

Grade One General Music

The standards for Grade One General Music emphasize the language and production of music. Instruction focuses on the development of skills in singing, playing instruments, listening, moving, and responding to music. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate the purpose of music and how people participate in music in everyday life.

Music Theory/Literacy

- 1.1 The student will read and notate music, including
 - 1. high and low pitches, using traditional and nontraditional notation;
 - 2. rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using traditional and nontraditional notation; and
 - 3. identification of basic music symbols.

Performance

- 1.2 The student will demonstrate various uses of the voice, including
 - 1. singing high and low pitches;
 - 2. using the voice in speech and song; and
 - 3. demonstrating expressive qualities of music, including changes in dynamics and tempo.
- 1.3 The student will sing a variety of songs alone and with others, including
 - 1. matching pitches, using the head voice; and
 - 2. singing three-pitch (*sol, mi, la*) songs, using echo and ensemble singing.
- 1.4 The student will play a variety of pitched and nonpitched instruments alone and with others, including
 - 1. playing two-pitch melodies, using imitation;
 - 2. playing expressively with appropriate dynamics and tempo;
 - 3. accompanying songs and chants, using body percussion as well as instruments; and
 - 4. using proper playing techniques.
- 1.5 The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, and voice.
- 1.6 The student will demonstrate the difference between melodic rhythm and steady beat.
- 1.7 The student will demonstrate melodic rhythm, using instruments, body percussion, and voice.
- 1.8 The student will respond to music with movement, including
 - 1. using locomotor and nonlocomotor movements;
 - 2. demonstrating high and low pitches;
 - 3. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 - 4. performing line and circle dances;
 - 5. performing dances and other music activities from a variety of cultures; and
 - 6. dramatizing songs, stories, and poems.

- 1.9 The student will create music by
1. improvising vocal responses to given melodic questions;
 2. improvising body percussion;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple rhythmic patterns, using traditional or nontraditional notation.

Music History and Cultural Context

- 1.10 The student will explore historical and cultural aspects of music by
1. recognizing how music is used in the customs and traditions of a variety of cultures;
 2. describing the roles of music and musicians;
 3. identifying musicians in the school, community, and media; and
 4. describing how people participate in music experiences.
- 1.11 The student will identify behaviors appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event).
- 1.12 The student will identify the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 1.13 The student will analyze music by
1. identifying and classifying the timbres of pitched and nonpitched instruments by sounds;
 2. differentiating vocal and instrumental music;
 3. distinguishing between accompanied and unaccompanied vocal music; and
 4. recognizing differences in melodic and rhythmic patterns and dynamics.
- 1.14 The student will identify elements of performances that he/she likes or dislikes and explain why.
- 1.15 The student will demonstrate manners and teamwork that contribute to success in the music classroom.

Aesthetics

- 1.16 The student will explain the purposes of music in various settings.
- 1.17 The student will describe personal ideas and emotions evoked by music.

Grade Two General Music

The standards for Grade Two General Music enable students to continue developing musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving with a focus on fine motor skills. Emphasis is placed on ensemble playing, notating pitches and rhythms, and identifying orchestral instruments. Students investigate the roles of music in various world cultures and explore how music evokes personal ideas and emotions.

Music Theory/Literacy

- 2.1 The student will read and notate music, including
1. identifying written melodic patterns that move upward, downward, and stay the same;
 2. using the musical alphabet to notate melodic patterns;
 3. reading melodies based on a pentatonic scale;
 4. reading and notating rhythmic patterns that include half notes, half rests, whole notes, and whole rests; and
 5. using basic music symbols.

Performance

- 2.2 The student will sing a repertoire of songs alone and with others, including
1. singing melodic patterns that move upward, downward, and stay the same;
 2. singing melodies within the range of a sixth; and
 3. increasing pitch accuracy while singing phrases and simple songs.
- 2.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing melodic patterns that move upward, downward, and stay the same;
 2. playing expressively, following changes in dynamics and tempo;
 3. accompanying songs and chants with ostinatos and single-chords; and
 4. using proper playing techniques.
- 2.4 The student will perform rhythmic patterns that include half notes, half rests, whole notes, and whole rests, using
1. instruments, voice, body percussion, and movement;
 2. aural skills to imitate given phrases; and
 3. traditional notation.
- 2.5 The student will respond to music with movement, including
1. using locomotor and nonlocomotor movements of increasing complexity;
 2. demonstrating expressive qualities of music, including changes in dynamics and tempo;
 3. creating movement to illustrate AB and ABA musical forms;
 4. performing nonchoreographed and choreographed movements, including line and circle dances;
 5. performing dances and other musical activities from a variety of cultures; and
 6. portraying songs, stories, and poems from a variety of cultures.

- 2.6 The student will create music by
1. improvising simple rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos;
 3. improvising to enhance stories, songs, and poems; and
 4. composing simple pentatonic melodies, using traditional notation.

Music History and Cultural Context

- 2.7 The student will explore historical and cultural aspects of music by
1. identifying music representing the heritage, customs, and traditions of a variety of cultures;
 2. explaining the difference between folk/popular music and orchestral music;
 3. identifying what musicians and composers do to create music; and
 4. identifying the styles of musical examples from various historical periods.
- 2.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 2.9 The student will identify the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 2.10 The student will analyze music by
1. identifying selected orchestral and folk instruments visually and aurally;
 2. describing sudden and gradual changes in dynamics and tempo, using music terminology;
 3. identifying and categorizing selected musical forms; and
 4. using music vocabulary to describe music.
- 2.11 The student will evaluate music by describing personal musical performances.
- 2.12 The student will collaborate with others in a music performance and analyze what was successful and what could be improved.

Aesthetics

- 2.13 The student will explain how music expresses ideas, experiences, and feelings.
- 2.14 The student will describe how music evokes personal ideas and emotions.

Grade Three General Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving, and creating/composing music. Students also develop skills and understanding through the study of rhythm, musical form, and melodic notation. Students investigate the roles of music in various cultures and reflect on their personal motivations for making music.

Music Theory/Literacy

- 3.1 The student will read and notate music, including
1. identifying written melodic movement as step, leap, or repeat;
 2. demonstrating the melodic shape (contour) of a written musical phrase;
 3. using traditional notation to write melodies on the treble staff;
 4. reading melodies of increasing complexity based on a pentatonic scale;
 5. dividing rhythms into measures;
 6. reading and notating rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes; and
 7. explaining the functions of basic music symbols.

Performance

- 3.2 The student will sing a varied repertoire of songs alone and with others, including
1. singing in tune with a clear tone quality;
 2. singing melodies within the range of an octave;
 3. singing melodies written on the treble staff;
 4. singing with expression, using a wide range of tempos and dynamics;
 5. singing rounds, partner songs, and ostinatos in two-part ensembles; and
 6. maintaining proper posture for singing.
- 3.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music in two-part ensembles;
 2. playing melodies written on the treble staff;
 3. playing with expression, using a wide range of tempos and dynamics;
 4. accompanying songs and chants with I and V(V⁷) chords; and
 5. demonstrating proper playing techniques.
- 3.4 The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.
- 3.5 The student will demonstrate understanding of meter by
1. determining strong and weak beats; and
 2. performing sets of beats grouped in twos and threes.
- 3.6 The student will respond to music with movement by
1. illustrating sets of beats grouped in twos and threes;
 2. creating movement to illustrate rondo form;
 3. performing nonchoreographed and choreographed movements, including line and circle dances; and
 4. performing dances and other music activities from a variety of cultures.

- 3.7 The student will create music by
1. improvising rhythmic question-and-answer phrases;
 2. improvising accompaniments, including ostinatos; and
 3. composing pentatonic melodies, using traditional notation.

Music History and Cultural Context

- 3.8 The student will explore historical and cultural aspects of music by
1. recognizing four music compositions from four different periods of music history and identifying the composers; and
 2. listening to and describing examples of non-Western instruments.
- 3.9 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 3.10 The student will describe the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 3.11 The student will analyze music by
1. identifying and explaining examples of musical form;
 2. identifying instruments from the four orchestral families visually and aurally;
 3. listening to and describing basic music elements, using music terminology; and
 4. comparing and contrasting stylistic differences in music from various styles and cultures.
- 3.12 The student will evaluate and critique music by describing music compositions and performances.
- 3.13 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Aesthetics

- 3.14 The student will examine ways in which the music of a culture reflects its people's attitudes and beliefs.
- 3.15 The student will explain personal motivations for making music.
- 3.16 The student will describe why music has quality and value.

Grade Four General Music

The standards for Grade Four General Music emphasize a deeper understanding of musical concepts, including singing, playing instruments, listening, creating, composing, and performing. Students continue to expand their knowledge of orchestral instruments and music from various cultures. Students gain understanding of music styles and listen to, analyze, and describe music.

Music Theory/Literacy

- 4.1 The student will read and notate music, including
1. reading melodies based on a hexatonic scale;
 2. using traditional notation to write melodies containing stepwise motion;
 3. reading two-note accompaniment patterns (bordun);
 4. reading and notating rhythmic patterns that include dotted quarter note followed by an eighth note;
 5. using a system to sight-read melodic and rhythmic patterns;
 6. identifying the meaning of the upper and lower numbers of simple time signatures ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$); and
 7. identifying dynamic markings (e.g., *p*, *mp*, *mf*, *f*).

Performance

- 4.2 The student will sing a varied repertoire of songs alone and with others, including
1. singing with a clear tone quality and correct intonation;
 2. singing diatonic melodies;
 3. singing melodies written on the treble staff;
 4. singing with expression, using dynamics and phrasing;
 5. singing in simple harmony; and
 6. demonstrating proper posture for singing.
- 4.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in two-part ensembles;
 2. playing melodies of increasing difficulty written on the treble staff;
 3. playing a given melody on a recorder or other similar instrument;
 4. playing with expression, using dynamics and phrasing;
 5. accompanying songs and chants with I, IV, and V(V^7) chords; and
 6. demonstrating proper playing techniques.
- 4.4 The student will perform rhythmic patterns that include dotted quarter note followed by an eighth note.
- 4.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements;
 2. performing traditional folk dances and other music activities; and
 3. creating movement to illustrate rondo (ABACA) musical form.
- 4.6 The student will create music by
1. improvising melodies and rhythms, using a variety of sound sources;
 2. composing short melodic and rhythmic phrases within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 4.7 The student will explore historical and cultural aspects of music by
1. describing four music compositions from four different periods of music history and identifying the composers;
 2. placing musical examples into categories of style;
 3. listening to and describing music from a variety of world cultures; and
 4. examining how music from popular culture reflects the past and influences the present.
- 4.8 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.
- 4.9 The student will compare the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

- 4.10 The student will analyze music by
1. identifying instruments from a variety of music ensembles visually and aurally;
 2. distinguishing between major and minor tonality;
 3. listening to, comparing, and contrasting music compositions from a variety of cultures and time periods;
 4. identifying elements of music through listening, using music terminology; and
 5. identifying rondo form (ABACA).
- 4.11 The student will evaluate and critique music by
1. reviewing criteria used to evaluate compositions and performances; and
 2. describing performances and offering constructive feedback.
- 4.12 The student will identify characteristics and behaviors that lead to success as a musician.

Aesthetics

- 4.13 The student will explain personal preferences for musical works and performances, using music terminology.
- 4.14 The student will explain how criteria used to value music may vary from one culture to another.
- 4.15 The student will describe how personal beliefs influence responses to music.

Grade Five General Music

The standards for Grade Five General Music enable students to use their music knowledge and skills to synthesize information and create music. Students continue to read, write, and compose music, using increasingly complex rhythms and meters. They begin to develop choral skills, including singing in two- and three-part harmony. Students explore and perform a variety of music styles and develop personal criteria to be used for describing and analyzing musical performances.

Music Theory/Literacy

- 5.1 The student will read and notate music, including
1. identifying the treble (G) and bass (F) clefs;
 2. using a system to sight-read melodies based on the diatonic scale;
 3. using traditional notation to write melodies containing skips and leaps;
 4. reading and notating rhythmic patterns of increasing complexity;
 5. identifying the meaning of the upper and lower numbers of compound time signatures ($\frac{6}{8}$); and
 6. identifying tempo markings.

Performance

- 5.2 The student will sing a varied repertoire of songs alone and with others, including
1. demonstrating beginning choral behaviors and skills in ensemble singing;
 2. singing with attention to blend, balance, intonation, and expression;
 3. singing melodies of increasing complexity written on the treble staff;
 4. singing in two- and three-part harmony; and
 5. modeling proper posture for singing.
- 5.3 The student will play a variety of pitched and nonpitched instruments alone and with others, including
1. playing music of increasing difficulty in a variety of ensembles;
 2. playing melodies and accompaniments of increasing difficulty written on the treble staff;
 3. playing with expression; and
 4. demonstrating proper playing techniques.
- 5.4 The student will perform rhythms of increased complexity, including syncopations.
- 5.5 The student will respond to music with movement by
1. performing nonchoreographed and choreographed movements, including music in duple and triple meters; and
 2. performing traditional folk dances and other music activities.
- 5.6 The student will create music by
1. improvising melodies and rhythms of increasing complexity;
 2. composing a short original composition within specified guidelines; and
 3. using contemporary media and technology.

Music History and Cultural Context

- 5.7 The student will explore historical and cultural aspects of music by
1. identifying representative composers and music compositions from four different periods of music history;
 2. comparing and contrasting a variety of musical styles, using music terminology;
 3. describing how people may participate in music within the community as performers, consumers of music, and music advocates; and
 4. recognizing various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorneys, arts administrators, music therapist, music teacher).
- 5.8 The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.
- 5.9 The student will compare and contrast the relationships between music and other fields of knowledge.
- 5.10 The student will describe the roles of music and musicians in society.

Analysis, Evaluation, and Critique

- 5.11 The student will analyze music by
1. grouping classroom, orchestral, and world instruments into categories based on how their sounds are produced;
 2. experimenting with the science of sound;
 3. analyzing elements of music through listening, using music terminology; and
 4. explaining theme-and-variations form.
- 5.12 The student will evaluate music by applying accepted criteria when judging the quality of compositions and performances.
- 5.13 The student will define *copyright* as applied to the use of music.
- 5.14 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Aesthetics

- 5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.
- 5.16 The student will analyze preferences among musical compositions, using music terminology.
- 5.17 The student will examine factors that may inspire musicians to perform or compose.