

# MUSIC GUIDELINES FOR DIOCESE OF SPOKANE

2013



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# *Music Overview*

*\*provided by OSPI, Options for implementing the Arts Standards through Music*

## *Music Overview, Grades K–4*

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music education experience. In Grades K–4, students create, perform, and respond to music in a variety of ways that build over the grades, including individually and with others. In Kindergarten this begins with singing and creative movement. This progresses through to Grade 4 where students engage in ensembles. In Grades K–3 students have the opportunity to sing, move, play, and improvise with a variety of pitched and non-pitched instruments. The continuum below provides additional detail about the progression of music skills and abilities over these grades.

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>	<b>Third Grade</b>	<b>Fourth Grade</b>
Students echo pitches, dynamics, beats, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children’s songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.	Students recognize and echo pitches, dynamics, beat, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children’s songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music	Students identify, distinguish, and experience music and sound sources as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children’s songs, nursery rhymes, folk songs, partner songs, rounds, canons, classical music, and world music. Students continue to develop singing and playing skills and techniques while exploring the elements of music.	Students explore, demonstrate, and experience music as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children’s songs, folk songs, partner songs, rounds, canons, classical music, and world music. Students develop the musical skills and techniques they need to identify and explore the elements of music	Students have the opportunity to perform and improvise in a variety of vocal and instrumental ensembles. They experience, explore, and discover a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to identify and explore the elements of music.

### ***Music Overview, Grades 5–12***

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music education experience. In Grades 5–12 students continue to create, perform, and respond to music individually and within ensembles. In these grades they have opportunities to perform in a variety of vocal and instrumental ensembles. In high school they create, perform, and respond to music independently and interdependently. The continuum below provides additional detail about the progression of music skills and abilities over these grades.

<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>	<b>High School Proficiency</b>
Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.	Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, examine, and interpret music. They make musical choices based upon their abilities and experiences. Students experience and practice the fundamentals, skills, and techniques of music and use the elements of music for life.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, examine, and interpret music. They make musical choices based upon their abilities and experiences. Students experience and practice the fundamentals, skills, and techniques of music and use the elements of music for life.	Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, interpret, and analyze music. They make musical choices based upon their abilities, experiences, and audiences. Students understand and apply the fundamentals, skills, and techniques of music and use the elements of music for life.

### **National Standards for Music Education**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture

# Kindergarten-Second Grade

Kindergarten	First	Second	National Standard/ EALR
<p><b>1. Content Standard:</b> Singing, alone and with others, a varied repertoire of music.</p> <p><b>Achievement standards:</b></p> <ul style="list-style-type: none"> <li>a) sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo</li> <li>b) sing expressively, with appropriate dynamics, phrasing, and interpretation</li> <li>c) sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</li> <li>d) sing ostinatos, partner songs, and rounds</li> <li>e) sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>f) Shows respect for the singing for other</li> </ul>			1
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Sings and matches pitches by echoing and call and response (nursery rhymes, patriotic, partner songs)</li> <li>• Identify and demonstrate talking, singing, whispering, and shouting as ways to use the voice</li> <li>• Hear, sing, and identify high/low and loud/soft sounds</li> <li>• Respond to different dynamic levels when echoing, singing, and speaking</li> <li>• Begin singing after the introduction of a song</li> <li>• Recognize “echo” and “call/response” songs and respond appropriately</li> <li>• Recognize accompaniment/no accompaniment in songs</li> <li>• Listen to and sing music with different cultural origins</li> </ul>	<ul style="list-style-type: none"> <li>• Vocally reproduce pitches when singing simple songs</li> <li>• Vocally reproduce high/low pitches: high/low &amp; loud/soft</li> <li>• Echo-sing melodic patterns</li> <li>• Sing songs in a major/minor tonality</li> <li>• Sing faster/slower upon request</li> <li>• Respond to changing dynamic levels when echoing, singing, and speaking</li> <li>• Respond appropriately to “call/response” and “echo” songs</li> <li>• Perform an vocal ostinato (repeated pattern)</li> <li>• Sing songs with/without accompaniment</li> <li>• Listen to and sing music from diverse cultures in various styles</li> <li>• Participate vocally in</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and sing songs in major/minor tonalities</li> <li>• Echo sing a melodic pattern</li> <li>• Sing songs involving sequences</li> <li>• Perform pieces vocally using accents</li> <li>• Continue to experience various forms as follows: AB, ABA, cumulative song, call/response, rondo (ABAC sections)</li> <li>• Perform songs solo and in unison</li> <li>• Perform simple rounds</li> <li>• Listen to and sing songs from a variety of cultures</li> <li>• Participate vocally in liturgical celebrations</li> </ul>	

<ul style="list-style-type: none"> <li>• Sing age-appropriate music in liturgical celebrations</li> <li>• Sing a variety of songs with varying forms (call and response, echo songs, AB-verse-refrain, ABA-sections of a song)</li> </ul>	<p>liturgical celebrations</p> <ul style="list-style-type: none"> <li>• Sing a variety of songs with varying forms (call and response, echo songs, AB-verse-refrain, ABA-sections of a song)</li> </ul>		
Kindergarten	First	Second	National Standard/ EALR
<p><b>2. Content Standard:</b> Performing on instruments, alone and with others, a varied repertoire of music</p> <p><b>Achievement Standards:</b></p> <ol style="list-style-type: none"> <li>perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> <li>perform expressively a varied repertoire of music representing diverse genres and styles</li> <li>echo short rhythms and melodic patterns</li> <li>perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>perform independent instrumental parts <i>I</i> while other students sing or play contrasting parts</li> </ol>			2
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Demonstrate a steady beat with instruments alone, with partners, and in groups</li> <li>• Begin to imitate rhythm patterns using body percussion or rhythm instruments</li> <li>• Demonstrate different tempos with body percussion and/or on classroom instruments</li> <li>• Use classroom instruments to demonstrate different dynamic levels</li> <li>• Sing and play fast and slow beat and rhythm with multiple rhythm and small percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Play and listen to music with a beat/no beat</li> <li>• Demonstrate a steady beat with instruments alone, with partners, and in groups</li> <li>• Demonstrate a beat through body percussion or movement</li> <li>• Perform an ostinato or with instruments and body percussion</li> <li>• Accompany songs on rhythm instruments and body percussion</li> <li>• Echo rhythmic phrases while maintaining a steady beat</li> <li>• Perform music with appropriate rhythms and meter</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom instruments in accompaniments</li> <li>• Demonstrate faster/slower through body movement and playing classroom instruments</li> <li>• Respond to tempo changes through body movement and playing classroom instruments</li> <li>• Perform pieces on classroom instruments using accents</li> <li>• Create accompaniment for a reading or recitation of a poem using body percussion or rhythm instruments</li> <li>• Create simple accompaniments and ostinati using body percussion and classroom instruments</li> <li>• Echo rhythmic phrases on instruments or with body percussions</li> <li>• Perform music with appropriate rhythms and meters</li> <li>• Play and perform music using pitched</li> </ul>	

<ul style="list-style-type: none"> <li>• Use instruments and singing to echo teacher led melodic and rhythmic patterns, such as the rhythms of student names and simple songs, while maintaining a steady beat.</li> <li>• Play and perform music using pitched and non-pitched instruments.</li> <li>• Explore on barred instruments</li> <li>• Perform rhythmic echoes</li> <li>• Listen to a story, such as <i>The Very Hungry Caterpillar</i> or <i>Brown bear, Brown Bear</i>-Eric Carle and then retell it using small percussion instruments</li> <li>• Play with appropriate technique and posture</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform music using pitched and non-pitched instruments.</li> <li>• Play ostinatos on barred instruments.</li> <li>• Play response patterns</li> <li>• Rehearse and perform music using instruments</li> <li>• Explore and play instruments from various cultures</li> </ul>	<ul style="list-style-type: none"> <li>• and non-pitched instruments</li> <li>• Use barred instruments to perform accompaniments</li> <li>• Play ostinati on barred instruments</li> <li>• Play with increased pitch and rhythmic accuracy</li> <li>• Play with appropriate posture and increased technical accuracy</li> <li>• Play expressively with appropriate dynamics</li> <li>• Respond to the cues of the conductor</li> <li>• Play instrumental parts while others sing and/or play rhythmic, melodic or harmonic parts</li> <li>• Play a varied repertoire of music representing diverse styles genres and cultures</li> </ul>	
Kindergarten	First	Second	National Standard/ EALR
<p><b>3. Content Standard:</b> Improvising melodies, variations, and accompaniments</p> <p><b>Achievement Standards:</b></p> <p>a) improvise "answers" in the same style to given rhythmic and melodic phrases</p> <p>b) improvise simple rhythmic and melodic ostinato accompaniments</p> <p>c) improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</p> <p>d) improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means 2</p>			3
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Create simple sound patterns</li> <li>• Apply different tempos to songs being sung</li> <li>• Use classroom instruments to demonstrate different dynamic levels</li> <li>• Add rhythm instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Create sound effects to accompany stories or songs</li> <li>• Improvise, within given parameters, on barred instruments</li> <li>• Improvise a rhythmic ostinato vocally or with instruments and body</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explore environmental sounds to create sound effects</li> <li>• Improvise an accompaniment using classroom instruments</li> <li>• Create short rhythmic patterns</li> <li>• Uses barred instruments to improvise melodies and perform accompaniments</li> <li>• Create an improvisational response to</li> </ul>	

<p>to a song</p> <ul style="list-style-type: none"> <li>• Explore on barred instruments</li> </ul>	<p>percussion</p> <ul style="list-style-type: none"> <li>• Use barred instruments to improvise a simple melody based upon sol-mi-la</li> <li>• Create music alone and with a partner using sol-mi-la simple for call and response phrases using topics such as weather, seasons, and school rules</li> <li>• Tell the story of <i>Under the Willow Tree</i> by Hans Christian Anderson and improvises the repeated words on the Orff instruments</li> </ul>	<p>a given pattern</p> <ul style="list-style-type: none"> <li>• Use barred instruments to improvise a simple melody based upon a pentatonic scale (do, re, mi, sol, la)</li> </ul>	
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>National Standard/ EALR</b>
<p><b>4. Content Standard:</b> Composing and arranging music within specified guidelines</p> <p><b>Achievement Standards:</b></p> <p>a) create and arrange music to accompany readings or dramatizations</p> <p>b) create and arrange short songs and instrumental pieces within specified guidelines 3</p> <p>c) use a variety of sound sources when composing</p>			4
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Create simple sound patterns in AB form</li> <li>• Demonstrate different tempos with body percussion and/or on classroom instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Compose short rhythmic patterns</li> <li>• Compose sol-mi-la songs with nursery rhymes and phrases</li> <li>• Create music alone and with a partner, such as simple call and response phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Create accompaniment for a reading or recitation of a poem using body percussion or rhythm instruments</li> <li>• Compose simple accompaniments and ostinati using body percussion and classroom instruments</li> <li>• Compose short rhythmic patterns</li> <li>• Composes a simple vocal composition using a variety of vocal timbres to illustrate emotions, such as happy, sad, or angry</li> <li>• Design a music sequence in AB form</li> <li>• Create a short piece of music and, as a class, discusses the process of creation</li> <li>• Create accompaniment for a reading or recitation of a poem using body percussion or rhythm instruments</li> </ul>	

Kindergarten	First	Second	National Standard/ EALR
<p><b>5. Content Standard:</b> Reading and notating music</p> <p><b>Achievement Standard:</b></p> <p>a) read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures</p> <p>b) use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</p> <p>c) identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</p> <p>d) use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</p>			5
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Draw musical notation that demonstrates high and low</li> <li>• Demonstrate upward/downward movement in a melody through body movement</li> <li>• Move appropriately to different tempi</li> </ul>	<ul style="list-style-type: none"> <li>• Draw musical notation that demonstrates high and low</li> <li>• Begin to recognize a quarter note as one beat</li> <li>• Begin to recognize a half note as two beats</li> <li>• Recognize that a rest represents a beat with no sound</li> <li>• Begin to recognize a half note, quarter note, eighth note pairs, and quarter rest when written</li> <li>• Begin to read rhythm patterns</li> <li>• List the letters in the musical alphabet</li> <li>• Begin to identify forte and piano in a listening selection</li> <li>• Identify same, different, and similar phrases and sections</li> <li>• Recognize the introduction and coda of a song</li> </ul>	<ul style="list-style-type: none"> <li>• Draw musical notation that demonstrates high and low</li> <li>• Begin to read rhythm patterns</li> <li>• Begin to recognize rhythm symbols: ties, bar lines, repeat signs, accents, fermata</li> <li>• Identify and compare lengths of notes and rests: whole, half, quarter, eighth</li> <li>• Explore melodic direction and contour through recognizing steps, skips</li> <li>• Recognize repeated tones, leaps, and shape of the melody</li> <li>• Visually recognize short and long phrases</li> <li>• Recognize sequencing of phrase</li> <li>• Name the letters of the musical alphabet</li> <li>• Begin to recognize and use the terms accelerando and ritardando</li> <li>• Write and recognize the symbols for louder/softer: &lt; &gt;</li> <li>• Identify accent symbols and their effect on the music</li> <li>• Recognize the introduction and coda of a song</li> <li>• Identify symbols: repeat, 1st and 2nd endings, fine, DC al fine</li> <li>• Use lines and spaces to notate high and low pitches</li> <li>• Read and perform simple rhythms</li> <li>• Discuss how music notation aligns</li> </ul>	

		with math for rhythm <ul style="list-style-type: none"> <li>• Understand that music notation is read from left to right</li> <li>• Explore melodic direction and contour through recognizing steps, skips, repeated tones, leaps, and shape of the melody</li> </ul>	
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>National Standard/ EALR</b>
<b>6. Content Standard:</b> Listening to, analyzing, and describing music  <b>Achievement Standard:</b> <ol style="list-style-type: none"> <li>identify simple music *forms when presented aurally</li> <li>demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</li> <li>use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</li> <li>identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</li> <li>respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music</li> </ol>			6
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Distinguish between long and short sounds</li> <li>• Identify upward/downward movement in a melody</li> <li>• Identify rhythm instruments by sight and sound</li> <li>• Identify environmental sounds by listening</li> <li>• Aurally identify the differences between instrument families</li> <li>• Identify fast/slow tempo in a listening selection</li> <li>• Identify the tempo of a song as becoming faster/slower when echoing, singing, and speaking</li> <li>• Begin to differentiate between the terms soft/low and loud/high</li> </ul>	<ul style="list-style-type: none"> <li>• Sing, listen to, and move to music in a variety of meters</li> <li>• Recognize repeated rhythm patterns in songs</li> <li>• Demonstrate through movement whether pitches in listening selections are high/low</li> <li>• Demonstrate through movement the upward/downward movement of pitches</li> <li>• Distinguish between a man's, woman's, and child's voice</li> <li>• Begin to aurally and visually identify various orchestral/folk instruments</li> <li>• Identify environmental sounds</li> <li>• Identify faster/slower</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and identify strong beat, steady beat, and melodic rhythm</li> <li>• Identify legato and staccato in a listening selection</li> <li>• Hear and sing songs in major/minor tonalities</li> <li>• Use movement to indicate high and low pitch</li> <li>• Practice inner hearing through rejoining a song at the appropriate time, e.g., following an interlude</li> <li>• Recognize short and long phrases</li> <li>• Recognize sequencing of phrases</li> <li>• Identify orchestral and folk instruments by sight and sound</li> <li>• Understand the instrument families</li> <li>• Demonstrate faster/slower through body movement, singing, and playing classroom instruments</li> <li>• Respond to tempo changes through body movement, singing, and playing classroom instruments</li> <li>• Identify accent symbols and their</li> </ul>	

<ul style="list-style-type: none"> <li>• Identify louder/softer correctly in a listening selection</li> <li>• Recognize repeated sections of a song</li> <li>• Recognize AB form</li> <li>• Identify the differences and/or similarities between vocal and instrumental sounds</li> <li>• Move to an ABA song with contrasting B section</li> <li>• Move to a steady beat in fast and slow tempos as played by the teacher (clapping with a drum, using body percussion, playing pitched or non-pitched instruments or piano, etc.)</li> <li>• Demonstrate loud-soft (dynamics) through movement, such as moving in big motions when the music is loud and moving in small motions when the music is soft, or by using inside and outside voices.</li> <li>• Explore musical elements through multi-sensory experiences, such as hearing, seeing, saying, and doing</li> <li>• Draw a picture following a live or recorded music performance</li> <li>• Share feelings after hearing various types of musical pieces, such as the <i>Flight of the Bumble Bee</i> by Nikolai Rimsky-Korsakov</li> <li>• Describe a piece of music and tells why it is pleasing</li> <li>• Recall <i>Going on a Bear Hunt</i> and describes how using loud/soft and</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate changes in tempo through movement</li> <li>• Identify louder/softer in a listening selection</li> <li>• Begin to identify forte and piano in a listening selection</li> <li>• Represent changes in dynamic level through movement</li> <li>• Identify same, different, and similar phrases and sections</li> <li>• Label same and different phrases and sections using the letters AB</li> <li>• Identify various forms including AB, ABA, call/response recognize the introduction and coda of a song</li> <li>• Discriminate between one sound/many sounds in listening selections</li> <li>• Aurally identify an ostinato in a listening selection</li> <li>• Move to music using games, songs, and dances</li> <li>• Follow or copy teacher's movements with voice and body</li> <li>• Identify some small percussion and rhythm instruments by sight and sound</li> <li>• Identify musical phrases through movement, such as using scarves as props to show the musical phrase (sentence of speech)</li> <li>• Identify the characters and describe the story in narrative music, such as <i>Peter and the Wolf</i> by Sergei Prokofiev or <i>Carnival of the Animals</i></li> </ul>	<p>effect on the music recognize the introduction and coda of a song</p> <ul style="list-style-type: none"> <li>• Identify same, different, and similar phrases/sections by labeling phrases/sections using the letters A and B</li> <li>• Continue to experience various forms as follows: AB, ABA, cumulative song, call-response, rondo, suite</li> <li>• Distinguish between listening selections having melody alone and melody with accompaniment</li> <li>• Listen to and respond to classical music</li> <li>• Compare the tempi of two contrasting songs, such as the patriotic songs <i>America</i> and <i>Yankee Doodle</i></li> <li>• Follow or copy teacher's movements with voice and body</li> <li>• Identify many small percussion and rhythm instruments by sight and sound</li> <li>• Use movement to demonstrate AB and ABA form</li> <li>• Observe with a quiet body in self-space while others are performing</li> <li>• Discuss with a partner ways to strengthen a musical phrase</li> <li>• Identify and describe music elements in live or recorded music.</li> <li>• Discuss with a partner or group why a piece of music is pleasing</li> <li>• Demonstrate age appropriate audience skills in a variety of presentations/performances</li> <li>• Understand the visual format of a church song in a hymnal</li> </ul>
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<p>fast/slow is used in music and speech</p> <ul style="list-style-type: none"> <li>• Dramatize conducting while listening to music</li> </ul>	<p>by Camille Saint-Saens.</p> <ul style="list-style-type: none"> <li>• Share, discuss, and describe ideas and feelings after reading the story and listening to the music, attending a performance, and/or watching a video of <i>Peter and the Wolf</i> by Sergei Prokofiev</li> <li>• Describe how different combinations of instruments can evoke specific emotions</li> <li>• Move body to depict an animal after listening to <i>Carnival of the Animals</i> by Camille Saint-Saens</li> <li>• Move body to represent different types and styles of music, such as disco and Gregorian chant, and discusses how the music informed movement choices</li> <li>• Describe a piece of music and tells why it is pleasing</li> <li>• Discuss family celebrations, traditional holidays and events, and the music that is connected to them.</li> <li>• Share a piece of music from home with the class, describing two elements of music from the piece, such as dynamics and tempo</li> <li>• Begin to understand the visual format of a church song in a hymnal</li> </ul>		
Kindergarten	First	Second	National Standard/ EALR
<p><b>7. Content Standard:</b> Evaluating music and music performances</p> <p><b>Achievement Standard:</b></p>			<p>7</p>

<ul style="list-style-type: none"> <li>a. devise criteria for evaluating performances and compositions</li> <li>b. explain, using appropriate music terminology, their personal preferences for specific musical works and style</li> </ul>			
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Listen to and react to classical music</li> <li>• Sit quietly while keeping hands to self during a performance</li> <li>• Describe or draw a picture as a response to recorded music performance</li> <li>• Describe a piece of music and tell why it is pleasing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and react to classical music</li> <li>• Sit quietly while keeping hands to self during a performance</li> <li>• Describe or draw a picture as a response to recorded music performance</li> <li>• Describe a piece of music and tell why it is pleasing</li> <li>• Describe how different combinations of instruments can evoke specific emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and react to classical music</li> <li>• Observe with a quiet body in self-space while others are performing</li> <li>• Describe a live or recorded music performance</li> <li>• Describe a piece of music and tell why it is pleasing</li> <li>• Describe how different combinations of instruments can evoke specific emotions</li> </ul>	
Kindergarten	First	Second	National Standard/ EALR
<p><b>8. Content Standard:</b> Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p><b>Achievement Standard:</b></p> <ul style="list-style-type: none"> <li>a. identify similarities and differences in the meanings of common terms 7 used in the various arts</li> <li>b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 8</li> </ul>			8
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Perform chants designed to help students remember core concepts</li> <li>• Create simple sound patterns and recognizes how an AB sound pattern resembles a similar math pattern</li> <li>• Explore and recognize art concepts that occur in other content areas (texture, line, timbre, form)</li> </ul>	<ul style="list-style-type: none"> <li>• Connect the concepts of pattern in math and form in music</li> <li>• Perform chants designed to help students remember core concepts</li> <li>• Explore and recognize art concepts that occur in other content areas (texture, line, timbre, form)</li> <li>• Explore and practice work habits needed to</li> </ul>	<ul style="list-style-type: none"> <li>• Create a dance to a piece of music in AB form</li> <li>• Discuss how music notation aligns with math for rhythm</li> <li>• Understand that music notation is read from left to right</li> <li>• Explore and recognize art concepts that occur in other content areas (texture, line, timbre, form)</li> <li>• Explore and practice work habits needed to participate in music class</li> </ul>	

<ul style="list-style-type: none"> <li>Explore and practice work habits needed to participate in music class</li> </ul>	participate in music class		
<b>Kindergarten</b>	<b>First</b>	<b>Second</b>	<b>National Standard/ EALR</b>
<b>9. Content Standard:</b> Understanding music in relation to history and culture  <b>Achievement Standard:</b> a. identify by genre or style aural examples of music from various historical periods and cultures b. describe in simple terms how *elements of music are used in music examples from various cultures of the world 9 c. identify various uses of music in their daily experiences 10 and describe characteristics that make certain music suitable for each use d. identify and describe roles of musicians 11 in various music settings and cultures e. demonstrate audience behavior appropriate for the context and style of music performed			9
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>Recognize songs sung at school, at home, and in the community</li> <li>Discuss family celebrations, traditional holidays and events, and the music that is connected to them</li> <li>Move to and sing simple songs from various cultures</li> <li>Explore and play instruments from various cultures</li> <li>Learn how music celebrates people's lives and cultural traditions</li> <li>Perform a circle dance with multi-cultural music</li> <li>Demonstrate age appropriate audience skills in a variety of presentations/ performances</li> </ul>	<ul style="list-style-type: none"> <li>Discuss family celebrations, traditional holidays and events, and the music that is connected to them</li> <li>Listen to and sing music from diverse cultures in various styles</li> <li>Move to and sing simple songs from various cultures</li> <li>Explore and play instruments from various cultures</li> <li>View a cultural event, such as a potlatch, and describes the music</li> <li>Learn how music celebrates people's lives and cultural traditions</li> <li>Demonstrate age appropriate audience skills in a variety of presentations/ performances</li> </ul>	<ul style="list-style-type: none"> <li>Describe a music event in the community</li> <li>Identify and compare examples of music activities in the community</li> <li>View a cultural event, such as a luau, and describes the music</li> <li>Learn how music celebrates people's lives and cultural traditions</li> <li>Notice the similarities and differences of music from diverse cultures in various styles</li> <li>Demonstrate age appropriate audience skills in a variety of presentations/ performances</li> </ul>	

**Notes:**

1. E.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords.
2. E.g., traditional sounds: voices, instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic \*MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.
3. E.g., a particular style, form, instrumentation, compositional technique
4. E.g., swaying, skipping, dramatic play
5. E.g., meter, dynamics, tempo
6. E.g., meter changes, dynamic changes, same/different sections
7. E.g., form, line, contrast
8. E.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and meter signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions
9. E.g., Navajo, Arabic, Latin American
10. E.g., celebration of special occasions, background music for television, worship
11. E.g., orchestra conductor, folksinger, church organist

# Third-Fifth Grade

Third	Fourth	Fifth	National Standard/ EALR
<p><b>1. Content Standard:</b> Singing, alone and with others, a varied repertoire of music.</p> <p><b>Achievement standards:</b></p> <ul style="list-style-type: none"> <li>a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo</li> <li>b. sing expressively, with appropriate dynamics, phrasing, and interpretation</li> <li>c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures</li> <li>d. sing ostinatos, partner songs, and rounds</li> <li>e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>f. Shows respect for the singing for other</li> </ul>			1
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Sing with proper vocal technique using head tones, clear diction, and correct posture</li> <li>• Accurately match pitch with teacher/ piano/ guitar</li> <li>• Sing songs with a wider vocal range</li> <li>• Sing songs involving sequences and recognize sequencing</li> <li>• Make appropriate dynamic changes while singing</li> <li>• Participate in solo/group singing perform a brief program of songs by the same composer for an audience</li> <li>• Perform a brief program of songs or dances from a selected culture or tradition for an audience</li> <li>• Participate vocally in liturgical celebrations</li> <li>• Match pitches when</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with proper vocal technique using head tones, clear diction, and correct posture</li> <li>• Respond to tempo markings when singing, e.g., ritardando (gradually slow down) and accelerando (gradually speed up)</li> <li>• Read the dynamic markings in a song and respond appropriately (p, pp, mp, mf, f, ff) crescendo, decrescendo</li> <li>• Sing counter-melodies, ostinati, descants, and partner songs</li> <li>• Participate vocally in liturgical celebrations</li> <li>• Match pitches when singing songs (choral, rounds, traditional, canons, patriotic, partner songs, world language songs)</li> <li>• Sing musical scales when given “do”</li> <li>• Sing songs in unison (call</li> </ul>	<ul style="list-style-type: none"> <li>• Sing with proper vocal technique using pure head tones, clear diction, and correct posture</li> <li>• Continue to perform songs with a variety textures: ostinati, partner songs, descants, countermelodies, rounds</li> <li>• Participate vocally in liturgical celebrations</li> <li>• Sing accurate pitches when singing choral songs, rounds, canons, traditional, patriotic folk, partner songs, world language songs</li> <li>• Sing independently with correct pitch</li> <li>• Sing songs in unison and harmony (canon, partner songs, two-part songs)</li> <li>• Demonstrate sforzando (<i>sf</i> which indicate a sudden dramatic volume increase) with a vocal ensemble</li> <li>• Demonstrate breath control while singing phrases</li> <li>• Sing expressively with appropriate dynamics, phrasing, and interpretation</li> <li>• Blend vocal timbres and match dynamic levels while singing in a group</li> </ul>	

<p>singing simple songs using pentatonic and diatonic scales</p> <ul style="list-style-type: none"> <li>• Sing a variety of interval in appropriate vocal ranges</li> <li>• Sing songs in unison and harmony (rounds, partners songs, canons)</li> </ul>	<p>response echo) and harmony (canon, partner songs, two-part songs)</p>		
Third	Fourth	Fifth	National Standard/ EALR
<p><b>2. Content Standard:</b> Performing on instruments, alone and with others, a varied repertoire of music</p> <p><b>Achievement Standards:</b></p> <ol style="list-style-type: none"> <li>perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo</li> <li>perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> <li>perform expressively a varied repertoire of music representing diverse genres and styles</li> <li>echo short rhythms and melodic patterns</li> <li>perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</li> <li>perform independent instrumental parts <i>I</i> while other students sing or play contrasting parts</li> </ol>			2
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Maintain a steady beat</li> <li>• Play melodies on classroom instruments</li> <li>• Play rhythmic and melodic ostinati using classroom instruments</li> <li>• Play classroom instruments independently and in an ensemble</li> <li>• Echo rhythmic phrases</li> <li>• Play and perform music using pitched and non-pitched instruments</li> <li>• Use drums in a performance</li> <li>• Show appropriate skills and techniques on several non-pitched percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately perform/play a variety of rhythm patterns</li> <li>• Practice playing melodies on pitched and non-pitched classroom instruments (e.g. recorder, from a score)</li> <li>• Perform music with appropriate rhythms and meters</li> <li>• Play musical scales when given “do”</li> <li>• Demonstrate proper musical skills and techniques while playing a pitched instrument, such as recorder, guitar, or Orff instruments</li> <li>• Play independent instrumental parts while others sing and/or play</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany movement with rhythm instruments</li> <li>• Demonstrate proper musical skills and techniques while playing a pitched instrument, such as recorder, guitar, or Orff instruments</li> <li>• Play independent instrumental parts while others sing and/or play rhythmic, melodic or harmonic parts</li> <li>• Play expressively with appropriate dynamics, phrasing, and interpretation</li> <li>• Play with appropriate posture, intonation, and increased technical accuracy</li> <li>• Play with increased pitch and rhythmic accuracy</li> <li>• Compose basic rhythmic pattern using simple meters in short musical compositions</li> <li>• Rehearse and performs easy rhythmic melodic, and harmonic patterns reflect</li> </ul>	

<ul style="list-style-type: none"> <li>• Play independent instrumental parts while others sing and/or play rhythmic, melodic or harmonic parts</li> <li>• Play expressively with appropriate dynamics</li> <li>• Play with appropriate posture and increased technical accuracy</li> <li>• Play with increased pitch and rhythmic accuracy</li> <li>• Play a varied repertoire of music representing diverse styles genres and cultures</li> </ul>	<p>rhythmic, melodic or harmonic parts</p> <ul style="list-style-type: none"> <li>• Play expressively with appropriate dynamics, phrasing, and interpretation</li> <li>• Play with appropriate posture and increased technical accuracy</li> <li>• Play with increased pitch and rhythmic accuracy</li> <li>• Play a varied repertoire of music representing diverse styles genres and cultures</li> </ul>	<p>various styles of music</p>	
<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>National Standard/ EALR</b>
<p><b>3. Content Standard:</b> Improvising melodies, variations, and accompaniments</p> <p><b>Achievement Standards:</b></p> <ol style="list-style-type: none"> <li>improvise "answers" in the same style to given rhythmic and melodic phrases</li> <li>improvise simple rhythmic and melodic ostinato accompaniments</li> <li>improvise simple rhythmic variations and simple melodic embellishments on familiar melodies</li> <li>improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means 2</li> </ol>			3
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Improvise rhythmic and melodic ostinato using classroom instruments</li> <li>• Explore simple melodies using the pentatonic scale</li> <li>• Explore tone color of non-pitched instruments by improvising accompaniments</li> <li>• Improvise simple melodies on pitched instruments, such as barred instruments,</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the pentatonic scale on keyboard or bells</li> <li>• Create accompaniments using rhythm and melodic instruments in various textures</li> <li>• Experiment with I-V and I-IV-V chord patterns to develop simple accompaniment</li> <li>• Improvise simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise patterns in different time signatures (2/4, 3/4, 4/4, and 6/8)</li> <li>• Experiment with I-V and I-IV-V chord patterns to develop simple accompaniment</li> <li>• Improvise simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards</li> <li>• Improvise basic rhythmic patterns using simple meters in short musical compositions.</li> <li>• Improvise movement to portray dynamic changes in a piece</li> </ul>	

<p>recorders, and keyboards</p> <ul style="list-style-type: none"> <li>• Explore possible musical solutions to a given musical sequence, such as the teacher playing or singing an unresolved musical pattern and the students responding with their interpretation of the answer/solution</li> <li>• Improvise music in AB form in two sections, with the first section in slow tempo and the second section in a fast tempo</li> <li>• Improvises an expressive ostinato to music which evokes feelings, such as <i>Dance Macabre</i> by Camille Saint-Saëns</li> </ul>			<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>National Standard/ EALR</b>
<p><b>4. Content Standard:</b> Composing and arranging music within specified guidelines</p> <p><b>Achievement Standards:</b></p> <ol style="list-style-type: none"> <li>create and arrange music to accompany readings or dramatizations</li> <li>create and arrange short songs and instrumental pieces within specified guidelines 3</li> <li>use a variety of sound sources when composing</li> </ol>						4
<b>Examples</b>		<b>Examples</b>		<b>Examples</b>		
<ul style="list-style-type: none"> <li>• Compose a brief, complete ostinato on rhythm instruments</li> <li>• Explore simple melodies using the pentatonic scale</li> <li>• Explore tone color of non-pitched instruments by creating accompaniments</li> <li>• Compose short rhythmic patterns</li> <li>• Create music in AB</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a variety of sound sources to create original pieces</li> <li>• Utilize I-V and I-IV-V chord patterns to develop simple accompaniments</li> <li>• Create accompaniments using rhythm and melodic instruments in various textures</li> <li>• Compose basic rhythmic patterns using simple meters in short musical</li> </ul>	<ul style="list-style-type: none"> <li>• Compose patterns in 2/4, 3/4, 4/4, and 6/8 time signatures</li> <li>• Create a four measure composition and perform it for the class using pitched or non-pitched instruments</li> <li>• Construct and perform various musical forms physically, orally, and in written formats to communicate understanding</li> <li>• Compose a rhythmic rondo</li> <li>• Create an original musical composition using the elements of music in ABA form</li> </ul>				

<p>form in two sections, with the first section in a slow tempo and the second section in a fast tempo</p> <ul style="list-style-type: none"> <li>• Compose an expressive ostinato to music which evokes feelings, such as <i>Dance Macabre</i> by Camille Saint-Saëns</li> </ul>	<p>compositions</p> <ul style="list-style-type: none"> <li>• Construct and perform various musical forms physically, orally, and in written formats to communicate understanding</li> <li>• Collaborate with a group to select musical elements and create a musical sequence</li> <li>• Create a song using the pentatonic scale to accompany a simple poem reading</li> </ul>	<ul style="list-style-type: none"> <li>• Create a rhythmic four measure piece of music to demonstrate understanding of rhythm and dynamics</li> <li>• Compose music to communicate ideas and feelings for a specific purpose</li> <li>• Compose a tone poem for a presentation</li> </ul>	
Third	Fourth	Fifth	National Standard/ EALR
<p><b>5. Content Standard:</b> Reading and notating music</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>read whole, half, dotted half, quarter, and eighth notes and rests in 24, 34, and 44 meter signatures</li> <li>use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys</li> <li>identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing</li> <li>use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher</li> </ol>			5
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>• Identify 2/4, 3/4, and 4/4 meters</li> <li>• Identify quarter, half, whole, eighth, and sixteenth notes and rests and their relative values</li> <li>• Recognize melodic contour</li> <li>• Begin to recognize and understand sharp, flat, and natural</li> <li>• Identify same, different, and similar melodic patterns</li> <li>• Listen to and identify steps, leaps, and repeats</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize changes in meter (time) in a listening selection</li> <li>• Listen and state the meter (time) as being in 2s, 3s, 4s, common time or cut time</li> <li>• Read and explain the symbols of meter (time) signature</li> <li>• Identify the unit note in a meter (time) signature</li> <li>• Identify the duration of notes and rests: whole, half, quarter, eighth, and sixteenth</li> <li>• Recognize notes and rests in a score</li> </ul>	<ul style="list-style-type: none"> <li>• Read, create, and perform patterns in 2/4, 3/4, 4/4, and 6/8</li> <li>• Review common and cut time</li> <li>• Continue to read and perform patterns using triplets, ties, and slurs</li> <li>• Hear, recognize, and move to patterns using dotted eighth followed by sixteenth notes</li> <li>• Recognize and notate sixteenth, eighth, quarter, half, and whole notes and corresponding rests</li> <li>• Recognize and understand accidentals and their symbols: natural, flat, and sharp</li> <li>• Explore the bass clef and its range</li> <li>• Begin to understand key signatures</li> <li>• define common tempo words: andante, moderato, allegro, presto</li> </ul>	

<ul style="list-style-type: none"> <li>• Point out markings for ritardando and accelerando</li> <li>• Recognize the following abbreviations and define the terms: ppp, pp, p, mp, mf, f, ff, fff</li> <li>• Recognize and define crescendo and decrescendo</li> <li>• Identify dynamic changes in music</li> <li>• Identify phrases in a written score as long/short, same/different</li> <li>• Recognize introduction and coda in a song or listening selection</li> <li>• Point out the following markings in a score and go to the appropriate place in a song: D.C. al fine, first ending, second ending, repeat, fine</li> <li>• Recognize repeat signs and first and second endings</li> </ul>	<ul style="list-style-type: none"> <li>• Read and perform patterns using triplets, ties, and slurs</li> <li>• Draw the melodic contour of a phrase</li> <li>• Name notes on the staff</li> <li>• Practice playing melodies on classroom instruments (e.g. recorder, from a score)</li> <li>• Review accidentals: sharp, flat, natural</li> <li>• Respond to tempo markings when singing (e.g., ritardando and accelerando)</li> <li>• Read the dynamic markings in a song and respond appropriately: p, pp, ppp, mp, mf, f, ff, fff, mf, crescendo, decrescendo</li> <li>• Identify phrases as same/different in a score and a listening selection</li> <li>• Follow the markings in a piece/score</li> <li>• Begin to understand the marking D.S. al fine</li> <li>• Recognize the theme in a listening selection</li> <li>• Indicate the return of a theme in a piece</li> <li>• Read and communicate rhythms using a counting system such as Kodály, Orff, Dalcroze, Gordon, or other district approved counting system</li> <li>• Read and play simple melodies on recorders or other pitched instruments</li> <li>• Identify the pitches and notation of the music scale, such as do-re-mi-fa-sol-la-ti-do, nonsense syllables, and numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to each dynamic marking while performing</li> <li>• Demonstrate each marking vocally or using classroom instruments</li> <li>• Read and sing in two-part harmony</li> <li>• Read music and invented notation with sharps, flats, and naturals</li> <li>• Identify the pitches and notation of the music scale, such as do-re-mi-fa-sol-la-ti-do, nonsense syllables, and numbers</li> <li>• Identify treble, bass, and alto clef signs (e.g. G and F clefs)</li> <li>• Write musical notation and demonstrates an understanding of how musical notation and fractions correlate with math</li> </ul>	
<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>National Standard/ EALR</b>

<p><b>6. Content Standard:</b> Listening to, analyzing, and describing music</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>identify simple music *forms when presented aurally</li> <li>demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</li> <li>use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</li> <li>identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</li> <li>respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music</li> </ol>		6
Examples	Examples	Examples
<ul style="list-style-type: none"> <li>• Distinguish between beat and rhythm</li> <li>• Recognize melodic contour</li> <li>• Listen to and identify steps, leaps, and repeats</li> <li>• Identify same, different, and similar melodic patterns</li> <li>• Identify a variety of instruments from recorded or live selections</li> <li>• Identify ritardando and accelerando when listening to a piece</li> <li>• Discuss and describe how the tempo in a piece can portray feeling or mood</li> <li>• Identify dynamic changes in music</li> <li>• Recognize introduction and coda in a song or listening selection</li> <li>• Identify forms: AB, ABA, AABA</li> <li>• Recognize theme, variation, round, and rondo in a listening selection</li> <li>• Discuss differences/similarities in rhythm, melody, and tone color</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize changes in meter (time) in a listening selection</li> <li>• Listen and state the meter (time) as being in 2s, 3s, 4s, common time or cut time</li> <li>• Begin to listen to and recognize syncopation</li> <li>• Listen to and conduct pieces</li> <li>• Identify a listening selection as being in a major or minor key</li> <li>• Recognize various ensembles from live performances or listening selections, e.g., band or orchestra</li> <li>• Identify the five families of instruments: string, percussion, brass, woodwind, and keyboard</li> <li>• Identify phrases as same/different in a score and a listening selection</li> <li>• Pause for the interlude in a song</li> <li>• Recognize the theme in a listening selection</li> <li>• Recognize chord changes in a song</li> <li>• Discuss the texture of a listening selection</li> <li>• Recognize textures as</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the meter in a variety of recorded and improvised pieces</li> <li>• Indicate changes in meter through movement</li> <li>• Determine and demonstrate meter in 2s, 3s, and 4s</li> <li>• Point out examples of syncopation in listening selections and in a score</li> <li>• Determine whether a listening selection is in a major or minor tonality</li> <li>• Discuss reasons a composer might choose a major or minor tonality for a composition</li> <li>• Recognize and define a cappella</li> <li>• Listen to an a cappella selection and respond in a visual form (e.g. create a drawing or painting of the impression drawn from the selection)</li> <li>• Define duet, trio, quartet, and chorus</li> <li>• Recognize vocal performances of duet, trio, and quartet , and chorus</li> <li>• Classify voices as soprano, alto, tenor, or bass</li> <li>• Distinguish between changed and unchanged voices</li> <li>• Compare the recording/performance to another having the same characteristics</li> <li>• Recognize the prelude/overture in a listening selection</li> <li>• Recognize textures as thick/thin</li> <li>• Identify sections of a listening selection as performed in unison/harmony</li> </ul>

<ul style="list-style-type: none"> <li>• Listen to and make simple identifications of music of great composers</li> <li>• Recognize and identify some characteristics such as instrumentation, form, function, and timbre of various styles of music</li> <li>• Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music</li> <li>• Discuss music elements in live or recorded music</li> <li>• Discuss with a partner or group why a piece of music is or is not pleasing</li> </ul>	<p>thick/thin</p> <ul style="list-style-type: none"> <li>• Recognize that differences in rhythm, melody, and tone color determine style</li> <li>• Listen to several pieces in a given style and describe the style in terms of rhythm, melody, and tone color</li> <li>• Listen to and make simple identifications of the music of great composers</li> <li>• Examine, identify, and expresses the form of music taught, rehearsed, and/or performed</li> <li>• Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music</li> <li>• Maintain focus and attention while listening</li> <li>• Interpret the meaning of recorded or live music.</li> <li>• Identify and interpret the use of music elements in compositions by peers</li> <li>• Discuss how listening choices vary from activity to activity (e.g. why we listen to one kind of music when we are relaxing and another kind of music when we are exercising)</li> <li>• Discuss with a partner or group why a piece of music is or is not pleasing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a recognition of chord changes in a song</li> <li>• Discuss and compare the expressive qualities in a variety of listening selections</li> <li>• Listen to, make simple identifications, and discuss reactions to the music of great composers</li> <li>• Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music</li> <li>• Maintain focus and attention while listening</li> <li>• Discuss with a partner or group why a piece of music is or is not pleasing</li> </ul>	
Third	Fourth	Fifth	National Standard/ EALR
<p><b>7. Content Standard:</b> Evaluating music and music performances</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>devise criteria for evaluating performances and compositions</li> <li>explain, using appropriate music terminology, their personal preferences for specific musical works and style</li> </ol>			7

Examples	Examples	Examples	National Standard/ EALR
<ul style="list-style-type: none"> <li>Describe and give a personal opinion of the recording or performance as part of a class discussion</li> <li>Support this personal opinion by providing a rationale for the opinion</li> <li>Maintain focus and attention toward performers</li> <li>Comment appropriately following a performance</li> <li>Observe with a quiet body in self-space while others are performing</li> <li>Describe a music event in the community, such as a recital, and discusses the music that was performed</li> </ul>	<ul style="list-style-type: none"> <li>Maintain focus and attention toward performers</li> <li>Comment/respond appropriately following a performance</li> <li>Identify and interpret the use of music elements in compositions by peers</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a recording or attend a performance of a local or area musical ensemble</li> <li>Describe and give a personal opinion of the recording or performance, in writing and as part of class discussion</li> <li>Compare the recording/performance to another having the same characteristics</li> <li>Discuss and compare the expressive qualities in a variety of listening selections</li> <li>Listen to, make simple identifications, and discuss reactions to the music of great composers</li> <li>Maintain focus and attention toward performers</li> <li>Comment/respond appropriately following a performance</li> <li>Provide feedback to peers on the clarity of composition of musical elements in musical compositions</li> </ul>	
<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	
<p><b>8. Content Standard:</b> Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p><b>Achievement Standard:</b></p> <p>a. identify similarities and differences in the meanings of common terms 7 used in the various arts</p> <p>b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 8</p>			8
Examples	Examples	Examples	
<ul style="list-style-type: none"> <li>Make connections between great pieces of art and music (e.g. Madonna and Marian songs)</li> <li>Make connections between scientific phenomena and music (e.g. rain, wind and Vivaldi's season)</li> </ul>	<ul style="list-style-type: none"> <li>Perform a Native American program, incorporating visual artwork, cultural dances, storytelling, and songs</li> <li>Describe both a piece of music and a piece of visual art using common vocabulary, such as tempo, density, and color</li> </ul>	<ul style="list-style-type: none"> <li>Present a Veterans Day assembly that involves the veterans of the community and incorporates artistic elements (e.g. music, visual, dance, theatre, art)</li> <li>Discuss and categorize elements of style and compositional devices that are common across arts disciplines, such as impressionism and romanticism</li> </ul>	

<ul style="list-style-type: none"> <li>Explore connections between history and music (e.g. patriotic, work song, African spirituals)</li> <li>Discover the links between dances from around the world and the music of various countries</li> <li>Explore the science of sound and sound waves</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the process of writing a poem is similar to composing a song</li> <li>Explore how inquiry in music is similar to inquiry in science</li> </ul>	<ul style="list-style-type: none"> <li>Write musical notation and demonstrates an understanding of how musical notation and fractions correlate with math</li> </ul>	
<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>National Standard/ EALR</b>
<p><b>9. Content Standard:</b> Understanding music in relation to history and culture</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>identify by genre or style aural examples of music from various historical periods and cultures</li> <li>describe in simple terms how elements of music are used in music examples from various cultures of the world <i>9</i></li> <li>identify various uses of music in their daily experiences <i>10</i> and describe characteristics that make certain music suitable for each use</li> <li>identify and describe roles of musicians <i>11</i> in various music settings and cultures</li> <li>demonstrate audience behavior appropriate for the context and style of music performed</li> </ol>			9
<b>Examples</b>	<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>Perform a multi-cultural concert about different holidays from around the world, using the native languages and cultural and traditional costumes, instruments, music, food, and masks</li> <li>Listen to music from various cultures and in various styles</li> <li>Perform a brief program of songs or dances from a selected culture or tradition for an audience</li> <li>Listen to and make simple identifications</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music from a variety of cultures, including American patriotic music, and describe the style of each</li> <li>Listen to and make simple identifications of the music of great composers</li> <li>Examine the importance of music in life</li> <li>Analyze the soundtrack music to a popular video game and discusses how the music impacts the gaming experience</li> <li>Examine the cultures of several island countries and describes how the music reflects the culture</li> </ul>	<ul style="list-style-type: none"> <li>Listen to music from various cultures and historical periods</li> <li>Recognize and contrast differences in expressive qualities between cultures/historical periods)</li> <li>Explore the historical instruments, music, and dance of the American colonial time period</li> <li>Compare and contrast Western and world music</li> <li>Examine how the music from each decade of the 20th Century was influenced by popular culture and historical events, such as the Beatles and their incorporation of jazz, blues, rock and roll, rockabilly, rhythm and blues, folk, country, gospel, etc.</li> <li>Discover the link between colonial country dances and the music of</li> </ul>	

<p>of music of great composers</p> <ul style="list-style-type: none"> <li>• Learn how the songs were influenced by cultural and historical events</li> <li>• Discover the links between dances from around the world and the music of various countries</li> <li>• Role play composers and other characters in history by reporting about, performing, and/or sharing musical compositions</li> <li>• Describe a music event in the community, such as a recital, and discusses the music that was performed</li> <li>• Identify and compare examples of musical activities in the community</li> <li>• Learn how music celebrates people's lives and cultural traditions</li> <li>• Demonstrate age appropriate audience skills in a variety of presentations/performances</li> </ul>	<p>of each place</p> <ul style="list-style-type: none"> <li>• Learn how music celebrates people's lives and cultural traditions</li> <li>• Examine the cultures of several Native American tribes and describes how the music reflects the culture of each region</li> <li>• Use historical information about Lewis and Clark to create a performance about their journey, (e.g. Arlene Ydstie's musical about Washington's Centennial in 1989)</li> <li>• Demonstrate age appropriate audience skills in a variety of presentations/performances</li> <li>• Avoid distracting and inappropriate behaviors</li> </ul>	<p>colonial America</p> <ul style="list-style-type: none"> <li>• Analyze the soundtrack music to a popular video game and discusses how the music impacts the gaming experience</li> <li>• Examine and describe the attributes of West African music that reflect West African culture</li> <li>• Explore how geography and culture contributed to the development of Southeast Asian music</li> <li>• Recognize characteristics of various time periods in Western music and understand how these characteristics are representative of the period that produced the music</li> <li>• Learn how music celebrates people's lives and cultural traditions.</li> <li>• Investigate African American work songs and composes a field holler</li> <li>• Research different roles in musical production (song writer, sound engineers, performers, publicity, etc.)</li> <li>• Demonstrate age appropriate audience skills in a variety of presentations/performances</li> <li>• Avoid distracting and inappropriate behaviors (laughing when something is not funny)</li> </ul>
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**Notes:**

1. E.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords.
2. E.g., traditional sounds: voices, instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic \*MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.
3. E.g., a particular style, form, instrumentation, compositional technique
4. E.g., swaying, skipping, dramatic play
5. E.g., meter, dynamics, tempo
6. E.g., meter changes, dynamic changes, same/different sections
7. E.g., form, line, contrast

8. E.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and meter signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions
9. E.g., Navajo, Arabic, Latin American
10. E.g., celebration of special occasions, background music for television, worship
11. E.g., orchestra conductor, folksinger, church organist

## Sixth-Eighth Grade

Sixth	Seventh Eighth	National Standard/ EALR
<p><b>1. Content Standard:</b> Singing, alone and with others, a varied repertoire of music</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</li> <li>b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory</li> <li>c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed</li> <li>d. sing music written in two and three parts Students who participate in a choral ensemble</li> <li>e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory</li> </ol>		1
Examples	Examples	
<ul style="list-style-type: none"> <li>• Distinguish between heavier/lighter vocal tone color</li> <li>• Identify changed and unchanged voices</li> <li>• Perform an expressive musical selection, solo or with a group, using appropriate tempo, texture, and dynamic choices</li> <li>• Participate vocally in liturgical celebrations</li> <li>• Perform music that increases in complexity as skills increase</li> <li>• Sing various genres of music and multi-cultural and ethnic songs correctly, using appropriate rhythm, phrasing, interpretation, and proper pronunciation of foreign language lyrics</li> <li>• Demonstrate the ability to sing major and</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and chart his/her vocal range</li> <li>• Sing, play, and perform rhythmic body movement to various tempo markings correctly</li> <li>• Perform songs in a variety of textures: ostinati, partner songs, descants, countermelodies, rounds, two-part and simple three-part harmony</li> <li>• Listen to, discuss, and perform music of the twentieth and twenty-first centuries</li> <li>• Participate in liturgical celebrations and perform liturgical music</li> <li>• Use correct rhythmic interpretations in a rehearsal and performance</li> <li>• Perform music that increases in</li> </ul>	

<p>minor scales</p> <ul style="list-style-type: none"> <li>• Perform solo and in ensemble in the appropriate range and timbre for rehearsal and performance</li> <li>• Demonstrate unison and harmony in performance</li> <li>• Apply prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to vocal ensembles and groups</li> <li>• Perform melodies accurately without accompaniment</li> <li>• Use and extend bending notes (detuning one’s pitch) and/or trills within popular music and jazz</li> <li>• Rehearse and perform music with expression and technical accuracy</li> <li>• Perform in a choral group by blending tones and timbres, matching vowel placement, balancing dynamic levels, and responding to a conductor</li> </ul>	<p>complexity as skills increase</p> <ul style="list-style-type: none"> <li>• Sing music that reflects various styles, genres, and cultures</li> <li>• Perform music expressively, accurately, and in appropriate vocal range, in a variety of ensembles</li> <li>• Rehearse and perform music that includes both solo and unison sections/parts</li> <li>• Perform transposed music phrases with clarity and accuracy</li> <li>• Select music with appropriate range and timbre</li> <li>• Adjust and refine vowel placement to achieve a blended choral sound</li> <li>• Perform in small ensemble formats for peers, community, and/or adjudication</li> <li>• Perform a composition in major and minor</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>
<p><b>2. Content Standard:</b> Performing on instruments, alone and with others, a varied repertoire of music</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>perform on at least one instrument <i>1</i> accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</li> <li>perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6</li> <li>perform music representing diverse genres and cultures, with expression appropriate for the work being performed</li> <li>play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</li> </ol> <p><b>Students who participate in an instrumental ensemble or class</b></p> <ol style="list-style-type: none"> <li>perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory</li> </ol>		2
<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Recognize and perform: 2/4, 3/4, 4/4, 6/8, 2/2, syncopation and dotted rhythms</li> <li>• Listen to and experience a score in mixed meters and perform the rhythm patterns</li> <li>• Recognize and perform patterns including sixteenth notes</li> <li>• Read, create, and perform ostinati</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany the beat of a composition with instrument, movement, or body percussion</li> <li>• Review, perform, and explain tied notes, slurs, and triplets</li> <li>• Perform rhythmic compositions vocally or using classroom instruments</li> <li>• Perform and conduct irregular meter compositions</li> </ul>	

<ul style="list-style-type: none"> <li>• Continue to recognize and perform triplets, tied notes, and slurs</li> <li>• Play the chromatic scale on classroom instrument</li> <li>• Identify and perform a major and minor scale using the appropriate patterns</li> <li>• Identify, construct, and perform the pentatonic scale as a review</li> <li>• Perform a musical selection, solo or with a group, in the appropriate tempo</li> <li>• Review the dynamic marking in a score to perform the piece appropriately</li> <li>• Incorporate accents into the performance of a piece</li> <li>• Construct triads and other chords in writing or on classroom instruments</li> <li>• Perform examples of various types of texture: ostinati, partner songs,</li> <li>• Participate in liturgical celebrations and perform liturgical music</li> <li>• Perform music that increases in complexity as skills increase</li> <li>• Match pitches when tuning the instrument(s) one is studying</li> <li>• Demonstrate the ability to form a proper embouchure while playing a wind instrument</li> <li>• Demonstrates the ability to adjust finger placement slightly to match pitch on string instruments</li> <li>• Perform solo and in an ensemble in the appropriate instrumental range for rehearsal and performance</li> <li>• Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color</li> <li>• Perform in a variety of small and large ensembles that use various vocal and instrumental timbres when presenting a wide variety of music</li> <li>• Perform, in small and large ensembles, music that contains repeat signs, da capo, and dal segno</li> <li>• Demonstrate first and second endings in a piece of music</li> <li>• Demonstrate sforzando in an instrumental ensemble</li> <li>• Apply prior knowledge of musical expression—dynamics, style, tempo, and</li> </ul>	<ul style="list-style-type: none"> <li>• Read and perform syncopated rhythm patterns</li> <li>• Explore or explain the capabilities of a synthesizer (if available) or other electronic resource</li> <li>• Sing, play, and perform rhythmic body movement to various tempo markings correctly</li> <li>• Apply dynamic markings in singing, playing, and creating compositions</li> <li>• Perform songs in a variety of textures: ostinati, partner songs, descants, countermelodies, rounds, two-part and simple three-part harmony</li> <li>• Perform an accompaniment with a song, e.g., using the omnichord</li> <li>• Identify and/or accompany a composition with I-IV-V-I chordal progression</li> <li>• Identify, listen to, discuss, and perform various styles of music,( e.g., folk songs from various cultures, blue grass, ragtime, spiritual, American jazz, nationalistic pieces, rock)</li> <li>• Discuss and perform music from American musical theatre</li> <li>• Listen to, discuss, and perform music of the twentieth and twenty-first centuries</li> <li>• Participate in liturgical celebrations and perform liturgical music</li> <li>• Explore rhythmic vocabulary in music that is rehearsed and performed</li> <li>• Use correct rhythmic interpretations in a rehearsal and performance</li> <li>• Perform music that increases in complexity as skills increase</li> <li>• Demonstrate the ability to adjust the embouchure while playing a wind instrument</li> <li>• Play and improvise music that reflects various styles, genres, and cultures</li> <li>• Perform solo and in small ensembles</li> <li>• Perform, in small and large ensembles, music that contains both an introduction and coda.</li> <li>• Perform theme and variations in both small and large ensembles</li> <li>• Perform, in small and large ensembles, music that contains repeat signs, da capo, and dal segno</li> <li>• Apply prior knowledge of musical expression dynamics, style, tempo, and phrasing to vocal and instrumental ensembles and groups</li> <li>• Perform melodies accurately without accompaniment.</li> <li>• Prepare music for solo/ensemble performance presentations</li> <li>• Rehearse and perform own musical composition</li> </ul>
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<p>phrasing—to vocal and instrumental ensembles and groups</p> <ul style="list-style-type: none"> <li>• Use and extend bending notes (detuning one’s pitch) and/or trills within popular music and jazz</li> <li>• Rehearse and perform music with expression and technical accuracy</li> <li>• Shape musical lines with dynamics and tempo in the performance of musical compositions</li> </ul>	<p>following reflective journaling</p> <ul style="list-style-type: none"> <li>• Rehearse and perform music that includes both solo and unison sections/parts</li> <li>• Perform transposed music phrases with clarity and accuracy</li> <li>• Select music with appropriate range and timbre</li> <li>• Perform in small ensemble formats for peers and community</li> <li>• Respond to the director’s conducting to add dynamic shape to a melody in an instrumental or vocal composition</li> <li>• Perform a composition in major and minor. and/or adjudication</li> <li>• Demonstrate how a trill is played</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>
<p><b>3. Content Standard:</b> Improvising melodies, variations, and accompaniments</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>improvise simple harmonic accompaniments</li> <li>improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</li> <li>improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent *style, meter, and tonality</li> </ol>		3
<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Improvise ostinato</li> <li>• Improvise a rhythm pattern appropriate to a style</li> <li>• Improvise a melody using the pentatonic scale major and minor scales</li> <li>• Improvise accompaniments using various tempi</li> <li>• Improvise an accompaniment to a song or a melody</li> <li>• Experiment with chord progressions to compose simple accompaniments</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany the beat of a composition with instrument, movement, or body percussion</li> <li>• Improvise rhythmic patterns vocally or using classroom instruments</li> <li>• Improvise syncopated rhythm patterns</li> <li>• Improvise melodic patterns on a classroom instrument</li> <li>• Improvise instrumental accompaniments using various tone colors and environmental sounds</li> <li>• Improvise accompaniments using various tempi and dynamic marks</li> <li>• Experiment with chord progressions to compose simple accompaniments</li> <li>• Improvise short melodies with a consistent style, meter, or tonality, such as a contemporary melody in the style of Bach or a Mozart piece in the style of Rachmaninoff.</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>

<p><b>4. Content Standard:</b> Composing and arranging music within specified guidelines</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>compose short pieces within specified guidelines, 2 demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance</li> <li>arrange simple pieces for voices or instruments other than those for which the pieces were written</li> <li>use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging</li> </ol>		4
<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>Create examples of measures in a variety of meters</li> <li>Read, create, and perform ostinati</li> <li>Create a rhythm pattern appropriate to a style</li> <li>Experiment with chord progressions to compose simple accompaniments</li> <li>Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.</li> <li>Create a rhythmic rondo</li> <li>Create a piece of music to, include dynamic and tempo markings, using classroom instruments</li> <li>Create a musical phrase using the elements of music to begin the composition.</li> <li>Use relationships within the music elements to create simple melodies, harmonies, and musical performances</li> <li>Create a jingle that correlates to a visual image</li> </ul>	<ul style="list-style-type: none"> <li>Compose instrumental compositions using various tone colors and environmental sounds</li> <li>Compose and performs a melody in a designated key</li> <li>Use technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color</li> <li>Create and composes an eight measure song, jingle, instrumental piece, etc.</li> <li>Compose music in a given style</li> <li>Create a theme song or jingle to understand and develop skills and techniques in music composition.</li> <li>Create a short piece of music that conveys emotion</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>
<p><b>5. Content Standard:</b> Reading and notating music</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4, 4/4 , 6/8 , 3/8, and alla breve meter signatures</li> <li>read at sight simple melodies in both the treble and bass clefs</li> <li>identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</li> <li>use standard notation to record their musical ideas and the musical ideas of others</li> </ol> <p><b>Students who participate in a choral or instrumental ensemble or class</b></p>		5

e. sight read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6	
<b>Examples</b>	<b>Examples</b>
<ul style="list-style-type: none"> <li>• Recognize and perform: 2/4, 3/4, 4/4, 6/8, 2/2, syncopation and dotted rhythms</li> <li>• Recognize and perform patterns including sixteenth notes</li> <li>• Read, create, and perform ostinati</li> <li>• Continue to recognize and perform triplets, tied notes, and slurs</li> <li>• Recognize a phrase end</li> <li>• Recognize the repeated tones, leaps, and steps in a listening selection and in a score</li> <li>• Identify, construct, and perform the pentatonic scale as a review</li> <li>• Review key signature, bass clef, and accidentals</li> <li>• Read the tempo marking in a score: andante, moderato, allegro, presto, ritardando, accelerando</li> <li>• Describe the dynamics in a listening selection using the correct musical language</li> <li>• Review the dynamic marking in a score to perform the piece appropriately</li> <li>• Review and define accent symbols</li> <li>• Construct triads and other chords in writing or on classroom instruments</li> <li>• Read rhythms using a counting system such as Kodály, Orff, Dalcroze, Gordon, or a district approved counting system.</li> <li>• Use a variety of dynamic markings when singing and playing instruments in a performance</li> <li>• Express ideas and feelings by using musical symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize all meter signatures</li> <li>• Write examples of measures in each meter</li> <li>• Review the identification of notes in a score</li> <li>• Review, perform, and explain tied notes, slurs, and triplets</li> <li>• Read and perform syncopated rhythm patterns</li> <li>• Identify recurring melodic patterns</li> <li>• Describe or illustrate melodic contour</li> <li>• Review the recurrence of a melodic theme</li> <li>• Identify chromatic structure in a score and in a listening selection</li> <li>• Recognize and perform selected intervals</li> <li>• Identify a cadence in a listening selection</li> <li>• Identify the treble and bass in a score</li> <li>• Identify, define, and perform largo, adagio, andante, moderato, allegro, presto, accelerando, and ritardando</li> <li>• Review and apply dynamic markings in singing, playing, and creating compositions</li> <li>• Follow the notations of a fugue</li> <li>• Review ternary (ABA) form</li> <li>• Recognize and construct major/minor triads and other chords</li> <li>• Identify chord changes</li> <li>• Identify and/or accompany a composition with I-IV-V-I chordal progression</li> <li>• Explore rhythmic vocabulary in music that is rehearsed and performed</li> <li>• Use correct rhythmic interpretations in a rehearsal and performance</li> <li>• Create and compose an eight measure song, jingle, instrumental piece, etc.</li> <li>• Apply prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to vocal and instrumental ensembles and groups</li> <li>• Perform melodies accurately without accompaniment.</li> <li>• Perform a cappella accurately.</li> <li>• Prepare music for solo/ensemble performance presentations</li> <li>• Create a theme song or jingle to understand and develop skills and techniques in music composition</li> <li>• Rehearse and perform own musical composition following reflective journaling</li> <li>• Rehearse and perform music that includes both solo</li> </ul>

	and unison sections/parts	
	<ul style="list-style-type: none"> <li>Perform transposed music phrases with clarity and accuracy</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>
<b>6. Content Standard:</b> Listening to, analyzing, and describing music  <b>Achievement Standard:</b> <ol style="list-style-type: none"> <li>describe specific music events 3 in a given aural example, using appropriate terminology</li> <li>analyze the uses of elements of music in aural examples representing diverse genres and cultures</li> <li>demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</li> </ol>		6
<b>Examples</b>		<b>Examples</b>
<ul style="list-style-type: none"> <li>Listen to and experience a score in mixed meters and perform the rhythm patterns</li> <li>Continue to recognize and perform triplets, tied notes, and slurs</li> <li>Compare metered and unmetered music in various historical periods</li> <li>Describe the tonality as major/minor in a variety of listening selections</li> <li>Listen to and compare various keyboard instruments</li> <li>Distinguish between heavier/lighter vocal tone color</li> <li>Listen to an example of a baritone voice</li> <li>Describe the dynamics in a listening selection using the correct musical language</li> <li>Listen to and draw examples of the theme and variations form and rondo form</li> <li>Describe changes in the theme with each variation</li> <li>Identify and describe composite forms: opera, operetta, musical theater, concerto, and oratorio</li> <li>Identify the use of a motif in a listening selection</li> <li>Discuss the texture in a variety of listening selections</li> <li>Listen to music of various styles, historical periods, and cultures</li> <li>Discuss how elements and expressive qualities determine the style of the music</li> </ul>		<ul style="list-style-type: none"> <li>Identify recurring melodic patterns</li> <li>Describe or illustrate melodic contour</li> <li>Recognize sequencing in a listening selection</li> <li>Review the recurrence of a melodic theme</li> <li>Review and discuss the tonality of a selection as major/minor</li> <li>Identify chromatic structure in a score and in a listening selection</li> <li>Recognize and perform selected intervals</li> <li>Identify a cadence in a listening selection</li> <li>Understand and identify differences in voice ranges and timbre: soprano, mezzo-soprano, alto, tenor, baritone, and bass</li> <li>Identify and discuss contrasting dynamics in listening selections</li> <li>Listen to examples of a fugue</li> <li>Identify a fugue when heard in a symphonic composition</li> <li>Identify a motif when heard in a symphonic composition</li> <li>Identify a blues composition</li> <li>Identify listening selections as homophonic, polyphonic, or monophonic</li> <li>Review the difference between thick and thin texture</li> <li>Identify chord changes</li> <li>Identify and/or accompany a composition with I-IV-V-I chordal progression</li> <li>Identify, listen to, discuss, and perform various styles of music, e.g., folk songs from various cultures, blue grass, ragtime, spiritual, American jazz, nationalistic pieces, rock</li> </ul>

<ul style="list-style-type: none"> <li>• Listen to and identify music of great composers</li> <li>• Listen to music that exemplifies various genres of music to discover, identify, and experience rhythmic patterns</li> <li>• Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music</li> <li>• Categorize various genres of music by listening for specific elements, such as the harpsichord timbre heard in baroque music</li> <li>• Listen to and critique a performance of self, peer, or ensemble</li> <li>• Listen to a piece performed in major and minor</li> <li>• Listen to a selection and identifies the instruments that portray the motifs as they are introduced</li> <li>• Listen to a favorite piece of music and draws an artwork that reflects the mood of the music</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and perform music from American musical theatre</li> <li>• Listen to, discuss, and perform music of the twentieth and twenty-first centuries</li> <li>• Listen to, discuss, and identify music of the Medieval, Renaissance, Baroque, Classical, and Romantic periods</li> <li>• Listen to music that exemplifies various genres of music to discover, identify, and experience rhythmic patterns</li> <li>• Recognize the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music</li> <li>• Recognize a piece of music by style and instrumentation, such as a piece of baroque music featuring a harpsichord</li> <li>• Use journaling and apply musical vocabulary to reflect upon the creation of music</li> <li>• Provide feedback to peer composers</li> <li>• Listen to and critique a performance of self, peer, or ensemble</li> <li>• Respond to the historical, traditional, geographical, cultural and political information that surrounds the music that is being learned and performed, such as <i>Let it Be</i> by John Lennon</li> <li>• Listen to and report about the music and styles of multiple genres of music</li> <li>• Experience music by listening to recordings, taking field trips, researching, reporting, and performing. Discusses the similarities and differences between Antonio Vivaldi's <i>The Four Seasons</i> and the paintings of Liu's <i>Landscapes of the Four Seasons</i>.</li> <li>• Compare and contrast the artwork <i>Twilight in the Wilderness</i> by Frederic Edwin Church with the band piece <i>Twilight in the Wilderness</i> by Christopher Tucker.</li> </ul>	
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/ EALR</b>
<p><b>7. Content Standard:</b> Evaluating music and music performances</p> <p><b>Achievement Standard:</b></p> <ol style="list-style-type: none"> <li>develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</li> <li>evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</li> </ol>		7

<b>Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Demonstrate appropriate behavior in a music performance venue, such as turning off electronic devices</li> <li>• Comment/respond appropriately following a performance</li> <li>• Make observations regarding the performance</li> <li>• Critique a performance of self, peer, or ensemble</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate appropriate behavior in a music performance venue, such as turning off electronic devices</li> <li>• Identify ways that appropriate behaviors positively impact the performance and the performers; for example, the performers perform with confidence and focus; the entire audience is able to appreciate all aspects of the performance; and the performers and audience achieve the connectedness of participating in an artistic experience</li> <li>• Evaluate the use of set design, costumes, and music to support the meaning of a live or recorded musical performance, such as an opera or musical theatre piece, or a production of period, multicultural, or genre music</li> <li>• Provide feedback to peer composers</li> <li>• Listen to and critique a performance of self, peer, or ensemble</li> <li>• Evaluate music within different styles of and genres</li> </ul>	
<b>Sixth</b>		<b>Seventh Eighth</b>	
<b>National Standard/ EALR</b>			
<p><b>8. Content Standard:</b> Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p><b>Achievement Standard:</b></p> <p>a. compare in two or more arts how the characteristic materials of each art 4 can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music 5</p>		8	
<b>Examples</b>		<b>Examples</b>	
<ul style="list-style-type: none"> <li>• Describe the musical elements used by an inspirational speaker/actor who incorporates rhythm and expressive elements into a presentation</li> <li>• Listen to a favorite piece of music and draws an artwork that reflects the mood of the music</li> <li>• Discuss the commonalities involved in creating a piece of visual and performance artwork</li> <li>• Examine how creative problem solving in the arts can be transferred to math, science, and writing</li> <li>• Compare common arts terms, such as form, timbre, tone, pattern, texture, dynamics, expression, space, time, beat,</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss the similarities and differences between Antonio Vivaldi's <i>The Four Seasons</i> and the paintings of Liu's <i>Landscapes of the Four Seasons</i></li> <li>• Compare and contrast the artwork <i>Twilight in the Wilderness</i> by Frederic Edwin Church with the band piece <i>Twilight in the Wilderness</i> by Christopher Tucker</li> <li>• Examine the similarities between the scientific method (question, research, hypothesis, experiment, draw conclusions, report results) and the creative process in the arts</li> <li>• Discuss the relationship between music and dance</li> <li>• Discuss work habits that are used in music class and how they apply to the world of work</li> </ul>	

and rhythm		
<ul style="list-style-type: none"> <li>Discuss work habits that are used in music class and how they apply to the world of work</li> </ul>		
<b>Sixth</b>	<b>Seventh Eighth</b>	<b>National Standard/EALR</b>
<b>9. Content Standard:</b> Understanding music in relation to history and culture  <b>Achievement Standard:</b> a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures 6 b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary c. compare, in several cultures of the world, functions music serves, roles of musicians, 7 and conditions under which music is typically performed d. demonstrate audience behavior appropriate for the context and style of music performed		9
<b>Examples</b>	<b>Examples</b>	
<ul style="list-style-type: none"> <li>Use local exhibits as a source for understanding music</li> <li>Explore the life story of a composer and her/his music</li> <li>Examine the importance of music in life</li> <li>Reflect and share how choosing to study a specific musical instrument impacts other personal choices</li> <li>Create a presentation identifying careers in music</li> <li>Maintain focus and attention toward performers</li> <li>Applaud at appropriate times</li> <li>Avoid participation in distracting and inappropriate behaviors, such as laughing when something is not funny</li> </ul>	<ul style="list-style-type: none"> <li>Examine the contribution of African Americans (through spirituals, field hollers, blues, Dixieland, ragtime, etc.) to the creation and development of jazz music.</li> <li>Attend a local, regional, or state music museum, such as the Experience Music Project, that portrays country, jazz, modern, rock and roll, or other styles of music</li> <li>Examine the importance of music in life</li> <li>Discuss why ensemble music for a community performance was chosen</li> <li>Create a computer presentation that reflects, through music and visual arts, the cultural diversity of the school and/or district</li> <li>Listen to, perform, and discuss a song that has historical and political impact and purpose</li> <li>Create a presentation identifying careers in music</li> <li>Maintain focus and attention toward performers</li> <li>Applaud at appropriate times</li> <li>Avoid participation in distracting and inappropriate behaviors, such as laughing when something is not funny</li> </ul>	

**Notes:**

1. E.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument
2. E.g., a particular style, form, instrumentation, compositional technique
3. E.g., entry of oboe, change of meter, return of refrain

4. I.e., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre
5. E.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals, sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works
6. E.g., jazz, mariachi, gamelan
7. E.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera