



High School Music History & Theory

Standards, Benchmarks, and Objectives (SBOs)

Last Updated: 2022

Music Department Philosophy Statements

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.

The Waukeee Vocal Music Department provides instruction and opportunities for students to collaborate with peers, develop age appropriate vocal technique, and build music literacy skills through music inclusive of different historical periods and cultures. It is the goal of the Vocal Music Department to provide students with a comprehensive education full of performance experiences that promote life-long singing and appreciation.

Standards At-A-Glance

Standard 1	Music History
Standard 2	Music Theory Concepts

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. Italicized benchmarks are Waukeee additions to Nat'l Arts standards.
Objective	Articulates the specific knowledge or skills learners should be able to exhibit by the end of each grade level or course. Italicized objectives are Waukeee additions to Nat'l Arts standards.
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.

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STANDARD 1	Music History
Benchmark A: Analyze the evolution of music through the chronological history of Western music	
	S1:A.1.MHT Define music
	S1:A.2.MHT Describe the differences between musical periods including Antiquity, Medieval, Renaissance, Baroque, Classical and Romantic periods
	S1:A.3.MHT Analyze how the elements of music relate to the style and mood of a piece of music
	S1:A.4 MHT Share recorded performances of others' works and explain how the elements of music are used to convey intent
Benchmark B: Connect musical ideas to personal experiences and wider contexts to deepen understanding	
	S1:B.1 MHT Demonstrate understanding of relationships between music and other arts; other disciplines; societal, cultural, and historical contexts; and daily life
STANDARD 2	Music Theory Concepts
Benchmark A: Identify and use accurate pitch and rhythmic notation	
	S2:A.1.MHT Identify and use accurate note names and symbols in treble clef, bass clef, and C clef
	S2:A.2.MHT Identify and write accurate notes including correct use of dots, stem directions, flags, and beams
Benchmark B: Identify and use various modes, keys, and scales	
	S2:B.1.MHT Identify and use key signatures
	S2:B.2.MHT Identify and use scales of varying degrees including major, natural minor, harmonic minor, melodic minor, and diatonic
Benchmark C: Identify and use intervals and triads	
	S2:C.1.MHT Define intervals, triads, and seventh chords
	S2:C.2.MHT Explain the difference between melodic and harmonic intervals, compound intervals, consonant intervals, and dissonant intervals