

## MUSIC: Singing

### Content Standard 1.0: *Students sing a varied repertoire of music alone and with others.*

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
1.3.1 Sing a simple melody with accurate pitch.	1.5.1 Sing independently and expressively.	1.8.1 Sing with <b>technical accuracy</b> and good breath control throughout their singing ranges.	1.12.1 Perform with technical accuracy and good breath control throughout their singing ranges.	<b>Individual Singing Technique</b>
	1.5.2 Sing in an ensemble while following a conductor.	1.8.2 Sing a repertoire of vocal literature in small and large ensembles with <b>expression</b> , technical accuracy, and breath control.	1.12.2 Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.	<b>Choral Singing Technique</b>
1.3.3 Sing simple <b>ostinati</b> and two-part rounds such as <i>Row, Row, Row Your Boat</i> .	1.5.3 Sing <b>descants</b> , partner songs, and three-part rounds.	1.8.3 Sing choral literature written in two and three parts with and without accompaniment.	1.12.3 Perform choral literature written in three/four parts with and without accompaniment.	<b>Independent Part Singing</b>
1.3.4 Sing patriotic songs, folk songs, and multicultural selections.	1.5.4 Sing more complex patriotic songs, folk songs, and multicultural selections.	1.8.4 Sing music representing diverse <b>genres and styles</b> (e.g. Baroque, classical).	1.12.5 Perform music representing diverse genres and styles.	<b>Variety of Repertoire</b>

Descant – An additional melody sung above the main melody to create harmony.

Expression – With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.

Genres – A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, dixieland).

Ostinati - A short musical pattern repeated persistently throughout a composition.

Style – The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

Technical Accuracy – The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

## MUSIC: Playing Instruments

**Content Standard 2.0:** *Students perform a varied repertoire of music on instruments alone and with others.*

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in previous grades and:	
2.3.1 Play <b>classroom instruments</b> using proper technique.	2.5.1 Play rhythmic, melodic, and chordal patterns.	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.	2.12.1 Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.	<b>Individual Playing Techniques</b>
		2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.	2.12.2 Play in small and large ensembles demonstrating advanced ensemble technique.	<b>Ensemble Playing Technique</b>
		2.8.3 Perform multiple-part ensemble literature.	2.12.3 Perform contrapuntal ensemble literature	<b>Independent Part Playing</b>
2.3.4 Accompany simple folk, traditional, and multicultural music.	2.5.4 Play or accompany folk, traditional, and multicultural music.	2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.	2.12.4 Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.	<b>Variety of Repertoire</b>

Classroom Instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, autoharps, mallet instruments, simple percussion instruments, \*fretted instruments, and electronic instruments.

## MUSIC: Improvisation

### Content Standard 3.0: *Students improvise melodies, variations, and accompaniments.*

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in previous grades and:	Students who elect to take an <b>advanced music class at the middle school level</b> know and are able to do everything required in previous grades and:	Students who elect to take an <b>advanced music class at the secondary level</b> know and are able to do everything required in previous grades and:	
3.3.1 <b>Improvise</b> short melodic and rhythmic patterns.	3.5.1 Improvise melodic and rhythmic patterns within the context of a musical phrase.	3.8.1 Improvise simple melodies.	3.12.1 Improvise complex melodies in a given key.	<b>Improvising Rhythms and Melodies</b>
		3.8.2 Improvise simple harmonies in a given key.	3.12.2 Improvise stylistically appropriate harmonies (e.g. 12-bar blues).	<b>Improvising Harmonies</b>
	3.5.3 Improvise introductions and <b>codas</b> , B sections, and changing parts of the <b>rondo</b> .	3.8.3 Improvise melodic and rhythmic embellishments on given <b>pentatonic</b> melodies.	3.12.3 Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.	<b>Improvising Variations</b>

Coda – An ending or conclusion of a piece.

Improvise – To compose, recite, or perform spontaneously.

Pentatonic – Five note melody using 1, 2, 3, 5, 6 scale design.

Rondo – A musical form which constantly returns to the A section and with contrasting alternating sections; Ex. ABACA

## MUSIC: Writing

### Content Standard 4.0: *Students compose and arrange music within specified guidelines.*

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the high school level</b> know and are able to do everything required in earlier grades and:	
4.3.1 Create music to interpret stories, rhymes, and poetry.	4.5.1 Create music to interpret readings or dramatizations.			<b>Creating</b>
4.3.2 Create short songs and instrumental pieces.	4.5.2 Create and perform songs and instrumental pieces.	4.8.2 <b>Compose</b> short pieces using the <b>elements of music</b> .	4.12.2 Compose music in several distinct styles using the elements of music.	<b>Composing</b>
4.3.3 Organize pieces using a variety of <b>sound sources</b> .	4.5.3 Organize and perform pieces using a variety of sound sources.	4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.	4.12.3 Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.	<b>Arranging</b>

Compose – To create literary or musical pieces that are original.

Elements of Music - Pitch, rhythm, harmony, dynamics, timbre, texture, and form

Sound source – Traditional or non-traditional sounds available in the classroom, body percussion sounds, and sounds produced by electronic means.

## MUSIC: Reading

### Content Standard 5.0: Students read and notate music.

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
5.3.1 Read quarter notes, quarter rests and eighth notes in duple <b>meter</b> .	5.5.1 Read whole, half, dotted half, quarter and eighth notes and rests in duple and triple meter.	5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes, and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and <b>alla breve</b> meter signatures.	5.12.1 Read complex rhythms in all meters within the context of the repertoire.	<b>Rhythmic Reading</b>
5.3.2 Read melodic patterns using <b>solfege</b> , numbers and/or letters.	5.5.2 Read melodic patterns in the treble clef using solfege, numbers and/or letters.	5.8.2 Read simple melodies in the student's <b>appropriate clef</b> .	5.12.2 Read complex melodies within the context of the repertoire.	<b>Melodic Reading</b>
5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines).	5.5.3 Use complex music symbols (e.g. <b>dynamics, tempo</b> ).	5.8.3 Apply music symbols to the repertoire.	5.12.3 Apply standard and nonstandard music symbols within the context of the repertoire.	<b>Musical Symbols</b>
	5.5.4 <b>Sight read</b> rhythmic and melodic patterns.	5.8.4 Sight read in unison with technical accuracy and expression.	5.12.4 Sight read in parts with technical accuracy and expression.	<b>Sight Reading</b>
5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	5.5.5 Notate simple rhythm and melody using standard symbols.	5.8.5 Notate simple musical phrases using standard symbols.	5.12.5 Notate musical phrases using standard and nonstandard symbols (e.g. used by some 20th century composers).	<b>Notating</b>

Alla Breve is the meter signature indicating the equivalent of 2/2 time

Appropriate Clef – Specified use of clef (e.g. treble clef, tenor clef, alto clef, bass clef, etc.)

Dynamics – Degree of soft and loud.

Meter – The groupings in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of a work.

Sight read – The ability to read and perform music at first sight, without preparation.

Solfege – A series of syllables indicating pitches, often accompanied by hand signals, used to indicate melodic placement within a scale. Ex: do, re, mi, fa, sol, la, ti, do.

Tempo – Degree of slow and fast.

**Content Title: MUSIC: Listening**

**Content Standard 6.0: Students listen to, analyze, and describe music.**

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
6.3.1 Identify simple elements of music.	6.5.1 Compare and contrast simple elements of music when presented aurally.	6.8.1 Apply knowledge of the elements of music in aural examples.	6.12.1 Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.	<b>Analysis of Elements of Music and Performance</b>
		6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.	6.12.2 Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.	<b>Analysis Within Cultural and Historical Context</b>

## MUSIC: Evaluation

### Content Standard 7.0: *Students evaluate music and music performances.*

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in previous grades and	<b>Students who elect to take a music class at the middle school level</b> know and are able to do everything required in previous grades and	<b>Students who elect to take an advanced music class at the high school level</b> know and are able to do everything required in previous grades and:	
7.3.1 Use <b>criteria</b> to evaluate performances and compositions.	7.5.1 Construct criteria using standard music vocabulary.	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	7.12.1 Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.	<b>Developing Musical Criteria</b>
7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g. loud/soft; high/low).	7.5.2 Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g. <b>crescendo/decrescendo</b> ; rondo <b>form</b> ).	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.	7.12.2 Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.	<b>Applying Musical Criteria</b>

Crescendo/decrescendo – gradually getting louder/gradually getting softer.

Criteria – a musical characteristic or standard on which a judgement is based.

Form – The overall structural organization of a musical composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of musical events within the overall structure.

**MUSIC: Application to Life**

**Content Standard 8.0:** Students demonstrate relationships between music, the other arts, and disciplines outside the arts.

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
		8.8.1 Compare how the characteristics appropriate to each <b>art form</b> can be used to describe similar themes (e.g. motion, inspiration).	8.12.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g. emotion, intensity).	<b>Commonalities Among the Arts</b>
		8.8.2 Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g. the Underground Railroad and the use of spirituals for coded escape messages).	8.12.2 Analyze concepts common to music and other disciplines outside the arts (e.g. conflict resolution: English - "Romeo and Juliet"; History - The Civil War; Science - chemical reactions; Music-tension and release).	<b>Commonalities Between the Arts and Other Disciplines</b>

Art forms – dance, drama, visual arts, music



## MUSIC: Cultural and Historical Connections

**Content Standard 9.0:** Students demonstrate knowledge of the historical periods and cultural diversity of music.

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
9.3.1 Identify several styles of music from various cultures.	9.5.1 Identify by style aural examples from various historical periods, American musical history, and world cultures.	9.8.1 Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.	9.12.1 Classify music examples by style, historical periods, American musical history, and world cultures.	<b>Cultural and Historical Context</b>
9.3.2 Identify various uses for music in daily experience.	9.5.2 Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).	9.8.2 Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.	9.12.2 Describe various roles that musicians play and cite the achievements of representative individuals.	<b>Role of Music and Musicians</b>

**MUSIC: Cross-curricular**

**Content Standard 10.0:** Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

By the end of <b>Grade 3</b> students know and are able to:	By the end of <b>Grade 5</b> students know and are able to do everything required in earlier grades and:	Students <b>who elect to take a music class at the middle school level</b> know and are able to do everything required in earlier grades and:	Students <b>who elect to take an advanced music class at the secondary level</b> know and are able to do everything required in earlier grades and:	
10.3.1 Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.	10.5.1 Using Grade 5 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.			<b>Dance/ Movement (See Physical Education Content Standard 3.0)</b>