

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines</p> <p>b. Listen for repeated patterns in music</p> <p>c. Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low</p> <p>d. Explore sounds in selected environments</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Experiment with a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums</p> <p>b. Identify repeated patterns in music</p> <p>c. Identify sounds as fast/slow, loud/soft (quiet), long/short, high/low</p> <p>d. Explore and discuss sounds heard in selected environments</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Identify classroom instruments by sight and sound such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums</p> <p>b. Identify same and different patterns heard in music</p> <p>c. Compare musical sounds: fast/slow, loud/soft (quiet), long/short, high/low</p> <p>d. Use and simulate environmental sounds</p> <p>e. Listen to and perform music in both major and minor modes</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Classify band and orchestra instruments by sight according to methods of sound production such as blow, pluck and bow, strike, and shake</p> <p>b. Identify call and response and verse and refrain when presented aurally</p> <p>c. Listen to, perform, and describe music that illustrates fast/slow, loud/soft (quiet), long/short, high/low</p> <p>d. Identify and describe environmental sounds</p> <p>e. Listen to, perform, and describe music in both major and minor modes</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family</p> <p>b. Identify ABA and call-and-response musical forms, when presented aurally</p> <p>c.</p> <p>d. Describe environmental sounds heard, with attention to tempo, dynamics, and pitch</p> <p>e. Distinguish between major and minor modes presented aurally</p>

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<p>2. Experience performance through singing and playing instruments</p> <p>a. Sing songs that use the voice in a variety of ways</p> <p>b. Listen to examples of adult male voices, adult female voices, and children’s voices</p> <p>c. Practice “wait and listen” before imitating rhythmic and melodic patterns</p> <p>d. Explore steady beat through singing, speaking, and playing classroom instruments.</p>	<p>2. Experience performance through singing and playing instruments</p> <p>a. Experiment with vocal sounds, such as singing, speaking, whispering, and calling, that use a variety of pitches within a limited vocal range</p> <p>b. Listen to examples of adult male voices, adult female voices, and children’s voices</p> <p>c. Practice “wait and listen” before imitating rhythmic and melodic patterns</p> <p>d. Explore steady beat through singing, speaking, and playing classroom instruments</p>	<p>2. Experience performance through singing and playing instruments</p> <p>a. Demonstrate vocal qualities, such as head voice and chest voice and experiment with high and low vocal sounds, matching pitches within a limited vocal range</p> <p>b. Distinguish between adult male voices, female voices, and children’s voices in aural examples</p> <p>c. Demonstrate ability to echo short rhythmic and melodic patterns (quarter note, two eighths connected, and quarter rest)</p> <p>d. Practice steady beat through singing, speaking, and playing classroom instruments</p>	<p>2. Experience performance through singing and playing instruments</p> <p>a. Use the head voice to sing a varied repertoire of songs, singing games, and songs with instrumental accompaniment, matching pitches within a limited vocal range</p> <p>b. Describe the differences between adult male voices, adult female voices, and children’s voices</p> <p>c. Echo a variety of short rhythmic and melodic patterns (quarter note, two eighths connected, half note, whole note, and quarter rest)</p> <p>d. Demonstrate the ability to maintain a steady beat through singing, speaking, and playing classroom instruments</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>a. Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected</p> <p>b. Sing and play a variety of music at a given tempo, using correct singing posture and clear diction</p> <p>c. Sing two- and three-part rounds accurately</p> <p>d. Perform ostinatos to support given melodies</p>

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<p>2. Experience performance through singing and playing instruments</p>	<p>2. Experience performance through singing and playing instruments</p> <p>e. Explore beat groupings (meter) through singing, speaking, and playing classroom instruments</p> <p>f. Explore use of simple 2- or 4-beat rhythmic ostinatos</p> <p>g. Sing or play in groups, matching tempo (fast and slow)</p> <p>h. Experience as an audience member a variety of concerts, plays, and other age appropriate programming</p>	<p>2. Experience performance through singing and playing instruments</p> <p>e. Demonstrate meter through singing, speaking, and playing classroom instruments</p> <p>f. Perform simple 2- or 4-beat rhythmic ostinatos</p> <p>g. Sing a variety of songs with the class or individually, independent of the teacher's or recorded voice(s)</p> <p>h. Sing or play in groups, matching dynamic levels (soft and loud)</p>	<p>2. Experience performance through singing and playing instruments</p> <p>e. Perform and identify simple and compound meters</p> <p>f. Sing one part of a 2-part round while the teacher sings the other part</p> <p>g. Perform an ostinato while other students perform a contrasting ostinato</p> <p>h. Use good singing and playing posture as demonstrated by the teacher</p> <p>i. Sing from memory a varied repertoire of songs representing genres and styles from diverse world cultures</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>e. Explain appropriate performance behavior</p>

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<p>2. Experience performance through singing and playing instruments</p>	<p>2. Experience performance through singing and playing instruments</p>	<p>2. Experience performance through singing and playing instruments</p>	<p>2. Experience performance through singing and playing instruments</p>	<p>2. Experience performance through singing and playing instruments</p>
<p>3. Respond to music through movement</p> <p>a. Express music through movement, developing the concept of personal space (“bubble space”)</p> <p>b. Respond to steady beat through locomotor and body movement</p> <p>c. Listen for simple directions or verbal cues in singing games</p> <p>d. Explore a variety of locomotor and non-locomotor movements to show meter</p>	<p>3. Respond to music through movement</p> <p>a. Demonstrate understanding of personal space while moving to music</p> <p>b. Explore steady beat through locomotor and non-locomotor movement</p> <p>c. Follow simple directions or verbal cues in singing games</p> <p>d. Use a variety of locomotor and non-locomotor movements to show meter</p>	<p>3. Respond to music through movement</p> <p>a. Demonstrate musical characteristics through movement to music</p> <p>b. Practice steady beat through locomotor and non-locomotor movement</p> <p>c. Follow musical cues in singing games</p> <p>d. Experiment with a variety of locomotor and non-locomotor movements to show meter</p>	<p>3. Respond to music through movement</p> <p>a. Create movement patterns for music and describe the relationships of movement to music</p> <p>b. Demonstrate ability to maintain steady beat through locomotor and non-locomotor movement</p> <p>c. Demonstrate sequences of movement in singing games</p> <p>d. Identify meter in aural music examples and describe the meter through movement</p>	<p>3. Respond to music through movement</p> <p>a. Create movement patterns to communicate meaning or feeling in music</p> <p>b. Conduct music in two meter (two measures)</p>

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<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Demonstrate mechanics of reading from left to right</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Interpret picture symbols representing musical characteristics</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Use stem notation to read and write rhythm patterns including quarter note, quarter rest, and two eighth notes connected</p> <p>b. Relate melodic contour to standard and non-standard notation</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Identify and apply 2, 3, 4, and 6 as representing meter in aural and visual examples</p> <p>b. Experiment with standard and non-standard notation to represent simple melodies (2 measures)</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Indicate occurrences of chord changes presented aurally (I and V chords)</p> <p>b. Write simple rhythm patterns from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures)</p> <p>c. Notate short improvised melodies using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures)</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Explore music used in daily living</p> <p>b. Sing songs representative of different activities, holidays, and seasons in a variety of world cultures</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Explore music used in the school and community</p> <p>b. Sing and listen to music representative of different activities, holidays, and seasons in a variety of world cultures</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe how music is used in the home, school, and community</p> <p>b. Sing, listen to, and discuss music representative of different activities, holidays, and seasons in a variety of world cultures</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe characteristics that make certain music suitable for each use, such as lullabies and marches</p> <p>b. Sing, listen to, and describe music representative of different activities, holidays, and seasons in a variety of world cultures</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe how music reflects daily experience in the local community</p> <p>b. Listen to and perform folk and composed music that is used to celebrate holidays in various cultures</p> <p>c. Listen to music examples from various world cultures and describe how tempo, dynamics, and pitch are used</p> <p>d. Identify and describe roles of musicians in the local community</p> <p>e. Use movement to describe aural musical examples</p>

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<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p>
<p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Explore a rich repertoire of children's music that includes singing games and finger play</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to and perform a rich repertoire of music representing its roles in the lives of people, such as work songs</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to and perform a rich repertoire of music representing its roles in the lives of people, such as patriotic songs and spirituals</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to a variety of musical works and relate them to specific historical events.</p> <p>f. Discuss ways in which creating and performing music bring personal satisfaction</p> <p>g. Demonstrate audience behaviors that are respectful of the performer(s)</p>

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Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>2. Become acquainted with the roles of music in the lives of people</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p> <p>c. Listen to musical examples that represent styles and traditions from various historical periods and world cultures</p>
<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>a. Explore creative expression through music, dance, creative dramatics, and the visual arts</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>a. Explore creative expression through music, dance, creative dramatics, and the visual arts</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>a. Demonstrate creative expression through music, dance, creative dramatics, and the visual arts</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>a. Experiment with individual creative expression through music, dance, creative dramatics, and the visual arts</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>a. Demonstrate individual creative expression through music, dance, drama, and the visual arts</p>

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2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>b. Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>b. Participate in music activities that emphasize rhyming words and “all about me” themes</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>b. Participate in music activities that connect music content to that in other subject areas, such as, <i>The Planets</i> by Gustav Holst</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>b. Participate in music activities whose content and processes correlate with those in other subjects taught in the school, such as cumulative songs for mathematics and regions of the world for social studies</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</p> <p>b. Demonstrate ways in which the processes and content in music correlate with those of other subject areas taught in the school</p>
<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to music representative of a variety of styles and genres and categorize it as “old” or “new” (“back in the day” or “today”)</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to music representative of a variety of styles and genres and explain why each example is classified as “old” or “new”</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to and describe similarities and differences in more than one version of the same piece, including examples representative of a variety of styles and genres</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to and perform songs, games, and dances representing a variety of composers, styles genres, and world cultures to develop awareness of music history</p>

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Experiment with sound patterns through exploration of classroom instruments</p> <p>b. Use the voice to improvise animal and environmental sounds</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Explore the use of pictorial representations for sound</p> <p>b. Use body percussion to create sound patterns</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Sort classroom instruments by sound and playing technique</p> <p>b. Improvise simple text (one or two words) by "filling in the blank" in familiar songs</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Create a sound piece by interpreting pictorial representations of sound</p> <p>b. Use body percussion to create rhythmic sound patterns</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Improvise sounds to enhance stories and songs</p> <p>b. Improvise alternate texts for phrases in familiar songs</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Create pictorial representations of sounds to form a sound piece</p> <p>b. Use the voice and classroom instruments to create simple melodic patterns</p> <p>c. Create short ostinato patterns to enhance given melodies</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Improvise instrumental sounds to enhance songs and stories</p> <p>b. Use the voice to improvise simple melodic phrases, such as scat singing, street calls, and blues</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Interpret iconic representation for sound in sound pieces and song accompaniments</p> <p>b. Create simple rhythmic and melodic patterns, using the voice or classroom instruments</p> <p>c. Compose and use non-traditional notation to preserve ostinatos which enhance given melodies</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Use selected classroom instruments or voices to improvise short melodies that answer in the same style to given rhythmic and melodic phrases (Q & A)</p> <p>b. Improvise vocal or instrumental music using nontraditional sounds</p> <p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Use environmental sounds to enhance the mood and /or words of a musical composition</p> <p>b. Create simple rhythms in forms which show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures)</p> <p>c. Compose and use traditional notation to preserve ostinatos which enhance given melodies</p>

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Listen to a variety of short musical examples (vocal and instrumental)</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Verbalize or use visual representation for at least one reason for musical preference</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Develop vocabulary relative to performance evaluation</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Use a single word to verbalize how selected music “makes me feel”</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Discuss teacher-identified criteria for evaluation of classroom performances</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Create a hierarchy of musical preference based on teacher-identified criteria</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Apply teacher-identified criteria for evaluation of classroom performances</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Discuss musical characteristics as they relate to the listener’s feelings and preferences</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression</p>

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family</p> <p>b. Identify ABA and call and response musical forms when presented aurally</p> <p>c.</p> <p>d. Describe environmental sounds heard, with attention to tempo, dynamics, and pitch</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Explain characteristics of band and orchestra instruments to support their belonging to the string, woodwind, brass, or percussion family</p> <p>b. Identify theme and variation form in music when presented aurally</p> <p>c.</p> <p>d. Describe environmental sounds heard with attention to rhythm</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>a. Identify a variety of instruments by sight and sound, including the flute, clarinet, saxophone, trumpet, trombone, tuba, violin, cello, tympani, bass drum, snare drum, cymbals, and xylophone</p> <p>b. Identify rondo form in music when presented aurally</p> <p>c.</p> <p>d. Describe environmental sounds heard with attention to tone color and intervals (same, step, skip)</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>a. Identify traditional sources of musical sound, world instruments, and non-traditional sources, such as modified instruments, new instruments, and environmental sounds</p> <p>b. Identify and define standard music notation symbols for pitch and rhythm</p> <p>c. Listen to and describe music, with attention to form, genre, cultural influences, performance media, and other prominent elements of music</p> <p>d. Categorize aural music examples representing diverse genres and world cultures, using musical terms</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>a. Categorize sources of musical sound according to the Western Traditional System (families of instruments) and the Hornbostel-Sachs Classification System</p> <p>b. Identify and define standard music notation symbols for dynamics and tempo</p> <p>c. Listen to and distinguish among forms of music, including ABA, call-and-response, theme and variation, rondo, and fugue</p> <p>d. Describe aural musical examples representing diverse genres and world cultures, using musical terms</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>a. Compare traditional sources of musical sound with non-traditional sources such as modified instruments, new instruments, and environmental sounds</p> <p>b. Identify and define standard music notation symbols for articulation and expression</p> <p>c. Identify and describe musical form using aural examples</p> <p>d. Analyze aural music examples representing diverse genres and world cultures, using musical terms</p>

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<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>e. Distinguish between major and minor modes presented aurally</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>e. Listen to and identify voices as children’s, adult male, and adult female</p>	<p>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</p> <p>e. Listen to and identify adult voices as soprano, alto, tenor, or bass</p> <p>f. Identify instruments from other cultures, such as the steel drum, pan pipe, conga drum, gong, tabla, sitar, and guitar</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>e. Listen to and categorize music representing diverse genres and world cultures</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>e. Listen to music representing diverse genres and world cultures and analyze its elements and structure</p>	<p>1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures</p> <p>e. Compare motivic development in aural examples of musical styles and diverse genres representative of world cultures</p>
<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>a. Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>a. Perform accurately simple rhythms at sight from standard notation: tied notes (whole, half, and quarter combinations)</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>a. Perform accurately simple rhythms at sight from standard notation: four sixteenth notes, eighth rests</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>a. Demonstrate accuracy and independence in playing in ensembles on a variety of classroom instruments (8 measures)</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>a. Demonstrate accuracy and independence in playing in ensembles on a variety of classroom instruments (16 measures)</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>a. Demonstrate accuracy and independence in playing solos and ensembles on a variety of classroom instruments</p>

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1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>b. Sing and play a variety of music at a given tempo, using correct singing posture and clear diction</p> <p>c. Sing two- and three-part rounds accurately</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>b. Sing and play a variety of music with accurate intonation and characteristic timbre</p> <p>c. Sing partner songs and songs with descants accurately</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>b. Sing and play a varied repertoire of music representing diverse genres, styles, and world cultures, adhering to given expression marking</p> <p>c. Sing songs accurately in simple two-part harmony using two-staff systems</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>b. Perform accurately vocal or instrumental music representing diverse genres and world cultures</p> <p>c. Sing with expression and technical accuracy a stylistically varied repertoire of vocal literature with a level of difficulty of 1, on a scale of 1 to 6, including some songs performed from memory (for students enrolled in vocal performance ensembles)</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>b. Perform vocal or instrumental music representing diverse genres and world cultures with tone color and blend characteristic of the work being performed</p> <p>c. Sing with expression and technical accuracy a stylistically varied repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory (for students enrolled in vocal performance ensembles)</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>b. Perform vocal and instrumental music representing diverse genres and world cultures with expression characteristic of the work being performed</p> <p>c. Sing with expression and technical accuracy a stylistically varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs from memory (for students enrolled in vocal performance ensembles)</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>d. Perform <i>ostinatos</i> to support given melodies</p> <p>e. Explain appropriate performance behavior</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>d. Perform <i>rhythmically</i> and <i>melodically</i> correct <i>ostinatos</i> or chordal accompaniment patterns while other students sing or play contrasting parts</p> <p>e. Exhibit appropriate performance behavior</p>	<p>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings</p> <p>d. Perform accurately and independently instrumental parts while other students sing or play contrasting parts</p> <p>e. Sing or play in groups, blending <i>timbres</i>, matching <i>dynamic levels</i>, and responding to the conducting cues of the teacher</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>d. Play with expression and technical accuracy a stylistically varied repertoire of instrumental literature with a difficulty of 1, on a scale of 1 to 6, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</p> <p>e. Sight-read, accurately and expressively, beginning ensemble literature for students enrolled in instrumental performance ensembles. For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 1, on a scale of 1 to 6</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>d. Play with expression and technical accuracy a stylistically varied repertoire of instrumental literature with a difficulty of 2, on a scale of 1 to 6, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</p> <p>e. Sight-read, accurately and expressively, music with a level of difficulty of sub-1, on a scale of 1 to 6 (for students enrolled in instrumental performance ensembles). For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 2, on a scale of 1 to 6</p>	<p>2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings</p> <p>d. Play with expression and technical accuracy a stylistically varied repertoire of instrumental literature with a difficulty of 3, on a scale of 1 to 6, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</p> <p>e. Sight-read, accurately and expressively, music with a level of difficulty of 1, on a scale of 1 to 6 (for students enrolled in instrumental performance ensembles). For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 3, on a scale of 1 to 6</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>3. Respond to music through movement</p> <p>a. Create movement patterns to communicate meaning or feeling in music</p> <p>b. Conduct music in two meter</p> <p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Indicate occurrences of chord changes presented aurally (I and V chords)</p> <p>b. Write simple rhythm patterns from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures)</p>	<p>3. Respond to music through movement</p> <p>a. Perform singing games and traditional dances from a variety of world cultures</p> <p>b. Conduct music in four meter</p> <p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Read standard chord symbols and play the represented chords on classroom instruments (I and V chords)</p> <p>b. Write simple rhythm patterns from dictation using quarter, two connected eighth, half, and whole notes and corresponding rests in 2/4 and 3/4 time</p>	<p>3. Respond to music through movement</p> <p>a. Perform improvised movement to communicate meaning or feeling in music</p> <p>b. Conduct music in three meter</p> <p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>a. Read standard chord symbols and play the represented chords on classroom instruments (I, IV, and V chords)</p> <p>b. Write simple melodic patterns from dictation using quarter, eighth, half, whole, dotted half, and four sixteenth notes and corresponding rests (melodic range of five notes, 2 measures)</p>	<p>3. Respond to music through movement</p> <p>a. Communicate rhythmic and expressive intent through movement to music in simple and compound meters</p> <p>4. Read standard notation and apply it to the performance of music</p> <p>a. Read and perform music which includes whole, half, quarter notes and rests and two connected eighth notes grouped in duple, triple, quadruple, and mixed meters</p> <p>b. Read and perform a variety of polyphonic music, including rounds and partner songs, through singing or on classroom instruments</p>	<p>3. Respond to music through movement</p> <p>a. Respond to music expressively through improvised movement</p> <p>4. Read standard notation and apply it to the performance of music</p> <p>a. Read and perform music which includes four sixteenth notes grouped in duple, triple, quadruple, and mixed meters</p> <p>b. Read and perform a variety of homophonic music, including music in two or three parts and some with descants, sung or played on classroom instruments</p>	<p>3. Respond to music through movement</p> <p>a. Describe musical structure using original movement patterns while preserving rhythmic and expressive intent.</p> <p>4. Read standard notation and apply it to the performance of music</p> <p>a. Read and perform music which includes sixteenth notes and rests in duple, triple, and mixed meters including four sixteenth notes grouped, dotted half notes and rests followed by quarter notes and rests, dotted quarter notes and rests followed by eighth notes and rests</p> <p>b. Read and perform a variety of polyphonic and homophonic music on classroom instruments</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>c. Notate short improvised melodies using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures)</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>c. Notate short improvised melodies on the treble staff using standard notation (2 measures)</p> <p>d. Read and perform simple pitch notation on the treble staff in the key of C major, using solfeggio or a comparable system</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p> <p>c. Notate individually created melodies on the treble staff using standard notation (4 measures)</p> <p>d. Read and perform simple pitch notation on the treble staff in the keys of F and G major, using solfeggio or a comparable system</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than two measures in duple, triple, or quadruple meters; not more than a one-octave diatonic range; rhythms no more complex than whole, half, and quarter notes and rests, and two connected eighth notes)</p> <p>d. Define transposition in music</p> <p>e. Identify selected contrasting musical ideas in aural or visual examples</p> <p>f. Play at sight on classroom instruments simple melodies in treble clef (4 measures)</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than four measures in duple, triple, or quadruple meters; not more than a one-octave diatonic range; rhythms no more complex than whole, half, and quarter notes and rests, two connected eighth notes, and four sixteenth notes grouped)</p> <p>d. Listen to and identify occurrences of transposition in music</p> <p>e. Identify selected similar musical ideas in aural or visual examples</p> <p>f. Play at sight on classroom instruments simple melodies in treble and bass clef (4 measures)</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than eight measures in duple, triple, or quadruple meters; not more than a one-octave diatonic range; rhythms no more complex than four sixteenth notes grouped, dotted half notes and rests followed by quarter notes and rests, dotted quarter notes and rests followed by eighth notes and rests)</p> <p>d. Describe the uses of transposition in music</p> <p>e. Describe similar and contrasting musical ideas in aural or visual examples</p> <p>f. Read and perform a variety of polyphonic and homophonic music on classroom instruments</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Experiment with standard and individually created symbols to represent sounds</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p>	<p>4. Experiment with standard and individually created symbols to represent sounds</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>g. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 1, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)</p> <p>h. Perform at sight the melodic rhythm of selected four-measure passages from music at a difficulty level of 1, on a scale of 1 to 6 (for students enrolled in vocal and instrumental ensembles)</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>g. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 2, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)</p> <p>h. Perform at sight the melody and rhythm of selected four-measure passages from music at a difficulty level of 1, on a scale of 1 to 6 (for students enrolled in vocal and instrumental ensembles)</p>	<p>4. Read standard notation and apply it to the performance of music</p> <p>g. Play at sight on classroom instruments simple melodies in treble and bass clef (8 measures in treble or bass clef)</p> <p>h. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 3, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)</p> <p>i. Perform at sight music at a difficulty level of 1, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe how music reflects daily experience in the local community</p> <p>b. Listen to and perform folk and composed music that is used to celebrate holidays in various cultures</p> <p>c. Listen to music examples from various world cultures and describe how tempo, dynamics, and pitch are used</p> <p>d. Identify and describe roles of musicians in the local community</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe how music reflects daily experience in Maryland</p> <p>b. Listen to, perform, and discuss how music is used to celebrate holidays in various cultures</p> <p>c. Listen to music examples from various world cultures and describe how rhythm is used</p> <p>d. Identify and describe roles of musicians in Maryland</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>a. Describe how music reflects daily experience in North America</p> <p>b. Listen to, perform, and compare how music is used to celebrate holidays in various cultures</p> <p>c. Listen to music examples from various world cultures and describe how form is used</p> <p>d. Identify and describe roles of musicians in North America</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>a. Identify ways that people interact with music in their individual lives</p> <p>b. Compare functions of music and conditions under which music is performed in various world cultures</p> <p>c. Define folk music</p> <p>d. Describe audience behavior appropriate for the context and style of music performed</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>a. Identify uses of music in cultural expression</p> <p>b. Compare roles of musicians in various world cultures</p> <p>c. Perform, listen to, and describe folk music of various world cultures</p> <p>d. Demonstrate audience behavior appropriate for the context and style of music performed</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>a. Describe how music is used for individual and cultural expression</p> <p>b. Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures</p> <p>c. Describe the influence of folk music on compositions for other genres</p> <p>d. Explain audience behaviors appropriate for a variety of performance settings</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>e. Use movement to describe aural musical examples</p> <p>f. Discuss ways in which creating and performing music bring personal satisfaction</p> <p>g. Demonstrate audience behaviors which are respectful of the performer(s)</p> <p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to a variety of musical works and relate them to specific historical events</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>e. Use representational sign language to describe aural musical examples</p> <p>f. Compare ways in which creating and performing music bring satisfaction</p> <p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to and discuss how selected works from standard music literature correspond to specific historical events</p>	<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</p> <p>e. Use verbal and written language to describe aural musical examples</p> <p>f. Describe various careers in music and ways that they may provide personal satisfactions</p> <p>2. Become acquainted with the roles of music in the lives of people</p> <p>a. Listen to and explain how selected works from standard music literature correspond to specific historical events and provide supporting evidence</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>e. Use several non-traditional approaches to describe musical examples from various world cultures</p> <p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>a. Listen to and identify various styles of music</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>e. Create and apply non-traditional approaches to describe musical examples from various world cultures</p> <p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>a. Listen to and perform at least two contrasting styles of music</p>	<p>1. Describe how musical expression reflects social, political, and ethical issues</p> <p>e. Use at least three different approaches, such as symbol systems, movement, representational sign language, or answering questions, to describe musical examples</p> <p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>a. Describe at least three different styles of music, relating each selection to the social climate from which it emerged</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p> <p>c. Listen to and label musical examples of that represent styles and traditions from various historical periods and world cultures</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p> <p>c. Listen to and describe musical examples that represent styles and traditions from various historical periods and world cultures</p>	<p>2. Become acquainted with the roles of music in the lives of people</p> <p>b. Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies</p> <p>c. Listen to and compare musical examples that represent styles and traditions from various historical periods and world cultures</p>	<p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>b. Cite examples of the impact of electronic technology on music</p> <p>c. Describe the uses of elements of music in aural examples representing traditions from various style periods</p>	<p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>b. Describe the impact of electronic technology on music</p> <p>c. Categorize the uses of elements of music in aural examples representing traditions from various style periods</p>	<p>2. Determine factors that influence musicians in specific historical eras and places</p> <p>b. Describe the evolution of electronic and other technologies and their impact on the world of music</p> <p>c. Analyze the uses of elements of music in aural examples representing traditions from various style periods³. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Demonstrate individual creative expression through music, dance, creative drama, and the visual arts</p> <p>b. Demonstrate ways in which the processes and content in music correlate with those of other subject areas taught in the school</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Use techniques from dance, drama, and the visual arts to characterize music</p> <p>b. Identify ways in which the processes and content in music correlate with those of other subject areas taught in the school</p>	<p>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Describe similarities and differences in the meanings of common terms used in music, dance, drama, and the visual arts</p> <p>b. Describe ways in which the processes and content in music correlate with those of other subject areas taught in the school</p>	<p>3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Identify and define a vocabulary of elements common to music, poetry, dance, theatre, and the visual arts</p> <p>b. Describe how music is a unique means of individual expression</p> <p>c. Use nonverbal media to characterize music</p>	<p>3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Describe elements common to music, poetry, dance, theatre, and the visual arts</p> <p>b. Explain how music can be combined with one or more other artistic forms to express ideas</p> <p>c. Listen to and describe music that is inspired by literature, visual art, theatre, or other means of artistic expression</p>	<p>3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines</p> <p>a. Compare elements common to music, poetry, dance, theatre, and the visual arts</p> <p>b. Describe attributes of music that distinguish it from other artistic forms in expressing personal and cultural ideas</p> <p>c. Describe ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

2.0 Historical, Cultural, and Social Context – Students will demonstrate an understanding of music as an essential aspect of history and human experience

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to and perform songs, games, and dances representing a variety of composers and periods in music, genres, and world cultures to develop awareness of music history</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to and identify music from various periods in music history, world cultures, and works written by exemplary composers</p> <p>b. Identify specific musical instruments that are used in a variety of musical styles and genres</p>	<p>4. Develop knowledge of a wide variety of styles and genres through the study of music history</p> <p>a. Listen to and compare music from various periods in music history, world cultures, and works written by exemplary composers</p> <p>b. Describe how specific instruments are used in a variety of musical styles and genres</p>	<p>4. Identify and classify significant styles and genres in music history representative of world cultures</p> <p>a. Listen to and describe representative selections of music from the major stylistic eras in Western music</p> <p>b. Discuss inter-cultural influences represented in a variety of musical compositions</p>	<p>4. Identify and classify significant styles and genres in music history representative of world cultures</p> <p>a. Identify and classify representative selections of music from the major stylistic eras in Western music</p> <p>b. Compare musical examples representative of various genres and styles in Western and other cultures</p>	<p>4. Identify and classify significant styles and genres in music history representative of world cultures</p> <p>a. Compare representative selections of music from the major stylistic eras in Western music</p> <p>b. Explain why selected musical works are considered exemplary of a given style or culture</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Use selected classroom instruments or voices to improvise short melodies that answer in the same style to given rhythmic and melodic phrases (Q & A)</p> <p>b. Improvise vocal or instrumental music using nontraditional sounds</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Use instruments or voices to improvise simple rhythmic and melodic ostinato accompaniments</p> <p>b. Improvise vocal or instrumental music using at least three traditional sounds</p>	<p>1. Develop the ability to improvise music through experimentation with sound</p> <p>a. Improvise simple rhythmic variations and simple melodic embellishments of a countermelody using chord roots as a melodic source</p> <p>b. Improvise vocal or instrumental music using electronic sounds</p>	<p>1. Explore musical ideas through simple improvisations</p> <p>a. Improvise simple rhythmic and harmonic accompaniments for given pentatonic melodies in major keys (C, F, G)</p> <p>b. Improvise vocal or instrumental music using electronic sounds</p>	<p>1. Explore musical ideas through simple improvisations</p> <p>a. Improvise short melodies over given rhythmic accompaniments, maintaining consistent style, meter, and tonality (8 measures)</p> <p>b. Improvise vocal or instrumental music using electronic sounds</p>	<p>1. Explore musical ideas through simple improvisations</p> <p>a. Improvise simple rhythmic and melodic variations or embellishments on given pentatonic melodies and melodies in major keys (pentatonic – black keys only on keyboard instruments; major – keys of C, F, and G for keyboard instruments and keys of G and D for guitar)</p> <p>b. Improvise music in at least one performance medium using acoustic or electronic sound sources (no more than 16 measures)</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. Use environmental sounds to enhance the mood and/or the words of a musical composition</p> <p>b. Create simple <i>rhythms</i> in forms which show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures)</p> <p>c. <i>Compose</i> and use traditional notation to preserve <i>ostinatos</i> which enhance given melodies</p>	<p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. <i>Compose</i> and notate graphically a sound composition using environmental sounds</p> <p>b. Create simple melodies in forms which show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, tied notes (2 measures)</p> <p>c. <i>Compose</i> and use traditional notation to preserve <i>descants</i> which enhance given melodies</p>	<p>2. Develop readiness for composing and arranging by experimenting with sound</p> <p>a. <i>Compose</i>, arrange, and notate music to accompany readings or dramatizations</p> <p>b.</p> <p>c. <i>Compose</i> and use traditional notation to preserve chordal patterns which enhance given melodies</p>	<p>2. Preserve musical ideas through simple compositions and arrangements</p> <p>a. Use traditional and non-traditional notation as a means of retaining musical ideas</p> <p>b. Create a sound composition based on a literary work, a place, a personal experience, or other selected subject</p>	<p>2. Preserve musical ideas through simple compositions and arrangements</p> <p>a. Arrange pieces for voices or instruments other than those for which the pieces were written</p> <p>b. Create a short original musical composition using contemporary compositional techniques or modern technologies (at least 16 measures)</p>	<p>2. Preserve musical ideas through simple compositions and arrangements</p> <p>a. Utilize electronic technology to arrange pieces for voices or instruments other than those for which the pieces were written (no more than 16 measures)</p> <p>b. Create a composition using formal, <i>free form</i>, <i>serial</i>, <i>chance</i>, or original compositional techniques (at least 60 seconds in length)</p>

**Grade-by-Grade Fine Arts Content Standards
MUSIC**

4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Discuss musical characteristics as they relate to the listener's feelings and preferences</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Discuss how changes in performance such as dynamics, tempo, and phrasing affect the listener's reaction to musical works</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Discuss self-established criteria and apply them to one's own improvisations, compositions, and performances</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Explain personal preferences for specific musical works and styles, using music terminology</p> <p>2. Develop personal aesthetic criteria for evaluating musical performances</p> <p>a. Devise and apply criteria to evaluate class and individual performances</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Develop evaluative criteria based on the elements of music</p> <p>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</p> <p>a. Identify the composer's intended dynamic levels, tempi, phrasing, and other related characteristics when performing or listening to music</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Compare and evaluate a variety of musical compositions, using criteria based on elements and forms of music</p> <p>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</p> <p>a. Listen to musical performances and evaluate them according to the use of dynamic levels, tempi, phrasing, and other related characteristics</p>	<p>1. Evaluate selected musical compositions using established criteria</p> <p>a. Use established criteria to analyze varying ways composers use the elements and forms of music and how this affects the reactions of the listener</p> <p>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</p> <p>a. Formulate and apply criteria to critique personal performances, improvisations, and compositions and the performances of others</p> <p>b. Compare different performances of the same selection of music and analyze how interpretation affects the listener's reactions</p>