

ACADEMIC CONTENT STANDARDS

# Music

*Alignment by Standard*



# ACADEMIC CONTENT STANDARDS

## Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

## Grades K-4

**Benchmark A:** Identify and demonstrate basic music forms.

### Kindergarten

1. Identify and demonstrate same and different.

### Grade One

1. Identify and demonstrate echo and call/response.

### Grade Two

1. Identify and demonstrate rounds/canons.

### Grade Three

1. Identify and demonstrate AB form and verse/refrain form.

### Grade Four

1. Identify and demonstrate partner songs and rondo form.

**Benchmark B:** Identify and respond to music of historical and cultural origins.

### Kindergarten

2. Sing songs representing their cultures.
3. Sing, listen and move to music from various historical periods.
4. Identify, listen and respond to music of different composers.

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## Grade One

2. Sing songs representing their cultures.
3. Sing, listen and move to music from various historical periods.
4. Identify, listen and respond to music of different composers.

## Grade Two

2. Identify and describe contrasting music styles (e.g., marches and lullabies).
3. Sing, listen and move to music from various historical periods.
4. Identify, listen and respond to music of different composers.

## Grade Three

2. Sing, listen and move to music from world cultures.
3. Discuss the purpose of music from selected historical periods.
4. Identify, listen and respond to music of different composers.

## Grade Four

2. Sing and respond to music from world cultures.
3. Discuss the lives and times of composers from various historical periods.
4. Identify, listen and respond to music of different composers.

**Benchmark C:** Recognize the interaction of people in music.

## Kindergarten

5. Recognize how sounds and music are used in daily lives.

## Grade One

5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).

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## Grade Two

5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).

## Grade Three

5. Recognize and describe ways that music serves as an expression in various cultures.

## Grade Four

5. Recognize and describe ways that music serves as an expression in regional cultures.

# ACADEMIC CONTENT STANDARDS

## Grades 5-8

**Benchmark A:** Compare and contrast styles and forms of music from various historical periods.

### Grade Five

1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.
2. Compare and contrast opera and American music theatre.
3. Research and identify music instruments from different historical periods and world cultures.

### Grade Six

1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.
2. Examine the chronological development of various music styles.
3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).

### Grade Seven

1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
2. Demonstrate how elements of music are used to create various music styles.
3. Identify representative music examples from music literature and respond to the style of the historical period of music.

### Grade Eight

1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
2. Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
3. Compare representative music examples from different historical time periods.

# ACADEMIC CONTENT STANDARDS

**Benchmark B:** Identify composers and classify them according to chronological historical periods.

## Grade Five

4. Identify, listen and respond to music of different composers.

## Grade Six

4. Identify selected composers and their works and place them in the appropriate historical period.

## Grade Seven

4. Classify by composer and historical period a varied body of exemplary music works.

## Grade Eight

4. Compare and contrast selected composers and their works.

**Benchmark C:** Describe how events during various historical periods have influenced the development of music.

## Grade Five

5. Recognize and discuss the influence of American history on the development of folk music.
6. Describe conditions under which music is created and performed in various cultures.

## Grade Six

5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.

## Grade Seven

5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.

## Grade Eight

5. Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.

# ACADEMIC CONTENT STANDARDS

## Grades 9-12

**Benchmark A:** Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.

### Grade Nine

1. Recognize and describe form in music literature of various historical periods.
2. Compare various music styles from the United States, other cultures and historical periods.
3. Recognize and classify Western music literature by historical periods.
4. Discuss and perform music literature from various composers.

### Grade Ten

1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
2. Interpret various music styles from the United States, other cultures and historical periods.
3. Discuss and evaluate the performance of music from different historical time periods.
4. Examine (e.g., listening, performing, score study) music literature of various composers.

### Grade Eleven

1. Identify and trace the development of music forms across historical periods.
2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
3. Compare and contrast the performance practices of music from various historical periods.
4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.

# ACADEMIC CONTENT STANDARDS

## Grade Twelve

1. Evaluate how music forms are influenced by history.
2. Critique various music styles from the United States, other cultures and historical periods.
3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
4. Demonstrate through performance the stylistic differences of various composers and their works.

**Benchmark B:** Research and explain how music and composers both influence and are influenced by society and culture.

## Grade Nine

5. Identify the social context from which music of various cultures evolved.

## Grade Ten

5. Explain how technology has influenced the development of music over time.

## Grade Eleven

5. Explain how music reflects the political events of history.

## Grade Twelve

5. Explain how music reflects the social events of history.

# ACADEMIC CONTENT STANDARDS

## Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

## Grades K-4

**Benchmark A:** Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

### Kindergarten

1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.
2. Use the head voice to produce a light, clear sound.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

### Grade One

1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.
2. Use the head voice to produce a light, clear sound.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

### Grade Two

1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.
2. Use the head voice to produce a light, clear sound and maintain appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

# ACADEMIC CONTENT STANDARDS

## Grade Three

1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
2. Use the head voice to produce a light, clear sound and maintain appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

## Grade Four

1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

**Benchmark B:** Read, write, improvise and compose melodies and accompaniments.

## Kindergarten

4. Improvise movement to songs and recorded music.
5. Use icons to represent the beat.

## Grade One

4. Improvise on selected lyrics (text) of known songs.
5. Read, write and perform using eighth notes, quarter notes and quarter rests.
6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

# ACADEMIC CONTENT STANDARDS

## Grade Two

4. Improvise and compose simple rhythmic and melodic phrases.
5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

## Grade Three

4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).
5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

## Grade Four

4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.
5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.
6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
7. Read, write and perform melodies in treble clef.

# ACADEMIC CONTENT STANDARDS

## Grades 5-8

**Benchmark A:** Perform a piece of music, independently or in a group, with technical accuracy and expression.

### Grade Five

1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.
2. Play a variety of instruments independently and with other contrasting parts.
3. Respond appropriately to the cues of a conductor.

### Grade Six

1. Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.
2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.
3. Respond appropriately to the cues of a conductor.

### Grade Seven

1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
3. Respond appropriately to the cues of a conductor.

# ACADEMIC CONTENT STANDARDS

## Grade Eight

1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
3. Respond appropriately to the cues of a conductor.

**Benchmark B:** Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

## Grade Five

4. Create short melodies using traditional notation.
5. Improvise melodies in a call-and-response setting.
6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).

## Grade Six

4. Create and notate music compositions using one or more parts.
5. Improvise melodies over a given bass line.
6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.
7. Identify whole steps and half steps in the major scales.

# ACADEMIC CONTENT STANDARDS

## Grade Seven

4. Create music compositions using one or more parts in duple, triple and mixed meters.
5. Improvise melodies using major scales.
6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
7. Identify whole steps, half steps and intervals in major scales.

## Grade Eight

4. Create music compositions using one or more parts in duple, triple and mixed meters.
5. Improvise melodies using major and minor scales.
6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
7. Identify whole steps, half steps and intervals in major and natural minor scales.
8. Read and notate melodies in bass clef.

**Benchmark C:** Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

## Grade Five

8. Identify key signatures.

## Grade Six

8. Recognize key signatures.

## Grade Seven

8. Identify and use key signatures.
9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Strings: A, D, G, C, F].
10. Read and notate melodies in bass clef.

## Grade Eight

9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B $\flat$ , E $\flat$ , A $\flat$ . Strings: A, D, G, C, F].

# ACADEMIC CONTENT STANDARDS

## Grades 9-12

**Benchmark A:** Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.

### Grade Nine

1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.
2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.
3. Respond appropriately to the cues of a conductor or section leader.
4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.
5. Demonstrate sight-reading abilities.

### Grade Ten

1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.
2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.
3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.
4. Demonstrate sight-reading abilities.

# ACADEMIC CONTENT STANDARDS

## Grade Eleven

1. Prepare and perform accurately a varied repertoire of music incorporating complex meters and rhythms in major and minor keys.
2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.
3. Demonstrate advanced tonal concepts in singing or playing an instrument.
4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.

## Grade Twelve

1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.

**Benchmark B:** Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.

## Grade Nine

6. Improvise over given chord progressions and symbols.
7. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Strings: A, D, G, C, F; Vocal/Choral: A, D, G, C, F, B $\flat$ , E $\flat$ ].
8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.
9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.
10. Define vocabulary in all rehearsed and performed music.

# ACADEMIC CONTENT STANDARDS

## Grade Ten

5. Improvise over given chord progressions and symbols.
6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ ].
7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above.
8. Read complex rhythms in mixed meter.
9. Incorporate expressive symbols and terms when sight-reading.
10. Identify articulations, expressive symbols and terms.

## Grade Eleven

5. Improvise over given chord progressions and symbols.
6. Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Strings: E, A, D, G, C, F, B $\flat$ ; Vocal/Choral: B, E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ ].
7. Read and perform music literature in a wide variety of major and minor keys.
8. Read and perform music literature that incorporates modal scales.
9. Identify homophonic and polyphonic texture.
10. Interpret articulations, expressive symbols and terms when performing.

## Grade Twelve

3. Improvise over given chord progressions and symbols.
4. Sight-read major, minor and chromatic melodies.
5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ , G $\flat$ ; Strings: E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ ; Vocal/Choral: C $\sharp$ , F $\sharp$ , B, E, A, D, G, C, F, B $\flat$ , E $\flat$ , A $\flat$ , D $\flat$ , G $\flat$ , C $\flat$ ].
6. Interpret music symbols and terms expressively when performing a varied repertoire of music.

# ACADEMIC CONTENT STANDARDS

## Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

## Grades K-4

**Benchmark A:** Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

### Kindergarten

1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
2. Listen and respond to various music styles (e.g., march).

### Grade One

1. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
3. Identify same/different phrases.

### Grade Two

1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
2. Identify and respond to the patterns of same and different phrases in simple poems and songs.

### Grade Three

1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
2. Identify how elements of music communicate ideas or moods.
3. Identify and respond to simple music forms (e.g., rondo, AB).

# ACADEMIC CONTENT STANDARDS

## Grade Four

1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
2. Identify how elements of music communicate ideas or moods.
3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).

**Benchmark B:** Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

## Kindergarten

3. Identify the sources of a wide variety of sounds.

## Grade One

4. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.

## Grade Two

3. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).

## Grade Three

4. Identify the four families of orchestral instruments visually and aurally.

## Grade Four

4. Classify instruments by the four families of the orchestra.
5. Describe the way sound is produced on various instruments and with the human voice.

# ACADEMIC CONTENT STANDARDS

**Benchmark C:** Discuss and evaluate individual and group music performance.

## **Kindergarten**

4. Identify when an individual is performing.

## **Grade One**

5. Recognize and discuss individual and group performance.

## **Grade Two**

4. Discuss individual and group music performance.

## **Grade Three**

5. Discuss and evaluate individual music performance.

## **Grade Four**

6. Discuss and evaluate individual and group music performance.

# ACADEMIC CONTENT STANDARDS

## Grades 5-8

**Benchmark A:** Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

### Grade Five

1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.
2. Identify terms related to form (e.g., *DC al Fine*; *DC dal segno*; *DS al Coda*; repeat signs, first and second endings).
3. Identify selected electronic and world music instruments.

### Grade Six

1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.
2. Describe the principles of breathing techniques, good posture and tone production.
3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.

### Grade Seven

1. Apply music vocabulary to describe a varied repertoire of music.
2. Describe use of meter and rhythm in music of various cultures.

### Grade Eight

1. Compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive.

**Benchmark B:** Analyze the structure of larger music works and the sections comprised within.

### Grade Five

4. Analyze a piece of music using music vocabulary.

# ACADEMIC CONTENT STANDARDS

## Grade Six

4. Analyze a piece of music with more than one movement using elements of music.

## Grade Seven

3. Analyze form identifying distinct sections of a larger music work.

## Grade Eight

2. Identify components of larger music works (e.g., symphony, Mass, concerto).
3. Identify distinct sections in a larger music work aurally.

**Benchmark C:** Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

## Grade Five

5. Evaluate and describe individual and group performances.
6. Differentiate between melody and harmony.

## Grade Six

5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.

## Grade Seven

4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.

## Grade Eight

4. Use appropriate criteria to support personal preferences for specific music works.

# ACADEMIC CONTENT STANDARDS

## Grades 9-12

**Benchmark A:** Analyze and evaluate music selections based upon established criteria.

### Grade Nine

1. Analyze conducting patterns and gestures as they relate to music selections.
2. Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.
3. Describe basic terminology and symbols used in a varied repertoire of music.

### Grade Ten

1. Describe the use of elements of music as they relate to expression in a varied repertoire of music.
2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.

### Grade Eleven

1. Demonstrate extensive knowledge of the technical vocabulary of music.
2. Analyze a given work on the basis of how elements of music are used in the selection to make it unique.

### Grade Twelve

1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.

# ACADEMIC CONTENT STANDARDS

**Benchmark B:** Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.

## Grade Nine

4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.

## Grade Ten

3. Respond to conducting patterns and gestures to interpret selected pieces musically.

## Grade Eleven

3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.

## Grade Twelve

2. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.

**Benchmark C:** Analyze common harmonic progressions in selected repertoire aurally.

## Grade Nine

5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.

## Grade Ten

4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.

## Grade Eleven

4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.

## Grade Twelve

3. Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V<sub>7</sub>, I) in selected repertoire aurally.

# ACADEMIC CONTENT STANDARDS

**Benchmark D:** Apply appropriate, established criteria to evaluate a variety of music performances.

## Grade Nine

6. Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.

## Grade Ten

5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.

## Grade Eleven

5. Evaluate a selected performance of a specific music work based on selected criteria and musical interpretation.

## Grade Twelve

4. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.

# ACADEMIC CONTENT STANDARDS

## Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

## Grades K-4

**Benchmark A:** Reflect on their own performances and the performances of others.

### Kindergarten

1. Participate in developmentally appropriate music activities.

### Grade One

1. Participate in developmentally appropriate music activities.

### Grade Two

1. Participate in developmentally appropriate music activities.

### Grade Three

1. Participate in developmentally appropriate music activities.
2. Develop criteria for reflecting on their performances.

### Grade Four

1. Participate in developmentally appropriate music activities.
2. Develop criteria for reflecting on their performances and the performances of others.

**Benchmark B:** Demonstrate audience behavior appropriate for the context and style of music performed.

### Kindergarten

2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

# ACADEMIC CONTENT STANDARDS

## Grade One

2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

## Grade Two

2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

## Grade Three

3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.

## Grade Four

3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

**Benchmark C:** Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

## Kindergarten

3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).
4. Listen and respond to various music styles (e.g., march, lullaby).

## Grade One

3. Respond physically to a variety of age-appropriate music.
4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).

## Grade Two

3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
4. Demonstrate how music communicates meaning of text, feelings and moods or images.

# ACADEMIC CONTENT STANDARDS

## Grade Three

4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
5. Demonstrate how music communicates meaning of text, feelings and moods or images.
6. Identify personal preferences for specific music selections.

## Grade Four

4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
5. Demonstrate how music communicates meaning of text, feelings and moods or images.
6. Identify and describe personal preferences for specific music selections.

# ACADEMIC CONTENT STANDARDS

## Grades 5-8

**Benchmark A:** Reflect on and describe how music performance and settings affect audience response.

### Grade Five

1. Describe audience etiquette associated with various music performances and settings.

### Grade Six

1. Practice audience etiquette in selected music settings.
2. Attend and reflect on a variety of live music performances.

### Grade Seven

1. Practice audience etiquette in selected music settings.
2. Participate in and reflect on a variety of live music performances and activities.

### Grade Eight

1. Practice audience etiquette in selected music settings.
2. Participate in and reflect on a variety of live music performances and activities.

**Benchmark B:** Reflect on why others may have different music preferences.

### Grade Five

2. Identify and discuss aesthetic qualities in their performances and in the performances of others.
3. Demonstrate how music communicates meaning through text, feelings, moods or images.
4. Identify elements of music that contribute to aesthetic qualities in a specific music work.

# ACADEMIC CONTENT STANDARDS

## Grade Six

3. Communicate ideas about the importance of music in everyday life.
4. Describe the emotional connection to the musical experience.

## Grade Seven

3. Discuss how music preferences reflect people's values.

## Grade Eight

3. Explain how and why people use and respond to music.

**Benchmark C:** Justify one's personal preference of music choice using music vocabulary.

## Grade Five

5. Explain how expressive music elements determine the quality of a composition.
6. Develop and apply criteria to support personal preferences for specific music works.

## Grade Six

5. Critique a variety of music performances.

## Grade Seven

4. Evaluate music performances and compositions based on elements of music.
5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.

## Grade Eight

4. Evaluate music performances and compositions based on elements of music.
5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.

# ACADEMIC CONTENT STANDARDS

## Grades 9-12

**Benchmark A:** Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.

### Grade Nine

1. Assess how elements of music are used in a work to create images or evoke emotions.

### Grade Ten

1. Describe how the use of elements of music affects the aesthetic impact of a music selection.

### Grade Eleven

1. Critique their performances or compositions in terms of aesthetic qualities.

### Grade Twelve

1. Respond to aesthetic qualities of a performance intellectually using music terminology.
2. Form a personal philosophy about the purpose of music.

**Benchmark B:** Explain how people differ in their music preferences based on their personal experiences.

### Grade Nine

2. Discuss how people from different backgrounds use and respond to music.

### Grade Ten

2. Explain how people from different backgrounds use and respond to music and cite specific examples.

### Grade Eleven

2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.

# ACADEMIC CONTENT STANDARDS

## Grade Twelve

3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.

**Benchmark C:** Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.

## Grade Nine

3. Select music works and performances based on knowledge of music concepts.

## Grade Ten

3. Defend choices of music works and performances based on knowledge of music concepts.

## Grade Eleven

3. Evaluate music works and performances using criteria for aesthetic qualities.

## Grade Twelve

4. Alter music works, performances or composition presentations to enhance the quality of the music selection.

# ACADEMIC CONTENT STANDARDS

## **Connections, Relationships and Applications**

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

## Grades K-4

**Benchmark A:** Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

### **Kindergarten**

1. Use music and/or found sounds together with dance, drama and visual art.
2. Observe connections between music experiences and another curricular subject (e.g., English language arts).

### **Grade One**

1. Use music and/or found sounds together with dance, drama and visual art.
2. Identify similar terms (e.g., patterns, texture) in the arts.
3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).

### **Grade Two**

1. Respond to music using dance, drama and visual art.
2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.
3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).

# ACADEMIC CONTENT STANDARDS

## Grade Three

1. Interpret music through dance, drama and visual art.
2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.

## Grade Four

1. Interpret music through dance, drama and visual art.
2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.

**Benchmark B:** Describe how music is used in various cultures in the United States.

## Kindergarten

3. Sing songs representing their cultures.

## Grade One

4. Identify various uses of music in their cultures.

## Grade Two

4. Identify various uses of music in the United States.

## Grade Three

4. Identify similarities and differences in music of the United States.

## Grade Four

4. Identify similarities and differences in music of the United States and various cultures.

# ACADEMIC CONTENT STANDARDS

**Benchmark C:** Identify and describe roles of musicians in various music settings.

## **Kindergarten**

4. Identify a musician.

## **Grade One**

5. Recognize a musician.

## **Grade Two**

5. Identify the role of a musician.

## **Grade Three**

5. Discuss that some people write music, direct music and/or perform music as jobs.

## **Grade Four**

5. Describe roles of musicians in various music settings.

# ACADEMIC CONTENT STANDARDS

## Grades 5-8

**Benchmark A:** Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.

### Grade Five

1. Interpret music through dance, drama and visual art.
2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.

### Grade Six

1. Describe ways that music relates to other art forms using appropriate terminology.
2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.
3. Integrate art forms into a well-organized music presentation.

### Grade Seven

1. Identify similarities and differences in the meanings of common terms used in the various arts.
2. Integrate art forms into a well-organized music presentation.
3. Identify involvement in the arts as a listener, creator and performer.

### Grade Eight

1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.
2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.

# ACADEMIC CONTENT STANDARDS

**Benchmark B:** Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

## Grade Five

4. Describe how knowledge of music connects to learning in other subject areas.

## Grade Six

4. Compare and contrast subject matter common to music and other subject areas.

## Grade Seven

4. Describe ways that technology is used in creating, performing and listening to music.
5. Identify problem-solving and creative thinking skills used in music.

## Grade Eight

3. Use technology in creating, performing and/or researching music.
4. Use problem-solving and creative thinking skills experienced in other disciplines in music.

**Benchmark C:** Identify various ways music affects their lives.

## Grade Five

5. Discuss how culture influences music.

## Grade Six

5. Identify different functions and uses of music in their own and other cultures.

## Grade Seven

6. Using elements of music, describe distinguishing characteristics of music from a variety of cultures.

# ACADEMIC CONTENT STANDARDS

## Grade Eight

5. Identify various uses of music in their daily experiences.
6. Describe characteristics that make their music of choice applicable to their daily experiences.

**Benchmark D:** Identify various careers in music.

## Grade Five

6. Identify the specific skills needed to be a musician.

## Grade Six

6. Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.
7. Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).

## Grade Seven

7. Identify exemplary music role models and describe their activities and achievements in the music field.

## Grade Eight

7. Identify nonperforming careers in music.

# ACADEMIC CONTENT STANDARDS

## Grades 9-12

**Benchmark A:** Articulate similarities and differences between music and other content areas.

### Grade Nine

1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.
2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).
3. Apply problem-solving and creative thinking skills used in music to other content areas.

### Grade Ten

1. Explain how the creative process is used in similar and different ways in the arts.
2. Apply problem-solving and creative thinking skills used in music to other content areas.

### Grade Eleven

1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.
2. Apply problem-solving and creative thinking skills used in music to other content areas.

### Grade Twelve

1. Recognize aesthetic characteristics common to all art forms.
2. Apply creative thinking and problem-solving skills used in music to other content areas.

# ACADEMIC CONTENT STANDARDS

**Benchmark B:** Apply technology in creating, performing and/or researching music.

## Grade Nine

4. Explain the role of technology in creating, performing and listening to music.
5. Incorporate subject matter common to music and other academic areas into a music presentation.

## Grade Ten

3. Demonstrate one or more uses of technology in creating, performing and listening to music.
4. Incorporate subject matter common to music and other academic areas into a music presentation.

## Grade Eleven

3. Use technology to create and/or perform various forms of music.
4. Incorporate subject matter common to music and other academic areas into a music presentation.

## Grade Twelve

3. Use technology to create and/or perform various forms of music.
4. Incorporate subject matter common to music and other academic areas into a music presentation.

**Benchmark C:** Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.

## Grade Nine

6. Describe the role of music and musicians in various cultures.

## Grade Ten

5. Use accurate music terminology to describe similarities and differences in music from various cultures.

# ACADEMIC CONTENT STANDARDS

## Grade Eleven

5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar nonarts influences.

## Grade Twelve

5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.

**Benchmark D:** Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.

## Grade Nine

7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).

## Grade Ten

6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## Grade Eleven

6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician experience).

## Grade Twelve

6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

# ACADEMIC CONTENT STANDARDS

ACADEMIC CONTENT STANDARDS

# Music

*Benchmarks by Standard*



# ACADEMIC CONTENT STANDARDS

## Benchmarks

### Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"><li>A. Identify and demonstrate basic music forms.</li><li>B. Identify and respond to music of historical and cultural origins.</li><li>C. Recognize the interaction of people in music.</li></ul>	<ul style="list-style-type: none"><li>A. Compare and contrast styles and forms of music from various historical periods.</li><li>B. Identify composers and classify them according to chronological historical periods.</li><li>C. Describe how events during various historical periods have influenced the development of music.</li></ul>	<ul style="list-style-type: none"><li>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</li><li>B. Research and explain how music and composers both influence and are influenced by society and culture.</li></ul>

Notes:

# ACADEMIC CONTENT STANDARDS

## Benchmarks

### Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<p>A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</p> <p>B. Read, write, improvise and compose melodies and accompaniments.</p>	<p>A. Perform a piece of music, independently or in a group, with technical accuracy and expression.</p> <p>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</p> <p>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</p>	<p>A. Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</p> <p>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</p>

**Notes:**

# ACADEMIC CONTENT STANDARDS

## Benchmarks

### Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"><li>A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</li><li>B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</li><li>C. Discuss and evaluate individual and group music performance.</li></ul>	<ul style="list-style-type: none"><li>A. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.</li><li>B. Analyze the structure of larger music works and the sections comprised within.</li><li>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</li></ul>	<ul style="list-style-type: none"><li>A. Analyze and evaluate music selections based upon established criteria.</li><li>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</li><li>C. Analyze common harmonic progressions in selected repertoire aurally.</li><li>D. Apply appropriate, established criteria to evaluate a variety of music performances.</li></ul>

**Notes:**

# ACADEMIC CONTENT STANDARDS

## Benchmarks

### Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<p>A. Reflect on their own performances and the performances of others. B. Demonstrate audience behavior appropriate for the context and style of music performed.</p> <p>C. Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.</p>	<p>A. Reflect on and describe how music performance and settings affect audience response.</p> <p>B. Reflect on why others may have different music preferences.</p> <p>C. Justify one's personal preference of music choice using music vocabulary.</p>	<p>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</p> <p>B. Explain how people differ in their music preferences based on their personal experiences.</p> <p>C. Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.</p>

Notes:

# ACADEMIC CONTENT STANDARDS

## Benchmarks

### Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

By the end of the K-4 program:	By the end of the 5-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"><li>A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</li><li>B. Describe how music is used in various cultures in the United States.</li><li>C. Identify and describe roles of musicians in various music settings.</li></ul>	<ul style="list-style-type: none"><li>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</li><li>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</li><li>C. Identify various ways music affects their lives.</li><li>D. Identify various careers in music.</li></ul>	<ul style="list-style-type: none"><li>A. Articulate similarities and differences between music and other content areas.</li><li>B. Apply technology in creating, performing and/or researching music.</li><li>C. Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.</li><li>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.</li></ul>

Notes:

ACADEMIC CONTENT STANDARDS

# Music

*Fine Arts Standards Table*



## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

### Grade Cluster: K-4

#### ***Students will:***

#### ***Benchmarks***

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> <li>1. Identify and demonstrate same and different.</li> <li>2. Sing songs representing their cultures.</li> <li>3. Sing, listen and move to music from various historical periods.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize how sounds and music are used in daily lives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and demonstrate echo and call/response.</li> <li>2. Sing songs representing their cultures.</li> <li>3. Sing, listen and move to music from various historical periods.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and demonstrate rounds/canons.</li> <li>2. Identify and describe contrasting music styles (e.g., marches and lullabies).</li> <li>3. Sing, listen and move to music from various historical periods.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and demonstrate AB form and verse/refrain form.</li> <li>2. Sing, listen and move to music from world cultures.</li> <li>3. Discuss the purpose of music from selected historical periods.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize and describe ways that music serves as an expression in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and demonstrate partner songs and rondo form.</li> <li>2. Sing and respond to music from world cultures.</li> <li>3. Discuss the lives and times of composers from various historical periods.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize and describe ways that music serves as an expression in regional cultures.</li> </ol>	<ol style="list-style-type: none"> <li>A. Identify and demonstrate basic music forms.</li> <li>B. Identify and respond to music of historical and cultural origins.</li> <li>C. Recognize the interaction of people in music.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

### Grade Cluster: 5-8

#### ***Students will:***

#### ***Benchmarks***

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> <li>1. Recognize, identify and demonstrate theme and variations in the music of various cultures and/or historical periods.</li> <li>2. Compare and contrast opera and American music theatre.</li> <li>3. Research and identify music instruments from different historical periods and world cultures.</li> <li>4. Identify, listen and respond to music of different composers.</li> <li>5. Recognize and discuss the influence of American history on the development of folk music.</li> <li>6. Describe conditions under which music is created and performed in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations) from various cultures and/or historical periods.</li> <li>2. Examine the chronological development of various music styles.</li> <li>3. Identify the major periods or genres in the development of world music history (e.g., Renaissance Period, Peking opera, Lali).</li> <li>4. Identify selected composers and their works and place them in the appropriate historical period.</li> <li>5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</li> <li>2. Demonstrate how elements of music are used to create various music styles.</li> <li>3. Identify representative music examples from music literature and respond to the style of the historical period of music.</li> <li>4. Classify by composer and historical period a varied body of exemplary music works.</li> <li>5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</li> <li>2. Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</li> <li>3. Compare representative music examples from different historical time periods.</li> <li>4. Compare and contrast selected composers and their works.</li> <li>5. Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.</li> </ol>	<ol style="list-style-type: none"> <li>A. Compare and contrast styles and forms of music from various historical periods.</li> <li>B. Identify composers and classify them according to chronological historical periods.</li> <li>C. Describe how events during various historical periods have influenced the development of music.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

### Grade Cluster: 9-12

#### ***Students will:***

#### ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Recognize and describe form in music literature of various historical periods.</li> <li>2. Compare various music styles from the United States, other cultures and historical periods.</li> <li>3. Recognize and classify Western music literature by historical periods.</li> <li>4. Discuss and perform music literature from various composers.</li> <li>5. Identify the social context from which music of various cultures evolved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.</li> <li>2. Interpret various music styles from the United States, other cultures and historical periods.</li> <li>3. Discuss and evaluate the performance of music from different historical time periods.</li> <li>4. Examine (e.g., listening, performing, score study) music literature of various composers.</li> <li>5. Explain how technology has influenced the development of music over time.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and trace the development of music forms across historical periods.</li> <li>2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.</li> <li>3. Compare and contrast the performance practices of music from various historical periods.</li> <li>4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.</li> <li>5. Explain how music reflects the political events of history.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate how music forms are influenced by history.</li> <li>2. Critique various music styles from the United States, other cultures and historical periods.</li> <li>3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.</li> <li>4. Demonstrate through performance the stylistic differences of various composers and their works.</li> <li>5. Explain how music reflects the social events of history.</li> </ol>	<ol style="list-style-type: none"> <li>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</li> <li>B. Research and explain how music and composers both influence and are influenced by society and culture.</li> </ol>

# Fine Arts - Music

# Fine Arts Standards Table

## Content Standard: Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

### Grade Cluster: K-4

#### Students will:

#### Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> <li>1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.</li> <li>2. Use the head voice to produce a light, clear sound.</li> <li>3. Play, alone and with others, a variety of classroom instruments with proper technique.</li> <li>4. Improvise movement to songs and recorded music.</li> <li>5. Use icons to represent the beat.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.</li> <li>2. Use the head voice to produce a light, clear sound.</li> <li>3. Play, alone and with others, a variety of classroom instruments with proper technique.</li> <li>4. Improvise on selected lyrics (text) of known songs.</li> <li>5. Read, write and perform using eighth notes, quarter notes and quarter rests.</li> <li>6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.</li> <li>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</li> <li>3. Play, alone and with others, a variety of classroom instruments with proper technique.</li> <li>4. Improvise and compose simple rhythmic and melodic phrases.</li> <li>5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</li> <li>6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light, clear sound and maintain appropriate posture.</li> <li>3. Play, alone and with others, a variety of classroom instruments with proper technique.</li> <li>4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).</li> <li>5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</li> <li>6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</li> <li>3. Play, alone and with others, a variety of classroom instruments with proper technique.</li> <li>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</li> <li>5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.</li> <li>6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).</li> <li>7. Read, write and perform melodies in treble clef.</li> </ol>	<ol style="list-style-type: none"> <li>A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</li> <li>B. Read, write, improvise and compose melodies and accompaniments.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

### Grade Cluster: 5-8

#### Students will:

#### Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.</li> <li>2. Play a variety of instruments independently and with other contrasting parts.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create short melodies using traditional notation.</li> <li>5. Improvise melodies in a call-and-response setting.</li> <li>6. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</li> <li>7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system (e.g., solfege, numbers or letters).</li> <li>8. Identify key signatures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, using good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate dynamic expression and tempo for the work being performed.</li> <li>2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create and notate music compositions using one or more parts.</li> <li>5. Improvise melodies over a given bass line.</li> <li>6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4 and 6/8 meter.</li> <li>7. Identify whole steps and half steps in the major scales.</li> <li>8. Recognize key signatures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create music compositions using one or more parts in duple, triple and mixed meters.</li> <li>5. Improvise melodies using major scales.</li> <li>6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps and intervals in major scales.</li> <li>8. Identify and use key signatures.</li> <li>9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>; Strings: A, D, G, C, F].</li> <li>10. Read and notate melodies in bass clef.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> <li>4. Create music compositions using one or more parts in duple, triple and mixed meters.</li> <li>5. Improvise melodies using major and minor scales.</li> <li>6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps and intervals in major and natural minor scales.</li> <li>8. Read and notate melodies in bass clef.</li> <li>9. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>. Strings: A, D, G, C, F].</li> </ol>	<ol style="list-style-type: none"> <li>A. Perform a piece of music, independently or in a group, with technical accuracy and expression.</li> <li>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</li> <li>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</li> </ol>

# Fine Arts - Music

# Fine Arts Standards Table

## Content Standard: Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

### Grade Cluster: 9-12

#### Students will:

#### Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles a varied repertoire of music representing diverse genres and cultures.</li> <li>2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.</li> <li>3. Respond appropriately to the cues of a conductor or section leader.</li> <li>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing as part of a group.</li> <li>5. Demonstrate sight-reading abilities.</li> <li>6. Improvise over given chord progressions and symbols.</li> <li>7. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>; Strings: A, D, G, C, F; Vocal/Choral: A, D, G, C, F, B<math>\flat</math>, E<math>\flat</math>].</li> <li>8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.</li> <li>9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.</li> <li>10. Define vocabulary in all rehearsed and performed music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and complex rhythms.</li> <li>2. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.</li> <li>3. Perform a variety of phrases with attention to pitch and rhythmic accuracy and demonstrate increased independence.</li> <li>4. Demonstrate sight-reading abilities.</li> <li>5. Improvise over given chord progressions and symbols.</li> <li>6. Identify and/or notate concert pitch major scales [i.e., Band: C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>; Strings: A, D, G, C, F; Vocal/Choral: E, A, D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>, D<math>\flat</math>].</li> <li>7. Read and perform literature appropriate for the instrument studied using the key signatures in Indicator six above.</li> <li>8. Read complex rhythms in mixed meter.</li> <li>9. Incorporate expressive symbols and terms when sight-reading.</li> <li>10. Identify articulations, expressive symbols and terms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare and perform accurately a varied repertoire of music incorporating complex meters and rhythms in major and minor keys.</li> <li>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</li> <li>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</li> <li>4. Sing or play music compositions incorporating elements of music and demonstrating an understanding of music style and form.</li> <li>5. Improvise over given chord progressions and symbols.</li> <li>6. Identify and/or notate concert pitch major scales [i.e., Band: D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>; Strings: E, A, D, G, C, F, B<math>\flat</math>; Vocal/Choral: B, E, A, D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>, D<math>\flat</math>].</li> <li>7. Read and perform music literature in a wide variety of major and minor keys.</li> <li>8. Read and perform music literature that incorporates modal scales.</li> <li>9. Identify homophonic and polyphonic texture.</li> <li>10. Interpret articulations, expressive symbols and terms when performing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</li> <li>2. Sing or play a significant music composition incorporating elements of music and demonstrating an understanding of music styles and form.</li> <li>3. Improvise over given chord progressions and symbols.</li> <li>4. Sight-read major, minor and chromatic melodies.</li> <li>5. Identify and/or notate concert pitch major scales and selected minor forms [i.e., Band: D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>, D<math>\flat</math>, G<math>\flat</math>; Strings: E, A, D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>; Vocal/Choral: C<math>\sharp</math>, F<math>\sharp</math>, B, E, A, D, G, C, F, B<math>\flat</math>, E<math>\flat</math>, A<math>\flat</math>, D<math>\flat</math>, G<math>\flat</math>, C<math>\flat</math>].</li> <li>6. Interpret music symbols and terms expressively when performing a varied repertoire of music.</li> </ol>	<ol style="list-style-type: none"> <li>A. Sing and/or play, independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</li> <li>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

### Grade Cluster: K-4

#### Students will:

#### Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> <li>Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).</li> <li>Listen and respond to various music styles (e.g., march).</li> <li>Identify the sources of a wide variety of sounds.</li> <li>Identify when an individual is performing.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).</li> <li>Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</li> <li>Identify same/different phrases.</li> <li>Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums) visually and aurally.</li> <li>Recognize and discuss individual and group performance.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</li> <li>Identify and respond to the patterns of same and different phrases in simple poems and songs.</li> <li>Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).</li> <li>Discuss individual and group music performance.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</li> <li>Identify how elements of music communicate ideas or moods.</li> <li>Identify and respond to simple music forms (e.g., rondo, AB).</li> <li>Identify the four families of orchestral instruments visually and aurally.</li> <li>Discuss and evaluate individual music performance.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</li> <li>Identify how elements of music communicate ideas or moods.</li> <li>Identify and respond to music forms (e.g., round, canon, partner songs, call-response).</li> <li>Classify instruments by the four families of the orchestra.</li> <li>Describe the way sound is produced on various instruments and with the human voice.</li> <li>Discuss and evaluate individual and group music performance.</li> </ol>	<ol style="list-style-type: none"> <li>Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</li> <li>Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</li> <li>Discuss and evaluate individual and group music performance.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

### Grade Cluster: 5-8

#### ***Students will:***

#### ***Benchmarks***

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> <li>1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.</li> <li>2. Identify terms related to form (e.g., DC al Fine; DC dal segno; DS al Coda; repeat signs, first and second endings).</li> <li>3. Identify selected electronic and world music instruments.</li> <li>4. Analyze a piece of music using music vocabulary.</li> <li>5. Evaluate and describe individual and group performances.</li> <li>6. Differentiate between melody and harmony.</li> </ol>	<ol style="list-style-type: none"> <li>1. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.</li> <li>2. Describe the principles of breathing techniques, good posture and tone production.</li> <li>3. Describe instruments used in Western traditional instrumental ensembles and in world music ensembles.</li> <li>4. Analyze a piece of music with more than one movement using elements of music.</li> <li>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply music vocabulary to describe a varied repertoire of music.</li> <li>2. Describe use of meter and rhythm in music of various cultures.</li> <li>3. Analyze form identifying distinct sections of a larger music work.</li> <li>4. Apply detailed criteria for evaluating quality and effectiveness of music performance and composition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast a varied repertoire of music on the basis of how elements of music are used to make the works unique and expressive.</li> <li>2. Identify components of larger music works (e.g., symphony, mass, concerto).</li> <li>3. Identify distinct sections in a larger music work aurally.</li> <li>4. Use appropriate criteria to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>A. Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.</li> <li>B. Analyze the structure of larger music works and the sections comprised within.</li> <li>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

### Grade Cluster: 9-12

#### **Students will:**

#### **Benchmarks**

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> <li>Analyze conducting patterns and gestures as they relate to music selections.</li> <li>Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.</li> <li>Describe basic terminology and symbols used in a varied repertoire of music.</li> <li>Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.</li> <li>Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</li> <li>Develop and apply criteria for evaluating quality and effectiveness of their performances and compositions and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>Describe the use of elements of music as they relate to expression in a varied repertoire of music.</li> <li>Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</li> <li>Respond to conducting patterns and gestures to interpret selected pieces musically.</li> <li>Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.</li> <li>Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate extensive knowledge of the technical vocabulary of music.</li> <li>Analyze a given work on the basis of how elements of music are used in the selection to make it unique.</li> <li>Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</li> <li>Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.</li> <li>Evaluate a selected performance of a specific music work based on selected criteria and musical interpretation.</li> </ol>	<ol style="list-style-type: none"> <li>Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension and release in a music work.</li> <li>Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</li> <li>Identify traditional harmonic progressions (e.g., I, vi, IV, ii, V7, I) in selected repertoire aurally.</li> <li>Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.</li> </ol>	<ol style="list-style-type: none"> <li>Analyze and evaluate music selections based upon established criteria.</li> <li>Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</li> <li>Analyze common harmonic progressions in selected repertoire aurally.</li> <li>Apply appropriate, established criteria to evaluate a variety of music performances.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

### Grade Cluster: K-4

#### Students will:

#### Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).</li> <li>4. Listen and respond to various music styles (e.g., march, lullaby).</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically to a variety of age-appropriate music.</li> <li>4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>4. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Develop criteria for reflecting on their performances.</li> <li>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.</li> <li>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>5. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> <li>6. Identify personal preferences for specific music selections.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Develop criteria for reflecting on their performances and the performances of others.</li> <li>3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>4. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> <li>5. Demonstrate how music communicates meaning of text, feelings and moods or images.</li> <li>6. Identify and describe personal preferences for specific music selections.</li> </ol>	<ol style="list-style-type: none"> <li>A. Reflect on their own performances and the performances of others.</li> <li>B. Demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>C. Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.</li> </ol>

# Fine Arts - Music

# Fine Arts Standards Table

## Content Standard: Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

### Grade Cluster: 5-8

#### **Students will:**

#### **Benchmarks**

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> <li>1. Describe audience etiquette associated with various music performances and settings.</li> <li>2. Identify and discuss aesthetic qualities in their performances and in the performances of others.</li> <li>3. Demonstrate how music communicates meaning through text, feelings, moods or images.</li> <li>4. Identify elements of music that contribute to aesthetic qualities in a specific music work.</li> <li>5. Explain how expressive music elements determine the quality of a composition.</li> <li>6. Develop and apply criteria to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Attend and reflect on a variety of live music performances.</li> <li>3. Communicate ideas about the importance of music in everyday life.</li> <li>4. Describe the emotional connection to the musical experience.</li> <li>5. Critique a variety of music performances.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> <li>3. Discuss how music preferences reflect people's values.</li> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> <li>3. Explain how and why people use and respond to music.</li> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>A. Reflect on and describe how music performance and settings affect audience response.</li> <li>B. Reflect on why others may have different music preferences.</li> <li>C. Justify one's personal preference of music choice using music vocabulary.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

### Grade Cluster: 9-12

#### ***Students will:***

#### ***Benchmarks***

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Assess how elements of music are used in a work to create images or evoke emotions.</li> <li>2. Discuss how people from different backgrounds use and respond to music.</li> <li>3. Select music works and performances based on knowledge of music concepts</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how the use of elements of music affects the aesthetic impact of a music selection.</li> <li>2. Explain how people from different backgrounds use and respond to music and cite specific examples.</li> <li>3. Defend choices of music works and performances based on knowledge of music concepts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critique their performances or compositions in terms of aesthetic qualities.</li> <li>2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.</li> <li>3. Evaluate music works and performances using criteria for aesthetic qualities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to aesthetic qualities of a performance intellectually using music terminology.</li> <li>2. Form a personal philosophy about the purpose of music.</li> <li>3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.</li> <li>4. Alter music works, performances or composition presentations to enhance the quality of the music selection.</li> </ol>	<ol style="list-style-type: none"> <li>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</li> <li>B. Explain how people differ in their music preferences based on their personal experiences.</li> <li>C. Develop and apply specific criteria for making informed, critical judgments about quality and effectiveness of music works both written and performed.</li> </ol>

# Fine Arts - Music

# Fine Arts Standards Table

## Content Standard: Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

### Grade Cluster: K-4

#### Students will:

#### Benchmarks

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	By the end of the K-4 program, students will:
<ol style="list-style-type: none"> <li>1. Use music and/or found sounds together with dance, drama and visual art.</li> <li>2. Observe connections between music experiences and another curricular subject (e.g., English language arts).</li> <li>3. Sing songs representing their cultures.</li> <li>4. Identify a musician.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use music and/or found sounds together with dance, drama and visual art.</li> <li>2. Identify similar terms (e.g., patterns, texture) in the arts.</li> <li>3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).</li> <li>4. Identify various uses of music in their cultures.</li> <li>5. Recognize a musician.</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond to music using dance, drama and visual art.</li> <li>2. Recognize similarities and differences among the arts, including music, dance, drama and visual art.</li> <li>3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).</li> <li>4. Identify various uses of music in the United States.</li> <li>5. Identify the role of a musician.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</li> <li>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</li> <li>4. Identify similarities and differences in music of the United States.</li> <li>5. Discuss that some people write music, direct music and/or perform music as jobs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</li> <li>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</li> <li>4. Identify similarities and differences in music of the United States and various cultures.</li> <li>5. Describe roles of musicians in various music settings.</li> </ol>	<ol style="list-style-type: none"> <li>A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</li> <li>B. Describe how music is used in various cultures in the United States.</li> <li>C. Identify and describe roles of musicians in various music settings.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

### Grade Cluster: 5-8

#### Students will:

#### Benchmarks

Grade Five	Grade Six	Grade Seven	Grade Eight	By the end of the 5-8 program, students will:
<ol style="list-style-type: none"> <li>Interpret music through dance, drama and visual art.</li> <li>Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</li> <li>Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</li> <li>Describe how knowledge of music connects to learning in other subject areas.</li> <li>Discuss how culture influences music.</li> <li>Identify the specific skills needed to be a musician.</li> </ol>	<ol style="list-style-type: none"> <li>Describe ways that music relates to other art forms using appropriate terminology.</li> <li>Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</li> <li>Integrate art forms into a well-organized music presentation.</li> <li>Compare and contrast subject matter common to music and other subject areas.</li> <li>Identify different functions and uses of music in their own and other cultures.</li> <li>Describe roles musicians assume in various cultures and music settings, and identify skills needed for each role.</li> <li>Identify various careers for musicians (e.g., in education, in entertainment and to provide technical support).</li> </ol>	<ol style="list-style-type: none"> <li>Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>Integrate art forms into a well-organized music presentation.</li> <li>Identify involvement in the arts as a listener, creator and performer.</li> <li>Describe ways that technology is used in creating, performing and listening to music.</li> <li>Identify problem-solving and creative thinking skills used in music.</li> <li>Using elements of music, describe distinguishing characteristics of music from a variety of cultures.</li> <li>Identify exemplary music role models and describe their activities and achievements in the music field.</li> </ol>	<ol style="list-style-type: none"> <li>Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.</li> <li>Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.</li> <li>Use technology in creating, performing and/or researching music.</li> <li>Use problem-solving and creative thinking skills experienced in other disciplines in music.</li> <li>Identify various uses of music in their daily experiences.</li> <li>Describe characteristics that make their music of choice applicable to their daily experiences.</li> <li>Identify nonperforming careers in music.</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</li> <li>Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</li> <li>Identify various ways music affects their lives.</li> <li>Identify various careers in music.</li> </ol>

## Fine Arts - Music

## Fine Arts Standards Table

### Content Standard: Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

### Grade Cluster: 9-12

#### Students will:

#### Benchmarks

Grade Nine	Grade Ten	Grade Eleven	Grade Twelve	By the end of the 9-12 program, students will:
<ol style="list-style-type: none"> <li>1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.</li> <li>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).</li> <li>3. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>4. Explain the role of technology in creating, performing and listening to music.</li> <li>5. Incorporate subject matter common to music and other academic areas into a music presentation.</li> <li>6. Describe the role of music and musicians in various cultures.</li> <li>7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the creative process is used in similar and different ways in the arts.</li> <li>2. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>3. Demonstrate one or more uses of technology in creating, performing and listening to music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> <li>5. Use accurate music terminology to describe similarities and differences in music from various cultures.</li> <li>6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.</li> <li>2. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>3. Use technology to create and/or perform various forms of music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> <li>5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar nonarts influences.</li> <li>6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician experience).</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize aesthetic characteristics common to all art forms.</li> <li>2. Apply creative thinking and problem-solving skills used in music to other content areas.</li> <li>3. Use technology to create and/or perform various forms of music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> <li>5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.</li> <li>6. Explore and identify opportunities for lifelong involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</li> </ol>	<ol style="list-style-type: none"> <li>A. Articulate similarities and differences between music and other content areas.</li> <li>B. Apply technology in creating, performing and/or researching music.</li> <li>C. Compare and contrast several cultures' music works based on the function music serves, role of the musicians and conditions under which the music is performed.</li> <li>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify experiences necessary for success.</li> </ol>