

Diocese of Jefferson City Music Standards

Music is an avenue for developing and preserving our God-given gifts and talents. It allows us to communicate across cultures and share our faith. Music is an opportunity for positive experiences to expand the mind and enhance the quality of life.

Standard A Listening To Music

Students in the Diocese of Jefferson City will build an appreciation for music of a variety of types.

Standard B Music Construction

Students in the Diocese of Jefferson City will learn to construct and create music for their own enjoyment and the enjoyment of others.

Standard C Music Performance

Students in the Diocese of Jefferson City will build an appreciation for music performances as well as an appreciation for performing.

Standard D Knowledge of Music

Students in the Diocese of Jefferson City will understand and apply basic knowledge of music in its written form.

Curriculum Connection Codes

AR	ART	MU	MUSIC
EE	ENVIRONMENTAL EDUCATION	PE	PHYSICAL EDUCATION
FL	FOREIGN LANGUAGE	RE	RELIGION
HE	HEALTH	SC	SCIENCE
IT	INFORMATION TECHNOLOGY	SR	COMMUNITY SERVICE
LA	LANGUAGE ARTS	SS	SOCIAL STUDIES
MA	MATH		

When applicable, the coordinating national standard is noted in parenthesis after the performance indicator.

Note – These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4-year time span. (K-4, 5-8).

Grade Level Performance Standards

Kindergarten

WITHIN our Kindergarten Music curriculum, students will:

Standard A Listening to Music

K.A.1 Respond to music aesthetically, intellectually, and emotionally

1. Identify simple music forms through movement or use of the descriptors “same” and “different”. (6a)

Music Administration 1

2. Demonstrate perceptual skills by moving, and by answering questions about aural examples of music of various styles representing diverse cultures (6b)
3. Use proper terminology in explaining sounds, instruments, and voices including, but not limited to, high/low, fast/slow, loud/soft, upward movement/downward movement, solo/group, and long/short. (6c)
4. Identify sounds of common instruments as well as children's voices and male and female adult voices. (6d)
5. Demonstrate understanding of dynamics, tempo, steady beat and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, and skipping. (6e)

Standard B Music Construction

K.B.1 Perform, improvise and create vocal music alone and with others.

Sing independently simple echo patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, a minor third (so/mi, 3/5). (1a)

1. Sing with proper diction, posture and breath control. (1a)
2. Demonstrate the use of singing, speaking, whispering, and shouting voices in appropriate situations. (1a)
3. Sing expressively with age-appropriate dynamics, phrasing, and interpretation. (1b)
4. Sing songs of a limited range from memory in a variety of styles. (1c)
5. Sing in groups, using appropriate vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)
6. Participate in mass music at an age-appropriate level by singing familiar songs and participating in responses.

K.B.2 Perform, improvise, and create instrumental music alone and with others.

1. Play simple rhythms and steady beats with appropriate dynamics and maintaining a tempo. (2a)
2. Play ostinatos based on word rhythms. (2b)
3. Perform a varied repertoire of music representing diverse styles. (2c)
4. Echo rhythmic patterns of limited number of beats. (2d)
5. Play basic rhythm instruments with proper technique and responding to the cues of a conductor. (2e)
6. Create musical sounds to accompany readings or dramatizations. (4a)
7. Create musical sounds to accompany short songs or instrumental pieces. (4b)
8. Use a variety of sound sources to accompany songs. (4c)
9. Display proper care and use of music equipment and instruments.

Standard C Music Performance

K.C.1 Develop audience skills and an appreciation of performance.

1. Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles. (7b)
2. Identify ways music relates to other school subjects. (8b)
3. Describe in simple terms how basic music elements are used in music of other cultures and historical periods including, but not limited to, high/low, fast/slow, loud/soft and instruments. (9b)
4. Identify music use in everyday life. (9c)

Music Administration 2

5. Recognize the roles of conductors and performers. (9d)
6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)

Standard D Knowledge of Music

KD.1 Understand musical elements in their written form.

1. Create long/short, high/low, upward/downward, or loud/soft sounds as a response to pictorial representations.
2. Identify basic similarities between music and visual or theatre arts including, but not limited to, same/different, upward/downward, cultures, and historical periods. (8a)
3. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music including, but not limited to, literature, geography, physiology, religion, and counting. (8b)

Note – Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.

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<p>Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.</p>

Grade Level Performance Standards

Grade One

WITHIN our First Grade Music curriculum, students will:

Standard A Listening to Music

1A.1 Respond to music aesthetically, intellectually, and emotionally.

1. Identify music forms when presented aurally using the descriptors same/different, call and response, echo, verse/refrain, or ABA form. (6a)
2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b)
3. Use proper terminology when explaining sounds, instruments, and voices including, but not limited to, higher/lower, faster/slower, louder/softer, contour, solo/group, rhythm/rest and beat/no beat. (6c)
4. Identify sounds of instruments including, but not limited to, violin, guitar, piano, flute, clarinet, trumpet, trombone, and the percussion family instruments. (6d)
5. Demonstrate understanding of dynamics, tempo, steady beat, form and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, skipping, and dramatic play. (6e)

Standard B Music Construction

1.B.1 Perform, improvise and create vocal music alone and with others

1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, a sixth (do/so/mi/la, 1/3/5/6). (1a)
2. Sing with proper diction, posture and breath control. (1a)
3. Demonstrate the use of singing, speaking, whispering, and shouting voices in appropriate situations. (1a)
4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)
5. Sing songs of a limited range from memory in a variety of styles. (1c)
6. Sing an ostinato to add harmony to songs. (1d)
7. Sing in groups, using appropriate vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)
8. Participate in mass music at an age-appropriate level by singing familiar songs, reading songs of a basic vocabulary, and participating in responses.

1.B.2 Perform, improvise and create instrumental music alone and with others.

1. Play simple rhythms including eighth notes and quarter notes and rests in 2/4, 3/4, or 4/4 meters with appropriate dynamics and maintaining a tempo. (2a)
2. Play a short rhythmic or melodic ostinato as accompaniment to a song. (2b)
3. Perform expressively a varied repertoire of music representing diverse genres and styles. (2c)
4. Echo rhythmic and melodic patterns of limited range and beats. (2d)

5. Play rhythm and melodic instruments with proper technique and responding to the cues of a conductor. (2e)
6. Improvise simple rhythmic and melodic ostinato accompaniments. (3b)
7. Create and arrange music to accompany readings or dramatizations. (4a)
8. Create musical sounds to accompany short songs or instrumental pieces. (4b)
9. Use a variety of sound sources to accompany songs. (4c)
10. Display proper care and use of music equipment and instruments.

Standard C Music Performance

1C.1 Develop audience skills and an appreciation of performance.

1. Explain, using age-appropriate music terminology, their personal preferences for specific musical works and styles. (7b)
2. Identify ways music relates to other school subjects. (8b)
3. Describe in simple terms how basic music elements are used in music of other cultures and historical periods including, but not limited to, higher/lower, faster/slower, louder/softer, contour, solo/group, rhythm/rest and steady beat/no beat. (9b)
4. Describe what makes certain music suitable for certain uses and music's use in everyday life. (9c)
5. Describe the roles of musicians in various settings including 1-3 major composers. (9d)
6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)

Standard D Knowledge of Music

1D.1 Understand musical elements in their written form.

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a)
2. Identify upward and downward contour in printed music. (5b)
3. Identify basic similarities between music and visual or theatre arts including, but not limited to, form, contour, cultures, and historical periods. (8a)
4. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)
5. Recognize the presence of strong and weak beats as meter.

Note – *Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

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practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards
Grade Two

WITHIN our Second Grade Music curriculum, students will:

Standard A Listening to Music

2A.1 Respond to music aesthetically, intellectually, and emotionally

1. Identify music forms when presented aurally using the descriptors same/different, call and response, echo, verse/refrain, or ABA form when guided by visual aids. (6a)
2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b)
3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances including, but not limited to, crescendo, decrescendo, and accents. (6c)
4. Identify the sounds the families of instruments, as well as children's voices and male and female adult voices. (6d)
5. Demonstrate understanding of dynamics, tempo, steady beat, form and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, skipping, and dramatic play. (6e)

Standard B Music Construction

2.B.1 Perform, improvise and create vocal music alone and with others

1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range. (1a)
2. Sing with proper diction, posture and breath control. (1a)
3. Demonstrate the use of singing and speaking voices in appropriate situations. (1a)
4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)
5. Sing from memory a varied repertoire of simple songs representing genres and styles from diverse cultures. (1c)
6. Sing one or more ostinatos to add harmony to songs. (1d)
7. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)
8. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)
9. Participate in mass music by singing songs from hymnals and participating in responses.

2B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform rhythms, including whole, half, quarter, eighth notes and rests in 2/4, 3/4, or 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a)
2. Perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments. (2b)
3. Perform expressively a varied repertoire of music representing diverse genres and styles including, but not limited to, patriotic, folk and spirituals. (2C)

4. Echo short rhythmic and melodic patterns. (2d)
5. Play rhythm and melodic instruments with proper technique and responding to the cues of a conductor. (2e)
6. Perform independent instrumental parts while other students sing or play contrasting parts. (1f)
7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b)
8. Create and arrange music to accompany readings or dramatizations. (4a)
9. Use a variety of sound sources when composing. (4c)
10. Display proper care and use of music equipment and instruments.

Standard C Music Performance

2C.1 Develop audience skills and an appreciation of performance.

1. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b)
2. Identify by genre or style aural examples of music from various cultures. (9a)
3. Describe in simple terms how elements of music are used in music examples from various cultures of the world including, but not limited to, patriotic, folk and spirituals. (9b)
4. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. (9c)
5. Identify and describe roles of musicians in various cultures. (9d)
6. Use imagination and musical knowledge to guide quiet listening skills as appropriate audience behavior in a traditional concert situation. (9e)

Standard D Knowledge of Music

2D.1 Understand musical elements in their written form.

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a)
2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys including, but not limited to, a sixth (do/mi/so/la or 1/3/5/6). (5b)
3. Identify symbols and traditional terms referring to dynamics and musical form including, but not limited to, repeat signs, D.C., D.S., Sign, Fine, and Codas and interpret them correctly when performing. (5c)
4. Use standard symbols to notate rhythm in simple patterns presented by the teacher. (5d)
5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a)
6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)

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Grade Level Performance Standards

Grade Three

WITHIN our Third Grade Music curriculum, students will:

Standard A Listening to Music

3A.1 Respond to music aesthetically, intellectually, and emotionally

1. Identify music forms when presented aurally including, but not limited to, verse/refrain, AB, ABA, and Rondo forms. (6a)
2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b)
3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances limited to range, dynamics, meter, tempo, melodic contour, harmony, ensembles, accompaniment, and style. (6c) (6c)
4. Identify the sounds of a variety of instruments, including orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. (6d)
5. Respond through purposeful movement to selected prominent music characteristics or specific music events while listening to music. (6e)

Standard B Music Construction

3.B.1 Perform, improvise and create vocal music alone and with others

1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range. (1a)
2. Sing with proper diction, posture and breath control. (1a)
3. Demonstrate the use of singing and speaking voices in appropriate situations. (1a)
4. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)
5. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures including, but not limited to, folk music, ethnic music, and musical compositions of history. (1c)
6. Sing ostinatos, and partner songs. (1d)
7. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)
8. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)
9. Participate in mass music by singing songs from hymnals and participating in responses.

3B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform on pitch, in rhythm notes including dotted half and dotted quarter notes in 2/4, 3/4, and 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a)
2. Perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments. (2b)

3. Perform expressively a varied repertoire of music representing diverse genres and styles including, but not limited to, folk and musical compositions of history. (2C)
4. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. (2e)
5. Perform independent instrumental parts while other students sing or play contrasting parts. (1f)
6. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)
7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b)
8. Create and arrange short songs and instrumental pieces within specified guidelines such as style, form, instrumentation, or compositional technique. (4b)
9. Use a variety of sound sources when composing. (4c)
10. Display proper care and use of music equipment and instruments.

Standard C Music Performance

3C.1 Develop audience skills and an appreciation of performance.

1. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b)
2. Identify by genre or style aural examples of music from various cultures including, but not limited to, folk music, ethnic music and compositions of history. (9a)
3. Describe in simple terms how elements of music are used in music examples from various cultures of the world. (9b)
4. Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use. (9c)
5. Identify and describe roles of musicians in various cultures. (9d)
6. Demonstrate audience behavior appropriate for the context and style of music performed. (9e)

Standard D Knowledge of Music

3D.1 Understand musical elements in their written form.

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a)
2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys including, but not limited to, an octave range. (5b)
3. Identify symbols and traditional terms referring to dynamics and phrasing and interpret them correctly when performing. (5c)
4. Use standard symbols to notate meter and rhythm in simple patterns presented by the teacher. (5d)
5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a)
6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)

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Grade Level Performance Standards
Grade Four

WITHIN our Fourth Grade Music curriculum, students will:

Standard A Listening to Music

4A.1 Respond to music aesthetically, intellectually, and emotionally

1. Identify music forms when presented aurally including, but not limited to, verse/refrain, AB, ABA, and Rondo forms. (6a)
2. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures. (6b)
3. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. (6c)
4. Identify the sounds of a variety of instruments, including orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices. (6d)
5. Respond through purposeful movement to selected prominent music characteristics or specific music events while listening to music. (6e)
6. Recognize harmony created by rounds, ostinatos, descants, and partner songs.

Standard B Music Construction

4.B.1 Perform, improvise and create vocal music alone and with others

1. Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range. (1a)
2. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)
3. Sing expressively, with appropriate dynamics, phrasing, and interpretation. (1b)
4. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures including, but not limited to, folk music, ethnic music, and musical compositions of history. (1c)
5. Sing ostinatos, partner songs, descants and rounds. (1d)
6. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. (1e)
7. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (3c)
8. Participate in mass music by singing songs from hymnals and participating in responses.

4B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform on pitch, in rhythm notes including dotted half and dotted quarter notes in 2/4, 3/4, and 4/4 meters with appropriate dynamics and timbre, and maintain a steady tempo. (2a)
2. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. (2b))

3. Perform expressively a varied repertoire of music representing diverse genres and styles including, but not limited to, folk and musical compositions of history. (2C)
4. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. (2e)
5. Perform independent instrumental parts while other students sing or play contrasting parts. (1f)
6. Improvise "answers" in the same style given rhythmic and melodic phrases. (3a)
7. Improvise simple rhythmic and melodic ostinato accompaniments. (3b)
8. . Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. (3c)
9. 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. (3d)
10. Create and arrange short songs and instrumental pieces within specified guidelines such as style, form, instrumentation, or compositional technique. (4b)
11. Use a variety of sound sources when composing. (4c)
12. Display proper care and use of music equipment and instruments.

Standard C Music Performance

4C.1 Develop audience skills and an appreciation of performance.

1. Devise criteria for evaluating performances and compositions. (7a)
2. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles. (7b)
3. Identify by genre or style aural examples of music from various historical periods and cultures. (9a)
4. Describe in simple terms how elements of music are used in music examples from various cultures of the world. (9b)
5. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use. (9c)
6. Identify and describe roles of musicians in various music settings and cultures. (9d)
7. Demonstrate audience behavior appropriate for the context and style of music performed. (9e)

Standard D Knowledge of Music

4D.1 Understand musical elements in their written form.

1. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. (5a)
2. Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys. (5b)
3. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. (5c)
4. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. (5d)

5. Identify similarities and differences in the meanings of common terms used in the various arts. (8a)
6. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)

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Grade Level Performance Standards Grade Five

WITHIN our Fifth Grade Music curriculum, students will:

Standard A Listening to Music

5A.1 Respond to music aesthetically, intellectually, and emotionally

1. Describe specific musical events within a given aural example, using appropriate terminology including, but not limited to, form, major/minor, dynamics, tempo, meter, range, and instrumentation. (6a)
2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures including, but not limited to, American styles. (6b)
3. Demonstrate knowledge of the basic principles of meter and rhythm in their analyses of music. (6c)

Standard B Music Construction

5.B.1 Perform, improvise and create vocal music alone and with others

1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. (1a)
2. Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1, on a scale of 1 to 6, including some songs performed from memory. (1b)

3. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed including, but not limited to, American music styles. (1c)
4. Improvise short melodies over given rhythmic accompaniments, in a consistent style, meter, and tonality. (3c)
5. Participate in mass music by singing songs from hymnals and participating in responses.

5B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform on at least one instrument accurately and independently with proper playing technique. (2a)
2. Perform with expression and technical accuracy on at least one classroom instrument a repertoire of instrumental literature with a level of difficulty of 1 on a scale of 1 to 6. (2b)
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed including, but not limited to, American music styles. (2c)
4. Play by simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. (2d)
5. Improvise simple harmonic accompaniments. (3a)
6. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies. (3b)
7. Improvise short melodies over given rhythmic accompaniments in a consistent style, meter, and tonality. (3c)
8. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. (4c)
9. Display proper care and use of music equipment and instruments.
10. Apply the use of treble and bass clef notation to a melodic instrument.

Standard C Music Performance

5C.1 Develop audience skills and an appreciation of performance.

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. (7a)
2. 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. (7b)
3. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (9a)
4. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (9c)

Standard D Knowledge of Music

5D.1 Understand musical elements in their written form.

1. Read standard and dotted notes and rests in 2/4, 3/4, and 4/4. (5a)
2. Read simple melodies in both the treble and bass clefs. (5b)
3. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. (5c)
4. Use standard notation to record musical ideas. (5d)
5. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)

Note..– Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.

These grade level performance standards are listed developmentally. However, each school is uniquely organized. Therefore, a specific grade level standard may not be addressed at the grade indicated, but will be addressed within a 4-year time span (K-4, 5-8).

Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards
Grade Six

WITHIN our Sixth Grade Music curriculum, students will:

Standard A Listening to Music

6A.1 Respond to music aesthetically, intellectually, and emotionally

1. Describe specific musical events within a given aural example, using appropriate terminology. (6a)
2. Analyze the uses of pitch, rhythm, dynamics, timbre, and form in aural examples representing diverse genres and cultures. (6b)
3. Demonstrate knowledge of the basic principles of meter, rhythm and tonality in their analyses of music. (6c)

Standard B Music Construction

6B.1 Perform, improvise and create vocal music alone and with others

1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. (1a)
2. Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1, on a scale of 1 to 6, including some songs performed from memory. (1b)
3. Sing music representing diverse genres and cultures, with expression appropriate for the word being performed. (1c)
4. Improvise short melodies over given rhythmic accompaniments, in a consistent style, meter, and tonality. (3c)
5. Participate in mass music by singing songs from hymnals and participating in responses.
6. Identify the effects of drug and alcohol use as well as general health on the voice.

6B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform on at least one instrument accurately and independently with proper playing technique. (2a)
2. Perform with expression and technical accuracy on at least one classroom instrument a repertoire of instrumental literature with a level of difficulty of 1 on a scale of 1 to 6. (2b)
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. (2c)
4. Play by simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. (2d)
5. Improvise simple harmonic accompaniments. (3a)
6. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies. (3b)
7. Improvise short melodies over given rhythmic accompaniments in a consistent style, meter, and tonality. (3c)
8. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. (4c)

9. Display proper care and use of music equipment and instruments.

Standard C Music Performance

6C.1 Develop audience skills and an appreciation of performance.

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. (7a)
2. 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. (7b)
3. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (9a)
4. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (9c)

Standard D Knowledge of Music

6D.1 Understand musical elements in their written form.

1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety. (4a)
2. Arrange simple pieces for voices or instruments other than those for which the pieces were written. (4b)
3. Read standard and dotted notes and rests in 2/4, 3/4, 4/4, and alla breve meter signatures. (5a)
4. Read at sight simple melodies in both the treble and bass clefs. (5b)
5. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression including, but not limited to, sharps, flats, and natural signs. (5c)
6. Use standard notation to record their musical ideas and the musical ideas of others. (5d)
7. Compare in two or more arts how the characteristic materials of each are can be used to transform similar events, scenes, emotions, or ideas into works or art. (8a)
8. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)
9. Identify triads and key signatures of C, F, D, and G Major.

Note – *Not all grades include each standard sub-category (as indicated by gaps in the numbering system). However, all K-4 goals and 5-8 goals are appropriately addressed by the end of fourth and eighth grades.*

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Much of what we expect students to be able to do at the end of their formal education is introduced as early as kindergarten. The difficulty of the materials, the complexity of what students do with them, and the sophistication of their skills change as they grow older. In practice, teachers build on what students have already achieved at one level to help them meet higher standards at the next level.

Grade Level Performance Standards
Grade Seven and Eight

WITHIN our Seventh and Eighth Grade Music curriculum, students will:

Standard A Listening to Music

7/8A.1 Respond to music aesthetically, intellectually, and emotionally

1. Describe specific musical events within a given aural example, using appropriate terminology. (6a)
2. Analyze the uses of pitch, rhythm, dynamics, timbre, and form in aural examples representing diverse genres and cultures. (6b)
3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music. (6c)

Standard B Music Construction

7/8B.1 Perform, improvise and create vocal music alone and with others

1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. (1a)
2. Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1, on a scale of 1 to 6, including some songs performed from memory. (1b)
3. Sing music representing diverse genres and cultures, with expression appropriate for the word being performed. (1c)
4. Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. (3c)
5. Participate in mass music by singing songs from hymnals and participating in responses.
6. Identify the effects of drug and alcohol use as well as general health on the voice.

7B.2 Perform, improvise and create instrumental music alone and with others.

1. Perform on at least one instrument accurately and independently with proper playing technique. (2a)
2. Perform with expression and technical accuracy on at least one classroom instrument a repertoire of instrumental literature with a level of difficulty of 1 on a scale of 1 to 6. (2b)
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. (2c)
4. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. (2d)
5. Improvise simple harmonic accompaniments. (3a)
6. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. (3b)
7. Improvise short melodies over given rhythmic accompaniments in a consistent style, meter, and tonality. (3c)
8. Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging. (4c)
9. Display proper care and use of music equipment and instruments.

Standard C Music Performance

7C.1 Develop audience skills and an appreciation of performance.

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. (7a)
2. 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. (7b)
3. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. (9a)
4. 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. (9b)
5. Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (9c)

Standard D Knowledge of Music

7D.1 Understand musical elements in their written form.

1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. (4a)
Arrange simple pieces for voices or instruments other than those for which the pieces were written. (4b)
2. Arrange simple pieces for voices or instruments other than those for which the pieces were written. (4b)
3. Read standard and dotted notes and rests in 2/4, 3/4, 4/4, and alla breve meter signatures. (5a)
4. Read at sight simple melodies in both the treble and bass clefs. (5b)
5. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. (5c)
6. Use standard notation to record their musical ideas and the musical ideas of others. (5d)
7. Compare in two or more arts how the characteristic materials of each are can be used to transform similar events, scenes, emotions, or ideas into works or art. (8a)
8. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music. (8b)
9. Identify key major key signatures.

10. Discuss the laws which protect creative expression.

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Grade Level Performance Standards
Choral Music (5-8)

WITHIN our Choral Music curriculum, students will:

Standard CHA Choral Music

CHA.1 Perform choral music with proper technique

1. Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. (1a)
2. Analyze the uses of pitch, rhythm, harmony, dynamics, timbre, texture, and form in aural examples representing diverse genres and cultures. (6b)
3. Sing music representing diverse genres and cultures, with expression appropriate for the word being performed. (1c)
4. Sing music written in two and three parts. (1d)
5. Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6. (5e)
6. Demonstrate through sight-reading, knowledge of basic music signs and terms.
7. Practice proper rehearsal etiquette to meet performance expectations and to increase skills.
8. Evaluate the quality of one's own and others' performances offering constructive suggestions for improvement.

Grade Level Performance Standards
Instrumental Music (5-8)

WITHIN our Instrumental Music curriculum, students will:

Standard IN.A Instrumental Music

INA.1 Perform Instrumental music with proper technique

1. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control. (2a)
2. 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 up to 3 on a scale of 1 to 6, including some solos performed from memory. (2e)
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. (2c)
4. Play by ear or improvise simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument - Jazz Ensemble only. (2d)
5. Sight-read, accurately and expressively, music with a level of difficulty up to 2, on a scale of 1 to 6. (5e)
6. Practice proper rehearsal etiquette to meet performance expectations and to increase skills in using music.
7. Evaluate the quality of one's own and others' performances and offer constructive suggestions for improvements.