and improvisations through standard notation, audio, or video recording. (MU:Cr2.1.E.1b)	S1:B2.HS2 Preserve draft musical works through standard notation, audio, or video recording (MU:Cr2.1.E.1b)
Benchmark C: Refine and complete artistic work. (NCCA Anchor Standard 3)									
	S1:C1.5 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.BB Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.6 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.7 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)	S1:C1.8 Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. (MU:Cr3.1.E.8a)	S1:C1.9 Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. (MU:Cr3.1.E.1a)	S1:C1.MB Evaluate and refine draft arrangements, sections, short visual / dance compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes (Adapted from MU:Cr3.1.E.1a)	S1:C1.HS1 Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes (MU:Cr3.1.E.1a)	S1:C1.HS2 Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts (MU:Cr3.1.E.1a)
	S1:C2.5 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.5a)	S1:C2.BB Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.5a)	S1:C2.6 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.5a)	S1:C2.7 Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.5a)	S1:C2.8 Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal (MU:Cr3.2.E.8a)	S1:C2.9 Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes (MU:Cr3.2.E.1a)	S1:C2.MB Share personally-developed arrangements, sections, and short visual / dance compositions – individually or as an ensemble – that address identified purposes (Adapted from MU:Cr3.2.E.1a)	S1:C2.HS1 Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes (MU:Cr3.2.E.1a)	S1:C2.HS2 Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts (MU:Cr3.2.E.1a)

5th-12th Grade Band

STANDARD 2	5th Grade	Band Basics	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Marching Band - Color Guard only	10th-12th Grades: Concert / Symphonic Band, Band / Music HS Accomplished	10th-12th Grades: Wind Symphony HS Advanced
NCCA Standard Strand	Novice	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient			
Standard 2: Performing									
Benchmark A: Select, analyze, and interpret artistic work for presentation. (NCCA Anchor Standard 4)									
	S2:A1.5 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)	S2:A1.BB Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)	S2:A1.6 Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble (MU:Pr4.1.E.5a)	S2:A1.7 Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble (MU:Pr4.1.E.8a)	S2:A1.8 Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble (MU:Pr4.1.E.8a)	S2:A1.9 Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance (MU:Pr4.1.E.1a)	S2:A1.MB Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the visual program, the technical skill of the individual or ensemble, and the purpose and context of the performance (Adapted from MU:Pr4.1.E.1a)	S2:A1.HS1 Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance (MU:Pr4.1.E.1a)	S2:A1.HS2 Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance (MU:Pr4.1.E.1a)
	S2:A2.5 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.BB Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.6 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.7 Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances (MU:Pr4.2.E.5a)	S2:A2.8 Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances (MU:Pr4.2.E.8a)	S2:A2.9 Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances (MU:Pr4.2.E.1a)	S2:A2.MB Document and demonstrate, using flags, other guard equipment, and dance skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances (Adapted from MU:Pr4.2.E.1a)	S2:A2.HS1 Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances (MU:Pr4.2.E.1a)	S2:A2.HS2 Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances (MU:Pr4.2.E.1a)
	S2:A3.5 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (MU:Pr4.3.E.5a)	S2:A3.BB Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (MU:Pr4.3.E.5a)	S2:A3.6 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.7 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.8 Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.8a)	S2:A3.9 Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances (MU:Pr4.3.E.1a)	S2:A3.MB Demonstrate how understanding the style, genre, and context of a varied repertoire of dance and choreography, and work with flags and other guard equipment influences prepared performances as well as performers' technical skill to connect with the audience (Adapted from MU:Pr4.3.E.1a)	S2:A3.HS1 Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience (MU:Pr4.3.E.1a)	S2:A3.HS2 Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience (MU:Pr4.3.E.1a)
Benchmark B: Develop and refine artistic techniques and work for performances. (NCCA Anchor Standard 5)									
	S2:B1.5 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:Pr5.3.E.5a)	S2:B1.BB Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:Pr5.3.E.5a)	S2:B1.6 Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (MU:Pr5.3.E.5a)	S2:B1.7 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:Pr5.1.E.8a)	S2:B1.8 Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:Pr5.1.E.8a)	S2:B1.9 Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances (MU:Pr5.1.E.1a)	S2:B1.MB Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges and evaluate their success (Adapted from MU:Pr5.1.E.1a)	S2:B1.HS1 Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success (MU:Pr5.1.E.1a)	S2:B1.HS2 Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music (MU:Pr5.1.E.1a)
Benchmark C: Convey meaning through the presentation of artistic work. (NCCA Anchor Standard 6)									
	S2:C1.5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)	S2:C1.BB Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)	S2:C1.6 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (MU:Pr6.1.E.5a)	S2:C1.7 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles (MU:Pr6.1.E.8a)	S2:C1.8 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles (MU:Pr6.1.E.8a)	S2:C1.9 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres (MU:Pr6.1.E.1a)	S2:C1.MB Demonstrate mastery of the technical demands and an understanding of expressive qualities of movement and equipment work in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (Adapted from MU:Pr6.1.E.1a)	S2:C1.HS1 Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods (MU:Pr6.1.E.1a)	S2:C1.HS2 Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles (MU:Pr6.1.E.1a)
	S2:C2.5 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.BB Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.6 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.7 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.5b)	S2:C2.8 Demonstrate an awareness of the context of the music through prepared and improvised performances (MU:Pr6.1.E.8b)	S2:C2.9 Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.1b)	S2:C2.MB Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances (Adapted from MU:Pr6.1.E.1b)	S2:C2.HS1 Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances (MU:Pr6.1.E.1b)	S2:C2.HS2 Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances (MU:Pr6.1.E.1b)
Benchmark D: Demonstrates proficiency in skills specific to the Marching Band experience (WCSD)									
							S2:D1.MB Demonstrate proficient individual marching and movement technique (WCSD)	S2:D1.HS1 Demonstrate proficient individual marching and movement technique (WCSD)	S2:D1.HS2 Demonstrate proficient individual marching and movement technique (WCSD)
							S2:D2.MB Demonstrate proficient group marching technique within drill (WCSD)	S2:D2.HS1 Demonstrate proficient group marching technique within drill (WCSD)	S2:D2.HS2 Demonstrate proficient group marching technique within drill (WCSD)
							S2:D3.MB Coordinate choreographed movement with music within a show or parade (WCSD)	S2:D3.HS1 Coordinate music and movement within a choreographed show or parade (WCSD)	S2:D3.HS2 Coordinate music and movement within a choreographed show or parade (WCSD)

5th-12th Grade Band

STANDARD 3	5th Grade	Band Basics	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Marching Band - Color Guard only	10th-12th Grades: Concert / Symphonic Band, Band / Music	10th-12th Grades: Wind Symphony
NCCA Standard Strand	Novice	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient		HS Accomplished	HS Advanced
Standard 3: Responding									
Benchmark A: Perceive and analyze artistic work. (NCCA Anchor Standard 7)									
	S3:A1.5 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.BB Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.6 Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context (MU:Re7.1.E.5a)	S3:A1.7 Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context (MU:Re7.1.E.8a)	S3:A1.8 Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context (MU:Re7.1.E.8a)	S3:A1.9 Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context (MU:Re7.1.E.1a)	S3:A1.MB Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the criteria and the specified purpose and context (Adapted from MU:Re7.1.E.1a)	S3:A1.HS1 Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context (MU:Re7.1.E.1a)	S3:A1.HS2 Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context (MU:Re7.1.E.1a)
	S3:A2.5 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music (MU:Re7.2.E.5a)	S3:A2.BB Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music (MU:Re7.2.E.5a)	S3:A2.6 Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music (MU:Re7.2.E.5a)	S3:A2.7 Describe how understanding context and the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.8a)	S3:A2.8 Describe how understanding context and the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.8a)	S3:A2.9 Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music (MU:Re7.2.E.1a)	S3:A2.MB Explain how the analysis of structures and contexts of drill and choreography inform the response to music (Adapted from MU:Re7.2.E.1a)	S3:A2.HS1 Explain how the analysis of structures and contexts inform the response to music (MU:Re7.2.E.1a)	S3:A2.HS2 Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music (MU:Re7.2.E.1a)
Benchmark B: Interpret intent and meaning in artistic work. (NCCA Anchor Standard 8)									
	S3:B1.5 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.BB Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.6 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.7 Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.5a)	S3:B1.8 Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text (MU:Re8.1.E.8a)	S3:B1.9 Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and personal research (MU:Re8.1.E.1a)	S3:B1.MB Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music and visual performance, contexts, (when appropriate) the setting of the text, and varied researched sources (Adapted from MU:Re8.1.E.1a)	S3:B1.HS1 Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources (MU:Re8.1.E.1a)	S3:B1.HS2 Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms (MU:Re8.1.E.1a)
Benchmark C: Apply criteria to evaluate artistic work. (NCCA Anchor Standard 9)									
	S3:C1.5 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music (MU:Re9.1.E.5a)	S3:C1.BB Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music (MU:Re9.1.E.5a)	S3:C1.6 Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music (MU:Re9.1.E.5a)	S3:C1.7 Explain the influence of experiences, analysis, and context on interest in and evaluation of music (MU:Re9.1.E.8a)	S3:C1.8 Explain the influence of experiences, analysis, and context on interest in and evaluation of music (MU:Re9.1.E.8a)	S3:C1.9 Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context (MU:Re9.1.E.1a)	S3:C1.MB Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context (Adapted from MU:Re9.1.E.1a)	S3:C1.HS1 Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context (MU:Re9.1.E.1a)	S3:C1.HS2 Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts (MU:Re9.1.E.1a)

5th-12th Grade Band

STANDARD 4	5th Grade	Band Basics	6th Grade	7th Grade	8th Grade	9th Grade	10th-12th Grades: Marching Band - Color Guard only	10th-12th Grades: Concert / Symphonic Band, Band / Music	10th-12th Grades: Wind Symphony
NCCA Standard Strand	Novice	Novice	Novice / Intermediate	Novice / Intermediate	Intermediate	HS Proficient		HS Accomplished	HS Advanced
Standard 4: Connecting - NOTE: This is primarily a crosswalk standard that reflects embedded connection within the Create, Perform and Respond standards as per National Core Arts guidance.									
Benchmark A: Synthesize and relate knowledge and personal experience to make art. (NCCA Anchor Standard 10)									
	<p>S4:A1.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.5a MU:Re7.1.E.5a</p>	<p>S4:A1.BB Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.5a MU:Re7.1.E.5a</p>	<p>S4:A1.6 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.5a MU:Pr4.1.E.5a MU:Pr4.3.E.5a MU:Re7.1.E.5a</p>	<p>S4:A1.7 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Re7.1.E.8a</p>	<p>S4:A1.8 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.8a MU:Pr4.2.E.8a MU:Pr4.3.E.8a MU:Re7.1.E.8a</p>	<p>S4:A1.9 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.1a MU:Pr4.1.E.1a MU:Pr4.3.E.1a MU:Re7.1.E.1a</p>	<p>S4:A1.MB Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music and movement (Adapted from MU:Cn10.0.E.1a)</p> <p><i>Embedded within:</i> MU:Re7.1.E.1a MU:Cr3.2.E.1a MU:Pr4.1.E.1a MU:Pr4.3.E.1a</p>	<p>S4:A1.HS1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.1a)</p> <p><i>Embedded within:</i> MU:Re7.1.E.1a MU:Cr3.2.E.1a MU:Pr4.1.E.1a MU:Pr4.3.E.1a</p>	<p>S4:A1.HS2 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (MU:Cn10.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr3.2.E.1a MU:Pr4.1.E.1a MU:Pr4.3.E.1a MU:Re7.1.E.1a</p>
Benchmark B: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (NCCA Anchor Standard 11)									
	<p>S4:B1.5 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.5b MU:Re9.1.E.5a</p>	<p>S4:B1.BB Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.5b MU:Re9.1.E.5a</p>	<p>S4:B1.6 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.5a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.5a MU:Cr3.2.E.5a MU:Pr6.1.E.5b MU:Re9.1.E.5a</p>	<p>S4:B1.7 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.8a MU:Cr3.2.E.8a MU:Pr6.1.E.8b MU:Re9.1.E.8a</p>	<p>S4:B1.8 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.8a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.8a MU:Cr3.2.E.8a MU:Pr6.1.E.8b MU:Re9.1.E.8a</p>	<p>S4:B1.9 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.1a MU:Cr3.2.E.1a MU:Pr6.1.E.1b MU:Re9.1.E.1a</p>	<p>S4:B1.MB Demonstrate understanding of relationships between music/visual performance and the other arts, other disciplines, varied contexts, and daily life (Adapted from MU:Cn11.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.1a MU:Cr3.2.E.1a MU:Pr6.1.E.1b MU:Re9.1.E.1a</p>	<p>S4:B1.HS1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.1a MU:Cr3.2.E.1a MU:Pr6.1.E.1b MU:Re9.1.E.1a</p>	<p>S4:B1.HS2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life (MU:Cn11.0.E.1a)</p> <p><i>Embedded within:</i> MU:Cr1.1.E.1a MU:Cr3.2.E.1a MU:Pr6.1.E.1b MU:Re9.1.E.1a</p>