

	<p>in the school.</p> <p>3. Instruction on string instruments begins no later than grade 4, and instruction on wind and percussion instruments begins no later than grade 5.</p> <p>4. Where ensemble students are not able to take General Music classes, the curriculum in the ensemble adequately covers all three artistic processes (Creating, Performing, and Responding).</p> <p>5. Students with special needs are given the same opportunities to elect instruction as other students.</p> <p>6. Special experiences are designed for gifted and talented students according to their abilities and interests.</p>	<input type="checkbox"/> <input type="checkbox"/>			
Scheduling	<p>1. Every performing group presents a series of performances, open performances, or "informances" for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble,</p>	<input type="checkbox"/>	<p>1. For programs at the secondary level, at least one performing group of each type (such as band, jazz ensemble, orchestra, chorus, guitar) presents one performance yearly at a premiere venue. This venue may be a local concert hall or may involve travel out of the school district.</p>	<input type="checkbox"/>	

	<p>timpani, concert bass drums, crash cymbals, suspended cymbals, tambourines, triangles, xylophones and marimbas, orchestral bells, assorted percussion equipment.</p> <p>* Middle School Jazz Ensemble: in addition to listings for Middle School Band, baritone sax, electric bass with amplifier, trap set.</p> <p>* High School Strings: same as Middle School Strings.</p> <p>* High School Jazz Ensemble: in addition to listings for Middle School Jazz Ensemble, bass trombone.</p> <p>* High School Band: in addition to listings for Middle School Band, E-flat clarinets, A clarinets, alto clarinets, contrabass clarinets, bass trombones.</p> <p>* Emerging Ensembles: guitars, drums, pans, as appropriate for the ensemble.</p> <p>3. Instruments are maintained in good repair, with pianos tuned at least three times each year. An annual budget is provided for repair and maintenance of instruments equal to at least 5 percent of the current replacement value of the</p>	<input type="checkbox"/>			
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	total inventory of instruments and equipment.				
Accessories	<p>1. The following are provided in sufficient quantity:</p> <ul style="list-style-type: none"> * All level ensembles (generally): conductors' stands, tuning devices, music folders, chairs designed for music classes. * Middle/High School Band: drum stands, movable percussion cabinets, tuba chairs, bass stools. * Middle/High School Chorus: a set of portable choral risers is conveniently available to every room in which choral music is taught. 	<input type="checkbox"/>	<p>1. In addition to the accessories available at the basic level, the following are provided:</p> <ul style="list-style-type: none"> * A portable PA system w/sufficient microphones for soloists and/or groups. * A complete set of specialized mutes for brass players including harmon, pixie, plunger, and bucket mutes. 	<input type="checkbox"/>	
Content	<p>1. A library of music is provided that is sufficient to provide a folder of original music for each student in choral groups and for each stand of no more than two performers in instrumental groups, with original copies for each student provided for instruments for which sharing stands is not feasible or traditional. The library contains music appropriate for various levels from which students can choose. The library contains no materials produced in violation of copyright laws. The music</p>	<input type="checkbox"/>	<p>1. At least fifteen titles are added to the music library each year.</p>	<input type="checkbox"/>	

	<p>(which may draw on a library shared with other schools in the district) library contains:</p> <ul style="list-style-type: none">* For Elementary ensembles: at least forty titles for each type of group. At least five titles for each type of group are added each year.* For Middle School or High School ensembles: at least seventy-five titles for each type of group. At least five titles for each type of group are added each year. <p>2. The school library or resource center contains a variety of music-related books (for which virtual access is permissible) and other print, audio, video, and computer materials.</p> <p>3. An annual budget is provided for supplies including recordings or downloads, computer media, and other special supplies, materials, and equipment needed for the teaching of the music curriculum.</p>	<input type="checkbox"/> <input type="checkbox"/>			
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Technology	1. In every school the following are available for use in music instruction: computers and appropriate software, including notation, sequencing, and audio editing software; printers, audio and video input and output devices, electronic keyboards. Technology is available to support student assessment strategies adopted by the school or district.	<input type="checkbox"/>	1. Each ensemble has available at least one electronic version of key ensemble instruments (e.g., electric violin, MIDI wind controller, electric guitar) so that students can gain experience with these instruments. 2. Teachers have quality projectors and/or interactive boards.	<input type="checkbox"/> <input type="checkbox"/>	
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Facilities					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
	1. Instrumental rehearsal rooms contain at least 1,800 sq. ft. of floor space, with a ceiling at least 16 feet high and a double-entry door. Ventilation provides an air-exchange rate double that of an ordinary classroom. 2. Choral rehearsal rooms contain at least 1,200 sq. ft. of floor space, with a ceiling at least 14 feet high and a double-entry door. 3. Each school contains at least one practice room of at least 55 square feet for each 40 students enrolled in performing groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1. Instrumental rehearsal rooms contain at least 2,500 sq. ft. of floor space, with a ceiling at least 20 feet high and a double-entry door. Ventilation provides an air-exchange rate double that of an ordinary classroom. 2. Choral rehearsal rooms contain at least 1,800 sq. ft. of floor space, with a ceiling at least 16 feet high and a double-entry door. 3. Each school contains at least one practice room of at least 55 square feet for each 20 students enrolled in performing groups.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

	<p>4. Office or studio space is provided to each music educator adjacent to the instructional area in which the educator teaches, with convenient access to a telephone and internet-connected computer.</p> <p>5. Space is available for the repair and maintenance of instruments. This space has convenient access to running water.</p> <p>6. Sufficient secured storage space is available to store instruments, equipment, and instructional materials. Cabinets and shelving are provided, as well as lockers for the storage of instruments in daily use. This space is immediately adjacent to the rehearsal facilities.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>4. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.</p>	<input type="checkbox"/>	
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Composition/Theory

Curriculum and Scheduling					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Curriculum	1. The curriculum includes experiences in creating music and in common-practice music theory. Notwithstanding the fact that this strand is oriented most closely to Creating, both Performing and Responding experiences form part of the curriculum.	<input type="checkbox"/>	1. In addition to common practice theory, an introduction to song writing, jazz-harmony, counterpoint and/or set theory and/or post-tonal analysis are included. Units on electronic instrument creation and design, and computer programming of electronic instruments, and sound design are included.	<input type="checkbox"/>	
Scheduling	1. The schedule for composition and theory classes is equivalent to that for other academic subjects in the school. 2. The class size of composition and theory classes does not exceed the average for other academic classes in the school.	<input type="checkbox"/> <input type="checkbox"/>			
Staffing					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes

Teacher Qualifications & Load	1. Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in music theory and composition.	<input type="checkbox"/>			
Professional Development & Evaluation	1. Teachers have regular access to professional development materials in composition and theory, including online NAFME resources.	<input type="checkbox"/>			
Materials & Equipment					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Instruments	1. There are sufficient MIDI keyboards, speakers, and printers to be used with the computers supplied in the classroom.	<input type="checkbox"/>	1. The latest electronic instruments are available for students, such as wind controllers, electric violins, iPads, etc. 2. Tablet devices are provided for use as a musical instrument.	<input type="checkbox"/> <input type="checkbox"/>	
Accessories	1. There are sufficient high-quality microphones to enable students to complete recordings of composition projects.	<input type="checkbox"/>	1. In addition to microphones, video cameras are available for students who are interested in combining video and music. 2. Online/cloudspace or classroom hard-drive storage space is provided to store	<input type="checkbox"/> <input type="checkbox"/>	

	<p>multimedia-ready, internet-capable computers with audio and video in/out capability, General MIDI sound generation, quality powered speakers and USB/firewire and/or Thunderbolt accessible, preferably with a CD/DVD player/Recorder which is attached to a projection device.</p>				
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Facilities

	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
	<p>1. Students have access to performance spaces on a regular basis to enable them to present their compositions. 2. The room with computers, speakers, keyboards etc. is sound proofed to allow students to play back compositions with large dynamic ranges without disturbing other teachers. Likewise, the soundproofing will prevent outside noise from bleeding in.</p>	<p><input type="checkbox"/> <input type="checkbox"/></p>	<p>1. Students have access to high-quality performance venues at least once a year to enable them to present their compositions to the public.</p>	<p><input type="checkbox"/></p>	

Guitar/Keyboard/Harmonizing Instruments (Elementary and Secondary Grades)¹

Curriculum and Scheduling					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Curriculum	1. The curriculum includes experience in creating, performing, and responding as specified in the Standards strand on Guitar/Keyboard.	<input type="checkbox"/>			
Scheduling	1. The schedule for Guitar/Keyboard classes is equivalent to that for other academic subjects in the school. 2. The class size of Guitar/Keyboard classes does not exceed the average for other academic classes in the school.	<input type="checkbox"/> <input type="checkbox"/>	1. Scheduling offers multi-level guitar class/ensemble options. 2. Scheduling allows for classes to be ability based.	<input type="checkbox"/> <input type="checkbox"/>	
Staffing					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Teacher Qualifications & Load	1. Instruction is provided by Highly Qualified/Certified music teachers who have received formal training (including inservice training)	<input type="checkbox"/>			

¹ Also applies to classes in other harmonizing instruments, e.g., ukulele, dulcimer)

	in the harmonizing instruments.				
Professional Development & Evaluation	1. Teachers have regular access to professional development materials and experiences in teaching Guitar/Keyboard, including online NAFME resources.	<input type="checkbox"/>			
Materials & Equipment					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Instruments	1. There is a sufficient number of guitars/Keyboards or other harmonizing instruments such that all students can be simultaneously engaged in making music.	<input type="checkbox"/>	1. Tablet devices are available for use as a musical instrument	<input type="checkbox"/>	
Accessories	1. The following are provided in sufficient quantity: music stands, tuning devices, music folders, chairs designed for music classes, safe guitar stands. 2. There is sufficient annual budget, amounting to 5% of inventory value, for strings and repairs to district-owned instruments.	<input type="checkbox"/> <input type="checkbox"/>	1. Multiple method books are made available. 2. There is sufficient annual budget, amounting to greater than 5 percent of inventory value, for strings and repairs to district-owned instruments.	<input type="checkbox"/> <input type="checkbox"/>	
Content	1. A library of music is provided that is sufficient to	<input type="checkbox"/>	1. The library is budgeted to provide for twenty new titles	<input type="checkbox"/>	

	provide a folder of music for each student in the class. The library contains no materials produced in violation of copyright laws. The music library contains at least forty titles (which may be in anthologies), representing various styles and genres and appropriate to the instruments used.		each year depending on the number of performances that are expected.		
Technology	1. In every school the following are available for use in music instruction: computers and appropriate software, including notation, sequencing, and audio editing software; printers, audio and video input and output devices, electronic keyboards.	<input type="checkbox"/>	1. Students should have access to software that do assessments such as Music Prodigy or Smart Music as well as creative software tools like Garage Band or Band in the Box. Classroom should have a sound system and a way to amplify instruments if necessary.	<input type="checkbox"/>	

Facilities

	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
	1. Students have access to performance spaces on a regular basis to enable them to present their accomplishments. 2. The school has both rehearsal and performance space adequate to the needs of the instruments used (e.g., allowing for student seating	<input type="checkbox"/> <input type="checkbox"/>	1. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.	<input type="checkbox"/>	

	that encourages correct posture and clear sight lines).				
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Technology

Curriculum and Scheduling					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Curriculum	1. The curriculum includes experience in creating, performing, and responding to music using digital and analog technologies.	<input type="checkbox"/>			
Scheduling	1. The schedule for music technology classes is equivalent to that for other academic subjects in the school. 2. The class size of music technology classes does not exceed the average for other academic classes in the school.	<input type="checkbox"/> <input type="checkbox"/>			
Staffing					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes

Teacher Qualifications & Load	1. Instruction is provided by Highly Qualified/Certified music teachers who have received formal training (including in-service training) in music technology.	<input type="checkbox"/>			
Professional Development & Evaluation	1. Teachers have regular access to professional development materials and experiences in teaching music technology, including online NAFME resources.	<input type="checkbox"/>			
Materials & Equipment					
	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
Instruments	1. There is a sufficient number of MIDI and digital controllers and related equipment such that all students can be simultaneously engaged in making music.	<input type="checkbox"/>	1. Tablet devices are available for use as a musical instrument	<input type="checkbox"/>	
Accessories	1. The following are provided in sufficient quantity: visual and audio recording devices (e.g., flip camera, dvd video recorder). 2. iPad/iPod or equivalent loaded with instrument apps, music theory games, textbook music etc.	<input type="checkbox"/> <input type="checkbox"/>			

	3. Personal amplification system for teacher (e.g., red cat).	<input type="checkbox"/>			
Content	1. A library of software is provided that is sufficient to provide a license for each student in the class. The library contains software for sequencing, notation, and audio and video editing.	<input type="checkbox"/>	1. At least five titles are updated/upgraded or added to the library each year.	<input type="checkbox"/>	
Technology	1. In every school the following are available for use in music instruction: computers and appropriate software, including notation, sequencing, and audio editing software; printers, audio and video input and output devices, electronic keyboards. 2. Access is provided to a building laptop cart or iPad cart.	<input type="checkbox"/> <input type="checkbox"/>	1. Access is provided to online composition and notation sites for sharing and collaborative composition.	<input type="checkbox"/>	

Facilities

	Basic	Check if Present for your Program	Quality	Check if Present for your Program	Notes
	1. Students have access to performance spaces with appropriate sound reproduction equipment on a regular basis to enable them to present their accomplishments.	<input type="checkbox"/>	1. Students have access to high-quality performance venues at least once a year to enable them to present academic accomplishments to the public.	<input type="checkbox"/>	

			<p>2. Students are enabled to present their work online at least once a year.</p> <p>3. There is a designated space or room for digital music classes.</p>	<input type="checkbox"/> <input type="checkbox"/>	
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