

KINDERGARTEN

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing melodic patterns and songs with an appropriate tone quality, matching pitch and maintaining a steady tempo.

- K.1.1 Match pitches in a limited vocal range.
- K.1.2 Echo short melodic patterns sung by the teacher.
- K.1.3 Sing with an appropriate tone quality.
- K.1.4 Sing short memorized songs, maintaining a steady beat.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythms using body percussion and classroom instruments. They maintain a steady tempo when playing with a group.

- K.2.1 Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments.
- K.2.2 Maintain a steady beat while playing an instrument in a group.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise simple responses to teacher cues by singing and by using body percussion and instrumental sounds.

- K.3.1 Improvise simple rhythms using body percussion, found items, or an instrument.
- K.3.2 Respond to teacher-played phrases with a similar phrase using body percussion, found items, or an instrument.
- K.3.3 Respond to teacher-sung questions with a sung answer.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns.

- K.4.1 Create and play a simple rhythmic pattern with teacher guidance using body percussion or classroom instruments.
- K.4.2 Create a short melodic pattern to sing or play on a classroom instrument based on a limited pitch range such as a minor third or the pentatonic scale.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read iconic notation and interpret pitch and rhythm relationships kinesthetically.

- K.5.1 Read iconic notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables.
- K.5.2 Read iconic notation and perform short melodic patterns using hand signs and pitch syllables, drawing examples from class repertoire when appropriate.
- K.5.3 Use fine and gross motor movement to demonstrate simple rhythm and pitch patterns.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students distinguish high and low pitches, fast and slow tempos, and loud and soft sounds. They differentiate various vocal, instrumental, and environmental sounds. They identify and demonstrate appropriate listening behavior.

- K.6.1 Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures.
- K.6.2 Distinguish vocal, instrumental, and environmental sounds.
- K.6.3 Compare vocal tone qualities such as whispering, singing, and speaking.
- K.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students talk about listening to music and establish criteria to evaluate classroom music activities.

K.7.1 Discuss reasons for listening to music and different contexts in which music is heard.

K.7.2 Establish simple criteria to evaluate classroom music activities.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students express musical concepts in non-musical ways. They describe the use of music in various school activities.

K.8.1 Describe musical concepts of high or low, fast or slow, and loud or soft through moving or drawing.

K.8.2 Identify other classes and school activities where music is used and the purpose of the music in each situation.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students discuss music experiences in daily life and the concept of a musician. They experience music from various eras and cultures.

K.9.1 Identify situations in daily life where music is experienced.

K.9.2 Experience music from various historical eras and cultures through singing, listening, or moving.

K.9.3 Discuss the concept of a musician.

GRADE 1

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing a variety of songs in expanding ranges and dynamics with appropriate tone quality, good posture, and steady tempo.

- 1.1.1 Match simple pitch patterns in expanding ranges.
- 1.1.2 Maintain good posture and a steady beat while singing.
- 1.1.3 Sing at contrasting dynamic levels with appropriate tone quality.
- 1.1.4 Sing short memorized songs from various cultures.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play short patterns using body percussion and pitched and non-pitched classroom instruments. They maintain a steady tempo when playing with a group.

- 1.2.1 Echo short melodic and rhythmic patterns.
- 1.2.2 Maintain a steady beat on a percussion instrument while playing in a group.
- 1.2.3 Hold classroom instruments correctly and play with the proper technique.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses and simple ostinatos by singing and using body percussion and instrumental sounds.

- 1.3.1 Respond to sung or played musical questions by singing and using body percussion, found items, and instrumental sounds.
- 1.3.2 Improvise a short rhythm to be echoed by classmates.
- 1.3.3 Improvise a short ostinato to sing or play with a familiar song.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns and accompaniments to short literary examples.

- 1.4.1 Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.
- 1.4.2 Cooperatively plan and perform rhythmic and melodic material to accompany a poem using a variety of sound sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read basic rhythms and pitches using syllables and utilizing relevant examples from repertoire. They identify quarter and eighth notes and quarter rests.

- 1.5.1 Read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rests using rhythm syllables.
- 1.5.2 Notate quarter notes, eighth notes, and quarter rests using iconic or standard notation.
- 1.5.3 Use body percussion and movement to demonstrate rhythmic patterns.
- 1.5.4 Read simple pitch patterns from a staff using solfège and hand signs and demonstrate pitch placement with body movement.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music and qualities of various sounds. They identify and demonstrate appropriate listening behavior.

- 1.6.1 Show changes in tempo, dynamics, and mood using movement in response to music.
- 1.6.2 Identify various vocal, instrumental, and environmental sounds.
- 1.6.3 Identify phrases of a song as same or different and listen for repetition of phrases.
- 1.6.4 Identify and demonstrate appropriate listening behavior during a classroom or outside performance.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students discuss the role of music in their lives and evaluate classroom music activities.

- 1.7.1 Discuss the place and personal importance of music at home, at school, and in the community.
- 1.7.2 Discuss and evaluate classroom music activities based on established criteria.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify and express concepts common to music and other disciplines. They discover the importance of various activities in more than one context.

- 1.8.1 Discover musical terms and concepts such as pattern and line that are also used in other disciplines and express them through moving, drawing, or other appropriate means.
- 1.8.2 Describe the importance of activities such as listening, reading, and moving that occur in music class and other curricular areas.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify functions of music and experience music of various historical periods and cultures. They identify known musicians.

- 1.9.1 Identify various uses of music in the community and examples of music used for special occasions.
- 1.9.2 Experience music from various historical eras and cultures through singing, listening, or moving.
- 1.9.3 Identify some known musicians in the community or media.

GRADE 2

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music with accurate pitch, appropriate tone quality, and good diction and posture. They sing ostinatos, and they follow the directions of a conductor.

- 2.1.1 Sing with accurate pitch, appropriate tone quality, clear diction, and good posture.
- 2.1.2 Sing a cappella and with accompaniment, independently and in groups.
- 2.1.3 Sing songs in the languages of other cultures, adding any movement considered intrinsic to authentic performance of the music.
- 2.1.4 Sing an ostinato with a familiar song, maintaining a steady beat.
- 2.1.5 Follow the cues of a conductor with regard to tempo and dynamics.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct techniques when playing, and vary dynamic levels. They follow the directions of a conductor.

- 2.2.1 Echo melodic and rhythmic patterns.
- 2.2.2 Maintain a steady beat and play with appropriate dynamic levels.
- 2.2.3 Play classroom instruments with the proper technique, holding them correctly.
- 2.2.4 Learn correct names for classroom instruments and identify those associated with world cultures.
- 2.2.5 Play simple ostinatos while others sing.
- 2.2.6 Follow the cues of a conductor with regard to tempo and dynamics.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students sing, play instruments, and use movement to improvise musical phrases including questions, responses, and ostinatos.

- 2.3.1 Improvise a short melodic phrase on a pitched classroom or keyboard instrument.
- 2.3.2 Sing short questions to be answered by classmates.
- 2.3.3 Respond to teacher or student questions by singing and using body percussion, movement, found items, instruments, or electronic sounds.
- 2.3.4 Improvise a short ostinato with a familiar song using body percussion, instruments, or movement.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short rhythmic and melodic patterns within specified guidelines and create group compositions. They notate their music.

- 2.4.1 Perform short rhythmic and melodic phrases within teacher guidelines and write them using standard or original notation.
- 2.4.2 Create music collaboratively to enhance a poem or short story using a variety of sound sources.
- 2.4.3 Arrange and perform a short sound piece cooperatively in small groups using the voice, body percussion, found items, or classroom instruments.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform simple rhythmic and melodic patterns using standard or iconic notation and utilizing relevant examples from repertoire. They identify and interpret basic terms and symbols for dynamics and tempo.

- 2.5.1 Read and perform quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests in four-beat groupings using rhythm syllables.
- 2.5.2 Notate quarter, eighth, half, dotted half, and sixteenth notes, and quarter and half rests using iconic or standard notation.
- 2.5.3 Read pitch patterns from a staff and perform using solfège and hand signs.
- 2.5.4 Identify direction of notated pitch patterns and interpret through singing, playing, or movement.
- 2.5.5 Identify basic musical terms and symbols and interpret through singing, playing, or movement.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify similarities and differences in music using movement and musical terms. They recognize groups of classroom and orchestral instruments. They identify and demonstrate appropriate listening behavior.

- 2.6.1 Identify contrasts and changes in tempo and dynamics using basic music terminology and movement.
- 2.6.2 Identify repetition and contrast in sections of music using symbols or movement.
- 2.6.3 Identify groups of classroom instruments by sight and sound.
- 2.6.4 Identify families of orchestral instruments by sight and sound.
- 2.6.5 Identify voices as those of children, adult males, or adult females.
- 2.6.6 Discuss and demonstrate appropriate listening behavior for various types of performances.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students discuss personal musical preferences. They compare contrasting musical works and establish criteria for performances.

- 2.7.1 Discuss personal preferences for different musical works.
- 2.7.2 Listen to and compare two contrasting styles of composition using basic musical terminology.
- 2.7.3 Establish and apply criteria for good musical performance in and outside the classroom.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover application of musical concepts in other disciplines. They express aural musical examples in non-musical ways and specific emotions through music and other means.

- 2.8.1 Identify musical concepts such as tone color, repetition, and contrast, and ways they are used in other disciplines.
- 2.8.2 Describe an aural musical example through movement, art, or writing.

2.8.3 Express a specific emotion through music, art, movement, and writing or speaking.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify music for special occasions and its role. They experience music and dances from various cultures and historical periods and explore roles of community musicians.

2.9.1 Discuss suitable music for various special occasions and the role it plays.

2.9.2 Discover the role of music from earlier periods in history such as the music of Native Americans and its relationship to other elements in the society.

2.9.3 Perform and listen to music and learn folk dances from past and present cultures.

2.9.4 Discuss roles of musicians in the community.

GRADE 3

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music expressively with attention to pitch, tone quality, diction, and posture. They sing rounds and songs with ostinatos, and they follow the directions of a conductor.

- 3.1.1 Sing a cappella and accompanied songs with attention to pitch, diction, tone quality, and posture.
- 3.1.2 Sing expressively with varied dynamics and appropriate phrasing.
- 3.1.3 Sing songs from a variety of cultures including those of the school and community, adding any movement considered intrinsic to authentic performance of the music.
- 3.1.4 Sing rounds and songs with ostinatos.
- 3.1.5 Follow the cues of a conductor.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies and rhythms on classroom instruments with correct technique, appropriate dynamics, and a steady beat, alone and in groups. They follow the directions of a conductor.

- 3.2.1 Echo melodic and rhythmic patterns.
- 3.2.2 Play given pitch patterns on a mallet instrument, keyboard, or recorder.
- 3.2.3 Play instruments in a group with a steady beat, appropriate dynamics, and correct technique.
- 3.2.4 Use correct names for classroom instruments including those from world cultures.
- 3.2.5 Play four-measure melodies on pitched percussion instruments.
- 3.2.6 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.
- 3.2.7 Follow the cues of a conductor.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise responses, accompaniments, and short compositions by singing and using a variety of instrumental and classroom sounds. They invent short pieces by following the cues of a conductor.

- 3.3.1 Sing or play extended responses to teacher or student questions.
- 3.3.2 Improvise a rhythmic accompaniment to a song.
- 3.3.3 Perform a composition with opportunities for free improvisation at various intervals.
- 3.3.4 Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.
- 3.3.5 Improvise appropriate rhythmic movement to accompany a song or instrumental piece.
- 3.3.6 Use voices and instruments to improvise appropriate sound effects or accompaniments to a poem or short story.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create short melodies and accompaniments using available traditional and electronic resources. They notate their music and arrange melodies using available electronic means. They create simple orchestrations for stories, poems, and dramatizations.

- 3.4.1 Compose rhythmic and melodic phrases according to teacher guidelines utilizing classroom instruments and available electronic resources. Notate/record using traditional or available electronic means.
- 3.4.2 Compose a melody to match given lyrics. Create lyrics to match a given melody.
- 3.4.3 Create a rhythmic accompaniment for a given melody to be played and notated using traditional or available electronic sources.
- 3.4.4 Arrange a melody utilizing various vocal or instrumental sounds with available electronic sources.
- 3.4.5 Plan simple orchestrations to accompany readings and dramatizations using available instruments or electronic sound sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform rhythmic and melodic patterns, utilizing relevant examples from repertoire. They identify and apply musical symbols and terms.

- 3.5.1 Read and perform quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of two, three, and four using rhythm syllables.
- 3.5.2 Notate quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests using iconic or standard notation.
- 3.5.3 Read and perform expanded pitch patterns and simple songs using solfège and letter names of the treble clef.
- 3.5.4 Identify and sing or play steps and skips in notated pitch patterns.
- 3.5.5 Identify and apply an expanded vocabulary of musical terms.
- 3.5.6 Interpret notated music through visual, aural, and kinesthetic means.
- 3.5.7 Identify and explain the dynamic markings *forte*, *mezzo forte*, *piano*, *mezzo piano*, *crescendo* and *diminuendo* (*decrescendo*).
- 3.5.8 Identify and explain the musical symbols for *fermata*, *octave*, and *D.C. al fine*.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students use movement and symbols to describe music. They learn to use appropriate musical terminology and identify instrument families by sight and sound. They identify and demonstrate appropriate listening behavior.

- 3.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration.
- 3.6.2 Identify and describe AB, ABA, and rondo forms using movement and symbols.
- 3.6.3 Use musical terms to describe music through activities such as creation of a word bank.
- 3.6.4 Identify representative orchestral instruments and their families by sight and sound as well as instruments of other cultures.
- 3.6.5 Identify different ensembles by their timbre such as adult or children's choir, orchestra, or wind ensemble.
- 3.6.6 Discuss and demonstrate appropriate listening behavior for various types of performances.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students express personal preferences for music. They compare musical compositions, evaluate performances, and demonstrate appropriate behavior when performing.

- 3.7.1 Explain personal preferences for various styles of music using appropriate terminology.
- 3.7.2 Listen to and discuss or write about two contrasting compositions using appropriate terminology.
- 3.7.3 Establish and apply criteria for evaluating various types of musical performances.
- 3.7.4 Identify and demonstrate appropriate behavior when performing music.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover correlations of the elements of art and principles of design to music and other disciplines. They interpret aural examples through various means and use music to describe and understand other topics and subjects.

- 3.8.1 From a list of the elements of art (line, color, shape, value, texture, form, and space) and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify terms that also apply to music, dance, and drama as well as reading, writing, and mathematics.
- 3.8.2 Interpret an aural musical example using dance, drama, art, or writing.
- 3.8.3 Select and play a classroom instrument to describe an object or interpret a concept in a picture or literary work.
- 3.8.4 Discuss ways that music could enhance understanding of a topic in another discipline.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students discover music associated with special occasions in their own and other cultures. They explore music and dances from other eras and cultures and investigate roles of musicians in media today.

- 3.9.1 Investigate the use of music for special occasions and celebrations, both in the United States and across world cultures.
- 3.9.2 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.

- 3.9.3 Learn folk dances from other eras and cultures.
- 3.9.4 Discuss the roles of musicians in contemporary media.

GRADE 4

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing a variety of music expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and songs with ostinatos, and they follow the directions of a conductor.

- 4.1.1 Sing while maintaining good breath control, pitch, diction, tone quality, and posture.
- 4.1.2 Sing expressively with attention to dynamics and phrasing.
- 4.1.3 Sing a diverse repertoire of songs with varied accompaniment and including other cultures and languages, adding any movement considered intrinsic to authentic performance of the music.
- 4.1.4 Sing partner songs, rounds, and songs with ostinatos.
- 4.1.5 Follow the cues of a conductor.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- 4.2.1 Play melodic, rhythmic, and chordal patterns with correct rhythms, tempo, and dynamics by rote and by reading.
- 4.2.2 Play pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound.
- 4.2.3 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.
- 4.2.4 Play instrumental pieces of various styles and cultures.
- 4.2.5 Follow the cues of a conductor.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic and melodic accompaniments to known melodies. They create compositions and accompaniments using the voice or instruments and improvise simple variations of familiar songs.

- 4.3.1 Create rhythmic patterns and melodic ostinatos to accompany classroom songs using pitched and non-pitched instruments, body percussion, and electronic sounds.
- 4.3.2 Improvise a short ostinato to be played or sung with a pentatonic song.
- 4.3.3 Improvise a melodic variation of a familiar song or musical phrase.
- 4.3.4 Improvise a short composition using various sounds in response to the direction of a teacher or student conductor.
- 4.3.5 Improvise movements to accompany or demonstrate a melody.
- 4.3.6 Use voices and instruments to create appropriate sound effects or accompaniments to a poem or short story.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create, notate, and perform short pieces or songs to accompany texts. They create original compositions and arrangements using available sound sources.

- 4.4.1 Compose a melody for a verse of a selected poem and notate it using traditional or electronic means.
- 4.4.2 Working independently or collaboratively and within teacher guidelines, create and notate a melody to convey extramusical ideas such as a ballad or story, using audio recording, graphic notation, or standard notation as appropriate. Create a simple accompaniment for the work.
- 4.4.3 Plan a short composition with a given form using various pitched, non-pitched, and electronic sound sources. Perform as an ensemble with a student conductor.
- 4.4.4 Arrange a melody and accompaniment for various vocal or instrumental sounds using available electronic sources.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read, write, and perform rhythms and melodies as found in notated music. They apply an expanded vocabulary of musical symbols and terms.

- 4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in duple and triple meters using rhythm syllables.
- 4.5.2 Identify and notate patterns from aural examples.

- 4.5.3 Read and perform songs from notation and sight read new songs using expanded pitch ranges.
- 4.5.4 Identify the musical symbols for sharps, flats, and naturals. Identify the diatonic scale and the key signatures of C, G, and F major.
- 4.5.5 Identify and apply an expanded vocabulary of musical terms as found in notated music.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify musical elements, forms, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.

- 4.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements through movement, writing, or illustration, including how these elements might convey an expressive mood.
- 4.6.2 Identify and describe AB, ABA, theme and variations, and rondo forms using movement and symbols.
- 4.6.3 Expand use of musical terms, instrument names, and styles, using word banks and other vocabulary activities.
- 4.6.4 Establish a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.
- 4.6.5 Identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures.
- 4.6.6 Classify singers according to vocal range and performance style.
- 4.6.7 Demonstrate appropriate listening behavior for various types of performances.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students express personal music preferences. They evaluate short compositions based on teacher guidelines, develop criteria for evaluating performances, and demonstrate appropriate behavior when performing.

- 4.7.1 Explain personal preferences for specific musical works and styles using appropriate terminology.
- 4.7.2 Listen to and evaluate a short musical composition or song using teacher guidelines.
- 4.7.3 Establish and apply criteria for evaluating various types of musical performances including personal efforts.

- 4.7.4 Identify and demonstrate appropriate behavior when performing music.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify musical elements that relate to other disciplines and interpret aural examples through various means. They use music to describe literature and discover musical examples that support content of other disciplines.

- 4.8.1 From a list of the elements of music, identify those that apply when viewing and discussing specific works of art.
- 4.8.2 Interpret aural musical examples using dance, drama, art, or writing.
- 4.8.3 Use classroom instruments to orchestrate an original piece of writing such as a description of a favorite literary character or a paragraph about a given subject using descriptive words.
- 4.8.4 Sing songs to support learning in another discipline outside the arts such as creating new verses for “Weevily Wheat” using additional multiplication tables, or reading *The Drinking Gourd* by F.N. Monjo and learning the song, “Follow the Drinkin’ Gourd.”

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate music related to Indiana history and understand connections to historical and cultural trends. They explore other contemporary and historical cultures through musical examples and learn of music and musicians in their own community.

- 4.9.1 Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.
- 4.9.2 Learn “play-party” and singing games of the pioneers in Indiana and relate them to the culture and life style of the period.
- 4.9.3 Identify and experience music of renowned musicians throughout Indiana history.
- 4.9.4 Explore music of other cultures through live or recorded authentic performances and the role of music and musicians related to the cultures and times.
- 4.9.5 Investigate and write about community musicians and attend live performances when possible.

GRADE 5

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and two-part songs, and they follow the directions of a conductor.

- 5.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.
- 5.1.2 Sing expressively with attention to dynamics, phrasing, and articulation.
- 5.1.3 Sing a varied repertoire of songs with sensitivity to diverse cultures, accurate use of languages, and appropriate movement.
- 5.1.4 Sing unison and two-part songs, partner songs, and rounds, a cappella and with varied accompaniment.
- 5.1.5 Follow the cues of a conductor.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- 5.2.1 Play melodic, rhythmic, and chordal patterns by rote and by reading.
- 5.2.2 Play pitched and non-pitched percussion, keyboard, string, and wind instruments using correct techniques for producing sound.
- 5.2.3 Play instruments independently or in a group to accompany singing.
- 5.2.4 Play melodies, accompaniments, and ensemble parts of various styles and cultures expressively with correct rhythms, tempos, and dynamics.
- 5.2.5 Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students improvise rhythmic, melodic, and harmonic accompaniments. They create melodies for existing accompaniments and variations on familiar melodies. They invent short compositions independently and cooperatively.

- 5.3.1 Improvise rhythmic, melodic, and harmonic accompaniments to songs using pitched and non-pitched classroom instruments and electronic sound sources.
- 5.3.2 Improvise melodic phrases to be sung or played with an existing ostinato.
- 5.3.3 Improvise melodic and rhythmic variations of learned songs by singing and using instruments.
- 5.3.4 Independently and cooperatively improvise successive melodic phrases to create a song.
- 5.3.5 Improvise rhythmic and melodic phrases on a variety of instruments in response to a conductor.
- 5.3.6 Create musical answers in various styles to imitate the style of the questions demonstrated by the teacher.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and perform original speech compositions, melodies, and collaborative works within established guidelines.

- 5.4.1 Plan and perform rhythmic speech compositions with text based on themes such as names, states, or famous people. Include performance indicators such as tempo and dynamics.
- 5.4.2 Plan and arrange accompaniments to given melodies within teacher guidelines.
- 5.4.3 Create a song in an appropriate meter to accompany an original descriptive text of at least four phrases.
- 5.4.4 Collaboratively plan and perform a vocal or instrumental melody and accompaniment within established guidelines.

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students read and perform music in specified meters and keys from a score. They write rhythms and pitches from aural examples.

- 5.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, and 6/8.
- 5.5.2 Identify and notate rhythms and melodies from aural examples.
- 5.5.3 Read and perform songs from notation and sight read new songs from simple musical scores.
- 5.5.4 Read and perform music in the keys of C, G, and F major.
- 5.5.5 Read and notate scales and melodic lines in the treble clef, including ledger lines above and below the staff.
- 5.5.6 Identify and apply terms and symbols found in musical scores.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and representative works from various periods and cultures.

- 5.6.1 Describe musical elements including tonality, form, expressive qualities, and timbre through movement, writing, or illustration, including how these elements might convey an expressive mood.
- 5.6.2 Identify and use appropriate terminology to describe various musical styles such as gospel, jazz, musical theater, folk, classical, and popular.
- 5.6.3 Recognize stylistic characteristics of music from various cultures.
- 5.6.4 Recognize the works of representative historic and contemporary composers.
- 5.6.5 Expand a portfolio that documents understanding of musical experiences through writing samples, illustrations, and related media computer files.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students define characteristics of effective musical works and identify them in classroom music. They apply performance criteria when listening to or performing music and demonstrate appropriate performance behavior.

- 5.7.1 Define characteristics of effective musical works such as melodic interest and use of repetition and contrast. Identify these characteristics in music heard or performed in the classroom.

- 5.7.2 Apply established criteria for effective performance when listening to recorded music in the classroom or independently.
- 5.7.3 Apply established performance criteria to classroom activities.
- 5.7.4 Demonstrate appropriate behavior when performing music.

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts

Students discover interdisciplinary connections in specific music examples and activities. They recognize how music activities connect to life skills needed in many contexts.

- 5.8.1 Based on musical elements and lyrics of a selected song like “Johnny Has Gone for a Soldier,” discover and apply interdisciplinary connections such as locating a related work of art, planning a simple dance to communicate the mood of the song, improvising a brief dramatization, or writing a letter from Johnny including references to a particular conflict in history and his point of view.
- 5.8.2 Relate note values and their divisions in music to mathematic symbols and algebraic equations such as less than (<), equal to (=), or greater than (>) and problems like $x + \text{♪} = \text{♪♪}$.
- 5.8.3 Identify the integration of disciplines such as social studies, art, and geometry (measurement, diameter, and circumference) for a project such as making “poi balls” when studying Māori music and dance.
- 5.8.4 Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students experience music of a variety of styles and genres associated with the United States and its history. They recognize roles of American musicians.

- 5.9.1 Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.
- 5.9.2 Listen to specific examples of program music that enhance understanding of American lifestyles and times such as Copland’s *Hoedown* or *Appalachian Spring*.
- 5.9.3 Recognize and experience styles and genres of American music such as blues, jazz, and musical theatre and identify their role in history and society.
- 5.9.4 Explore and contrast music of contemporary American and various world cultures through live or

recorded authentic performances.

Recognize various roles of musicians in American society