

MUSIC STANDARDS

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Standard One: Performing

Students will use the performance of music as a means for creative expression and communication.

RATIONALE: Musical performance is one way of developing effective communicators. Through the performance of music, students develop confidence, self-discipline, and the ability to work with others. They see themselves as a relevant part of their world and integrate prior knowledge and personal experiences into a variety of endeavors. The music they perform or study often becomes an integral part of their personal musical repertoire.

Indicator:

1. Students will sing, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will

- a. sing and match a simple melodic pattern in their vocal range.
- b. sing simple songs in various keys, meters and genres, becoming increasingly accurate in pitch and rhythm.
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures and ethnic groups.
- d. use their voices expressively as they speak, chant, and sing.
- e. sing simple ostinati or chants with another vocal part.

3 - 4 Benchmarks

Students will

- a. sing independently, on pitch and in rhythm, with appropriate technique, diction, and posture, while maintaining a steady tempo.
- b. sing expressively, with appropriate dynamics, phrasing, and interpretation.
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

- d. sing ostinatos, partner songs, and rounds.
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

Indicator:

- 2. Students will perform on instruments, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will

- a. play simple melodies and accompaniment on instruments maintaining a steady tempo.
- b. perform simple rhythmic and melodic ostinati while students sing a contrasting part.
- c. perform music from different cultures and ethnic groups.
- d. experiment with instruments for accompaniments to music or creative movement.

3 - 4 Benchmarks

Students will

- a. perform on pitch, in rhythm, and with appropriate dynamics and technique, while maintaining a steady tempo.
- b. perform simple rhythmic, melodic, and chordal patterns accurately and independently on instruments.
- c. perform expressively a varied repertoire of music representing diverse genres and styles.
- d. echo short rhythmic and melodic patterns.
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- f. perform independent instrumental parts while other students sing or play contrasting parts.

Standard Two: Creating

Students will communicate their thoughts and ideas through the creation of music.

RATIONALE: Composing and improvising provide students with unique insight into the form and structure of music and, at the same time, help them to develop their creativity. Working within the form and structure of music, students gain the ability to problem-solve and apply their basic knowledge using higher level thinking skills. These skills are enhanced through emerging technology.

Indicator:

- 1. Students will improvise melodies, variations, and accompaniments.

K – 2 Benchmarks

Students will

- a. improvise "answers" to short rhythmic and melodic phrases.
- b. improvise simple rhythmic and melodic accompaniments.
- c. improvise songs to accompany stories and dramatizations.

3 - 4 Benchmarks

Students will

- a. improvise "answers" in the same style to given rhythmic and melodic phrases.
- b. improvise simple rhythmic and melodic ostinato accompaniments.
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- d. improvise short songs and instrumental pieces, using a variety of sound sources.

Indicator:

2. Students will compose and arrange music within specified guidelines.

K – 2 Benchmarks

Students will

- a. create short pieces of music using voices, instruments, and other sound sources.

3 - 4 Benchmarks

Students will

- a. create and arrange music to accompany readings or dramatizations.
- b. create and arrange simple rhythmic and melodic pieces within specific guidelines, using a variety of sound sources.

Standard Three: Reading

Students will read and notate music.

RATIONALE: Learning to read and notate music gives students skills with which to explore music independently and with others. Reading music promotes higher level thinking skills through translation of symbols and serves as a means of communication throughout the world. A firm grounding in this standard lays the foundation for life long learning.

Indicator:

1. Students will read and notate music.

K – 2 Benchmarks

Students will

- a. read whole, half, quarter, and paired eighth notes and quarter rests in 2/4, 3/4, and 4/4 meter.

- b. use a system (i.e. syllables, numbers, or letters) to begin to read simple pitch notation on a staff.
- c. recognize dynamics and tempo and interpret them correctly.

3 - 4 Benchmarks

Students will

- a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4 , 3/4 , and 4/4 meter signatures.
- b. use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in the treble clef.
- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.

Standard Four: Listening

Students will listen to, analyze, and evaluate music.

RATIONALE: Listening to, analyzing, and evaluating music are important building blocks of musical learning. These skills expand musical appreciation, expression, and the justification of musical preferences, leading to knowledgeable consumers and supporters of music. They also provide a foundation for critical thinking.

Indicator:

1. Students will listen to, analyze, and describe music.

K – 2 Benchmarks

Students will

- a. begin to identify simple music forms.
- b. identify the timbre of instruments and voices.
- c. respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

3 - 4 Benchmarks

Students will

- a. identify simple music forms when presented aurally.
- b. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- c. identify the sounds of a variety of instruments and voices representing diverse styles, genres, and various cultures.

Indicator:

2. Students will evaluate music and music performances.

K – 2 Benchmarks

Students will

- a. use their own vocabulary and standard music terminology to explain personal preferences for specific musical works and styles.

3 - 4 Benchmarks

Students will

- a. evaluate performances and compositions given specific criteria.
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

Standard Five: Understanding Relationships

Students will understand music’s relationship to society, the other arts, disciplines outside the arts, history, and culture.

RATIONALE: Integration of other disciplines with music helps students see relevance and connections among all curricular areas. Music is a frame of reference for the culture and environment which created it. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. By understanding the cultural and historical forces that shape social attitude and behaviors, students are better prepared to live in communities that are increasingly multicultural. Through an understanding of others, we increase our understanding of self.

Indicator:

1. Students will understand relationships between music, the other arts, and disciplines outside the arts.

K – 2 Benchmarks

Students will

- a. perform and listen to music that correlates to other curricular areas.

3 - 4 Benchmarks

Students will

- a. identify similarities and differences in the meanings of common terms used in the various arts.
- b. identify ways in which the content of other disciplines is interrelated with that of music.

Indicator:

2. Students will understand music in relation to history and culture.

K – 2 Benchmarks

Students will

- a. perform and listen to music from various genres, styles, cultures, and ethnic groups.
- b. demonstrate an awareness of music as a part of daily life.

3 - 4 Benchmarks

Students will

- a. identify by genre or style aural examples of music from various historical periods, cultures, and ethnic groups.
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world.
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- d. identify and describe roles of music and musicians in various music settings and cultures.
- e. demonstrate audience behavior appropriate for the context and style of music performed.