

Product Performance

I. Develop and apply singing skills to perform and communicate through the arts

Kindergarten

1. Students will use singing, speaking, whispering and shouting voices.
2. Students will perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals.
3. Students will perform in groups following cues of the conductor/teacher.

Grade 1

1. Students will reproduce/echo melodies in limited range.
2. Students will use a singing voice with a head tone.
3. Students will demonstrate fast and slow tempo.
4. Students will perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals.
5. Students will perform in groups using a steady beat following the cues of the conductor.

Grade 2

1. Students will apply accurate pitch relationships while singing in a limited range.
2. Students will demonstrate appropriate singing posture.
3. Students will demonstrate loud and soft dynamics and fast and slow tempo.
4. Students will perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals.
5. Students will perform ostinati – a short musical pattern that is repeated persistently throughout a composition.
6. Students will perform in groups using a steady beat, matching dynamics, following the cues of the conductor.

Grade 3

1. Students will apply accurate pitch relationships while singing in a limited range.
2. Students will demonstrate dynamics (*p*, *f*, *crescendo*, *decrescendo/diminuendo*) and tempi (*fast*, *slow*, *ritardando*).
3. Students will interpret expressive markings (*accent*, *fermata*).
4. Students will perform a varied repertoire of songs, including patriotic, folk, seasonal, and spirituals.
5. Students will perform ostinati and rounds.
6. Students will perform in groups using a steady beat, matching dynamics, following the cues of the conductor.

Grade 4

1. Students will match pitch in an extended range (octave).
2. Students will demonstrate dynamics (*p*, *f*, *crescendo*, *decrescendo/diminuendo*) and tempi (fast, slow, *ritardando*).
3. Students will perform a varied repertoire of songs including patriotic, folk, seasonal, spirituals, and multicultural.
4. Students will perform ostinati, rounds, canons and partner songs.
5. Students will demonstrate characteristic timbre (tone color), dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor.

Grade 5

1. Students will use breath control and accurate diction while singing.
2. Students will use dynamics and phrasing to communicate an interpretation of a given style.
3. Students will perform a varied repertoire of songs including patriotic, folk, seasonal – including some from memory.
4. Students will perform simple harmonic songs – rounds, canons, partner songs, two-part.
5. Students will demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble.
6. Students will respond expressively to conductor's cues.

Grades 6-8 – General Music Classes

1. Students will demonstrate singing skills using a singing voice.
2. Students will use dynamics and phrasing to communicate an interpretation of a given style.
3. Students will apply stylistic elements needed to perform the music of various genres and cultures.
4. Students will perform simple harmonic songs – rounds, canons, partner songs, two-part.
5. Students will demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble.
6. Students will respond expressively to conductor's cues.

Grades 6-8 – Vocal Classes

1. Students will demonstrate singing skills using a singing voice and match pitch in an appropriate range.
2. Students will demonstrate appropriate singing posture, breath support, and diction.
3. Students will apply vocal techniques required for expressive performance of varied literature.
4. Students will apply stylistic elements needed to perform the music of various genres and cultures.
5. Students will perform harmony in songs of two and three parts.

6. Students will apply techniques for expressive performance of vocal literature of Level 1-2 in a choral ensemble (refer to glossary for level of difficulty).

Grades 9-12 – Vocal Performance Classes

1. Students will demonstrate singing skills and match pitch in an appropriate range.
2. Students will demonstrate proper fundamental singing technique when performing music of moderate technical demands, expanded range, and varied interpretations. (Proficient)
3. Students will demonstrate proper singing technique in the following areas: intonation, tone quality, breathing, diction, rhythm, note accuracy, posture, and memorization. (Advanced)
4. Students will apply vocal techniques required for expressive performance of varied literature.
5. Students will apply stylistic elements needed to perform the music of various genres and cultures.
6. Students will perform one on a part in various arrangements for two or more voice parts a cappella and with accompaniment.
7. Students will apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble.

II. Develop and apply instrumental music skills to perform and communicate through the arts

Kindergarten

1. Students will perform using two dynamic levels – soft and loud.
2. Students will echo simple rhythms (long and short sounds)
3. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres and styles.
4. Students will echo short rhythmic patterns on rhythm instruments and/or body percussion.
5. Students will perform in groups following cues of the conductor.

Grade 1

1. Students will perform using a steady beat.
2. Students will echo simple rhythm patterns.
3. Students will demonstrate fast and slow tempi.
4. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres and styles.
5. Students will echo short rhythmic patterns on rhythm instruments and/or body percussion.
6. Students will perform in groups using a steady beat following the cues of the conductor.

Grade 2

1. Students will perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note pairs.
2. Students will demonstrate loud and soft dynamics (*p*, *f*) and fast and slow tempi.
3. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres and styles.
4. Students will echo short rhythmic patterns on rhythm instruments and/or body percussion.
5. Students will perform in groups using a steady beat, matching dynamics, and following the cues of the conductor.

Grade 3

1. Students will perform the following rhythmic patterns using standard or iconic notation: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note pairs.
2. Students will interpret expressive markings (accent, fermata).
3. Students will demonstrate dynamics (*p*, *f*) and tempi (fast, slow).
4. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres and styles.

5. Students will echo short rhythmic and melodic patterns on classroom instruments.
6. Students will perform in groups matching tempo and dynamic changes, and following the cues of the conductor.

Grade 4

1. Students will read and perform at least three pitches on a melodic instrument.
2. Students will read and perform rhythmic patterns: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest pairs, Dotted half note, Sixteenth notes.
3. Students will interpret expressive markings (accent, fermata).
4. Students will demonstrate dynamics (*p*, *f*, *crescendo*, *decrescendo*/*diminuendo*) and tempi (*fast*, *slow*, *ritardando*).
5. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles.
6. Students will echo short rhythmic and melodic patterns on classroom instruments.
7. Students will perform independently in a group demonstrating characteristic timbre, tempo and dynamics, following the cues of the conductor.

Grade 5

1. Students will read and perform at least five pitches on a melodic instrument.
2. Students will read and perform rhythms in simple meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, Dotted quarter followed by eighth, and Syncopation.
3. Students will read and perform a short song using effective expression and characteristic timbre.
4. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles.
5. Students will echo short rhythmic and melodic patterns on classroom instruments.
6. Students will demonstrate characteristic timbre, tempo and dynamics independently for group performance, responding expressively to the cues of the conductor.

Grades 6-8 – General Music Classes

1. Students will read and perform at least five pitches on a melodic instrument.
2. Students will read and perform rhythms in simple meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, Dotted quarter followed by eighth, Syncopation.

3. Students will read and perform a short song/piece using effective expression and characteristic timbre.
4. Students will perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles.
5. Students will echo rhythmic and melodic patterns of increasing complexity on classroom instruments.
6. Students will demonstrate characteristic timbre, tempo and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor.

Grades 6-8 – Instrumental Performance Classes

1. Students will demonstrate instrumental technique (e.g., fingerings, playing position, tone quality, articulation).
2. Students will demonstrate instrument maintenance and care.
3. Students will read and perform music notation at a 'beginning' to 2 grade-level.
4. Students will read and perform a short song/piece using effective expression and characteristic timbre
5. Students will perform a varied repertoire of music representing diverse cultures, genres and styles.
6. Students will apply stylistic elements needed to perform the music of various cultures, genres and styles.
7. Students will play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument.
8. Students will demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor.

Grades 9-12 – General Music/Vocal Music Classes

1. Students will demonstrate basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion, drum, guitar).

Grades 9-12 – Instrumental Performance Classes

1. Students will apply instrumental technique (e.g. fingerings, playing position, tone quality, articulation) for grade 2-3 literature. (Grade 4 or higher for advanced)
2. Students will demonstrate instrument maintenance and care.
3. Students will apply the ability to adjust the pitch to a given standard during performance (play in tune).
4. Students will read and perform music notation at a 3 grade-level. (4 grade-level or higher for advanced)
5. Students will perform a varied repertoire of music representing diverse cultures, genres and styles.

6. Students will apply stylistic elements needed to perform the music of various cultures, genres and styles.
7. Students will play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument
8. Students will play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument. (advanced)
9. Students will perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation.
10. Students will perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include solos, chamber ensembles, and large groups. (advanced)

III. Develop and apply improvisation skills in music to communicate through the arts

Grade 1

1. Students will improvise short rhythmic patterns.

Grade 2

1. Students will improvise short rhythmic and melodic patterns.

Grade 3

1. Students will improvise simple rhythmic and melodic ostinati accompaniments.

Grade 4

1. Students will improvise simple rhythmic and melodic ostinati accompaniments.

Grade 5

1. Students will improvise short rhythmic and melodic patterns.
2. Students will improvise simple rhythmic, melodic and/or harmonic accompaniments.
3. Students will improvise simple rhythmic variations on familiar melodies.
4. Students will improvise short songs and instrumental pieces using a variety of sound sources.

Grades 6-8 – General Music Classes

1. Students will improvise short rhythmic and melodic patterns.
2. Students will improvise simple rhythmic, melodic and/or harmonic accompaniments.
3. Students will improvise simple rhythmic variations on familiar melodies.

4. Students will improvise short songs and instrumental pieces, using a variety of sound sources.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will improvise simple rhythmic variations in a consistent style and meter.

Grades 9-12 – General Music/Vocal and Instrumental Performance Classes

1. Students will improvise simple rhythmic and/or melodic variations in a consistent style and meter.

IV. Develop and apply skills to compose, arrange, and create music to communicate through the arts

Grade 1

1. Students will create a single tone or non-pitched accompaniment for songs and stories.

Grade 2

1. Students will create a rhythmic composition using icons.
2. Students will create a phrase by arranging rhythms.

Grade 3

1. Students will create a rhythmic and/or melodic composition using icons.

Grade 4

1. Students will create a rhythmic and/or melodic ostinati and soundscapes.

Grade 5

1. Students will create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines.

Grades 6-8 – General Music Classes

1. Students will create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines.

Grades 9-12 – General Music/Vocal and Instrumental Performance Classes

1. Students will create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines.

Elements of Music

I. *Develop and apply the knowledge and skills to read and notate music*

Kindergarten

1. Students will read icons for long and short sounds and silence in duple meter.

Grade 1

1. Students will read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth-note pairs.
2. Students will identify icons for high and low sounds.
3. Students will recognize fast and slow tempi.

Grade 2

1. Students will read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs.
2. Students will identify melodies that move up, down, or stay the same.
3. Students will transfer melodic icons to pitch notation (e.g., two line staff).
4. Students will identify *p* for *piano* and *f* for *forte*.

Grade 3

1. Students will read simple rhythm patterns (using iconic or standard notation) consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note.
2. Students will transfer short melodic solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble clef.
3. Students will identify standard symbols: *p* for *piano*, *f* for *forte*, *cresc* or *<* for *crescendo*, *decre* or *>* for *decrescendo*, *dim* for *diminuendo*, fast, slow, *ritardando*, and accent.
4. Students will notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, *p* for *piano* and *f* for *forte*.

Grade 4

1. Students will read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes.
2. Students will identify standard pitch notation in the treble clef.
3. Students will identify standard symbols: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decre* or *>* for *decrescendo*, *dim* for *diminuendo*, fast, slow, *ritardando*, accent, *fermata*, ties, and slurs.

4. Students will notate rhythmic patterns and dynamics presented by the teacher: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, *p* for *piano*, *f* for *forte*, *cresc* for *crescendo*, *decresc* for *decrescendo*, *dim* for *diminuendo*.

Grade 5

1. Students will read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, and syncopation.
2. Students will identify standard pitch notation in the treble clef, including one ledger line above and below the staff.
3. Students will identify accidentals: sharps, flats, natural signs.
4. Students will identify standard symbols for dynamics, tempo and articulation: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decresc* or *>* for *decrescendo*, *dim* for *diminuendo*, *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *a tempo*, accent, *fermata*, ties, slurs, *staccato*, and *legato*.
5. Students will notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4, and 4/4 meter signature using bar lines: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* for *crescendo*, *decresc* for *decrescendo*, *dim* for *diminuendo*, *sol-mi-la*, eighth note/rest.

Grades 6-8 – General Music Classes

1. Students will interpret standard rhythmic notation in 2/3, 3/4, 4/4 and 6/8 meter signatures using bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, dotted quarter followed by eighth, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, and syncopation.
2. Students will identify standard pitch notation in the treble clef, including one ledger line above the below the staff.
3. Students will identify accidentals: sharps, flats, natural signs.
4. Students will identify standard symbols for dynamics, tempo and articulation: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decresc* or *>* for *decrescendo*, *dim* for *diminuendo*, *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *a tempo*, accent, *fermata*, ties, slurs, *staccato*, and *legato*.
5. Students will use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above.
2. Students will employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys.
3. Students will identify standard symbols for dynamics, tempo and articulation: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decre* or *>* for *decrescendo*, *dim* for *diminuendo*, *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *a tempo*, *accent*, *fermata*, ties, slurs, *staccato*, and *legato*.
4. Students will use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice.
5. Students will sight read standard musical notation at level 2 difficulty. (Level 2-Easy may include changes of tempo, key, and meter; modest changes)

Grades 9-12 – General Music Classes

1. Students will interpret standard rhythmic notation in 2/3, 3/4, 4/4 and 6/8 meter signatures using bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, dotted quarter followed by eighth, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, and syncopation.
2. Students will identify standard pitch notation in the treble clef, including one ledger line above and below the staff, and identify notes in the bass clef.
3. Students will identify accidentals: sharps, flats, natural signs.
4. Students will identify standard symbols for dynamics, tempo and articulation: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decre* or *>* for *decrescendo*, *dim* for *diminuendo*, *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *a tempo*, *accent*, *fermata*, ties, slurs, *staccato*, and *legato*.
5. Students will use standard notation for rhythm, pitch and expressive elements to record musical ideas of 2 to 4 measures.

Grades 9-12 – Vocal and Instrumental Performance Classes

1. Students will interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add syncopation and *alla breve*.
2. Students will employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys.

3. Students will identify standard symbols for dynamics, tempo and articulation: *p* for *piano*, *f* for *forte*, *mp* for *mezzo piano*, *mf* for *mezzo forte*, *cresc* or *<* for *crescendo*, *decre* or *>* for *decrescendo*, *dim* for *diminuendo*, *accelerando*, *ritardando*, *allegro*, *moderato*, *andante*, *largo*, *tempo*, accent, *fermata*, ties, slurs, *staccato*, *legato*, and *sfz*.
4. Students will use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice.
5. Students will interpret selected literature that includes nonstandard notation symbols.
6. Students will sight read standard musical notation at level 3 difficulty (Level 3-Moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys).

Artistic Perceptions

I. Develop and apply the knowledge to listen to, analyze, and describe music and musical performance

Kindergarten

1. Students will distinguish between same and different.
2. Students will respond and move to aural examples of music – sound and silence.
3. Students will differentiate between nature, man-made, and animal sounds.
4. Students will differentiate between various vocal productions: singing, whispering, shouting, speaking.

Grade 1

1. Students will distinguish between music opposites: same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down.
2. Students will demonstrate through movement musical opposites: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, beat/no beat.
3. Students will differentiate between male, female, and children's voices.
4. Students will differentiate between accompanied and unaccompanied.

Grade 2

1. Students will recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns (*ostinati*), verse/refrain, repeat sign, introduction.
2. Students will demonstrate through movement musical opposites and basic forms: high/low, fast/slow, long/short, smooth/separated, soft/loud, same/different, up/down, question/answer, call/response, AB, repeated pattern (*ostinati*), verse/refrain.
3. Students will differentiate between classroom pitched/non-pitched percussion instruments.

Grade 3

1. Students will recognize basic forms and composition techniques: question/answer, call/response, AB, repeated patterns (*ostinati*), verse/refrain, repeat sign, canon, ABA, introduction/interlude.
2. Students will demonstrate and/or respond through movement to aural examples of music: music forms, expressive elements.
3. Students will visually and aurally identify instrumental families.
4. Students will distinguish between methods of sound production.
5. Students will differentiate between ensemble groupings (solo vs. group).

Grade 4

1. Students will identify and analyze forms and composition techniques: AB, ABA, canon, *ostinati*, verse/refrain, repeat sign, partner songs, rondo, first and second endings, *coda*, *blues*.
2. Students will distinguish between vocal ensemble groupings and orchestral instruments.
3. Students will identify instruments as representative of various cultures.

Grade 5

1. Students will identify and analyze forms and composition techniques: AB, ABA, canon, *ostinati*, verse/refrain, repeat sign, partner songs, rondo, first and second endings, *coda*, theme and variation, *DC/Fine*, *DS al coda/Fine*.
2. Students will identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g. voice classification – SATB, instrumental ensemble groupings – Jazz Band/Concert Band, etc.)

Grades 6-8 – General Music Classes

1. Students will identify and analyze forms and composition techniques: AB/Binary, ABA/ternary, rondo, first and second endings, repeat signs, *coda*, two-part songs, theme and variation *DC/Fine*, *DS al coda/Fine*, AABA/song form, fugue.
2. Students will determine the musical means (source) and size of group of an aural example.
3. Students will describe the musical expression (mood) of an aural example.
4. Students will determine the possible origin of an aural example (e.g., location and time).
5. Students will characterize the use of music by its intended function (purpose) and its intended audience.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will identify forms used in selected ensemble repertoire.
2. Students will determine the musical means (source) and size of group of an aural example.
3. Students will describe the musical expression (mood) of an aural example.
4. Students will determine the possible origin of an aural example (e.g., location and time).
5. Students will characterize the use of music by its intended function (purpose) and its intended audience.

Grades 9-12 – General Music Classes

1. Students will identify and analyze forms and composition techniques: theme and variation, *DC/Fine*, *DS al coda/Fine*, AB/binary, ABA/ternary, song form, *sonata*, rondo, fugue, opera, ballet, musical theatre, symphonic, Jazz, *sonata*.
2. Students will determine the musical means (source) and size of group of an aural example.
3. Students will describe the musical expression (mood) of an aural example.
4. Students will determine the possible origin of an aural example (e.g., location and time).
5. Students will characterize the use of music by its intended function (purpose) and its intended audience.

Grades 9-12 – Vocal and Instrumental Performance Classes

1. Students will identify forms used in selected ensemble repertoire.
2. Students will determine the musical means (source) and size of group of an aural example.
3. Students will describe the musical expression (mood) of an aural example.
4. Students will determine the possible origin of an aural example (e.g., location and time).
5. Students will characterize the use of music by its intended function (purpose) and its intended audience.

II. Develop and apply the knowledge and skills to evaluate music and musical performance

Kindergarten

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence.
2. Students will use prerequisite music terms to describe their personal response to a musical example (feelings).

Grade1

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence.
2. Students will use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories).

Grade 2

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self assessment with regard to the following musical elements: appropriate singing voice, loud/soft, steady beat, posture/stage presence.
2. Students will use prerequisite music terms to describe their personal response to a musical example (tempo).

Grade 3

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence.
2. Use prerequisite music terms to describe their personal response to a musical example (tone, timbre).

Grade 4

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence.
2. Students will use prerequisite music terms to describe their personal response to a musical example (function/style).

Grade 5

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, posture/stage presence.
2. Students will use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement).

Grades 6-8 – General Music Classes

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence.
2. Students will demonstrate the ability to distinguish between quality and non-quality performance through listening.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence.
2. Students will demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement.

Grades 9-12 – General Music Classes

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence.
2. Students will demonstrate the ability to distinguish between quality and non-quality performance through listening.

Grades 9-12 – Vocal and Instrumental Performance Classes

1. Students will develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence.
2. Students will demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment.
3. Students will use musical terminology to describe their personal response to musical example.

Interdisciplinary Connections

I. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

Kindergarten

1. Students will use terms such as plain for fancy, same or different, bright or dark in music class.

Grade 1

1. Students will name words and ideas that are used to describe works of music or theatre, such as happy and sad, light and dark, or same and different.
2. Students will identify ways ideas are used differently in music or theatre.
3. Students will identify the ways in which the principles and subject matter of other disciplines are interrelated with those of music.
4. Students will list common themes found in all subject areas. (e.g., repetition).

Grade 2

1. Students will tell how concepts such as repetition and contrast are used in the fine arts.
2. Students will identify the ways in which the principles and subject matter of other disciplines are interrelated with those of music.
3. Students will show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics).

Grade 3

1. Students will compare and contrast terms used in the arts (e.g., identify similarities when listening to a musical piece).
2. Students will identify the ways in which the principles and subject matter of other disciplines are interrelated with those of music.
3. Students will relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, talk about how imagination can help you in many ways).

Grade 4

1. Students will compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast.
2. Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music.
3. Students will compare the science of sound as it relates to stringed and percussion instruments.

Grade 5

1. Students will compare the meanings of terms used in the various arts, such as imagination, unity, repetition or contrast.
2. Students will compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.
3. Students will describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.
4. Students will compare and contrast common terms used in music and other subject areas.
5. Students will compare and contrast patterns in music with patterns in mathematics.

Grades 6-8 – General Music/Vocal and Instrumental Performance Classes

1. Students will compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.
2. Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Students will discuss ways that each other the arts can enhance understanding and communication globally.
4. Students will describe ways in which the principles and subject matter of other disciplines are interrelated with those of music.
5. Students will explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.
6. Students will describe the similarities between other subject areas and the arts.

Grades 9-12 – General Music Class

1. Students will explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.
2. Students will compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Students will explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines.
4. Students will explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
5. Students will compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences.

Grades 9-12 – Vocal and Instrumental Performance Classes

1. Students will compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
2. Students will explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.
3. Students will compare characteristics of two or more arts within a particular historical period of style and cite examples from various cultures.
4. Students will list several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups.

Historical and Cultural Contexts

I. Develop and apply the knowledge and skills to understand works of art in time and place

Kindergarten

1. Students will identify characteristics of teacher-selected genres or styles: lullabies, marches, nursery rhymes/chants.
2. Students will describe how elements of music are used in teacher-selected examples: lullabies, marches, nursery rhymes/chants.
3. Students will describe the function of music in various settings and cultural events: lullabies, marches, nursery rhymes/chants.
4. Students will identify and demonstrate appropriate listening behavior during a classroom or outside performance.
5. Students will identify responsibilities of a music leader and group participants in a classroom setting.

Grade 1

1. Students will identify characteristics of teacher-selected genres or styles: Western and non-Western music, circle games, call and response.
2. Students will recognize music of now and long ago.
3. Students will describe how elements of music re used in teacher-selected examples: Western and non-Western music, circle games, call and response.
4. Students will describe the function of music in various settings and cultural events: Western and non-Western music, circle games, call and response.
5. Students will discuss and demonstrate appropriate listening behavior for various types of performances.
6. Students will identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting.

Grade 2

1. Students will identify characteristics of teacher-selected genres or styles: patriotic, Native American, African-American, singing games.
2. Students will describe how elements of music are used in teacher-selected examples: patriotic, Native American, African-American, singing games.
3. Students will describe the function of music in various settings and cultural events: patriotic, Native American, African-American, singing games.
4. Students will discuss and demonstrate appropriate listening behavior for various types of performances.
5. Students will identify responsibilities of an accompanist and soloist.

Grade 3

1. Students will identify characteristics of teacher-selected genres or styles: play party, folk dances/folk music.
2. Students will identify “The Star-Spangled Banner” as the National Anthem.
3. Students will describe how elements of music are used in teacher-selected examples: Play party, folk dances/folk music, national anthem.
4. Students will discuss and demonstrate appropriate listening behavior for various types of performances.
5. Students will identify responsibilities of a composer and conductor.

Grade 4

1. Students will identify characteristics of teacher-selected genres or styles: work songs, cowboy songs, square dances, spirituals, blues.
2. Students will identify music representing diverse cultures including Missouri (including the music of Scott Joplin) and American heritage.
3. Students will describe how elements of music are used in teacher-selected examples: work songs, cowboy songs, square dances, spirituals, ragtime, blues.
4. Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage.
5. Students will describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events: work songs, cowboy songs, square dances, spirituals, ragtime, blues.
6. Students will discuss and demonstrate appropriate listening behavior for various types of performances.
7. Students will identify available music-related careers in a give getting in the community.
8. Students will identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.

Grade 5

1. Students will identify characteristics of teacher-selected genres or styles: secular, sacred multicultural music, American/patriotic songs, opera, ballet, blues, ragtime.
2. Students will describe how elements of music are used in teacher-selected examples: secular/sacred, multicultural music, American/patriotic songs, opera, ballet.
3. Students will describe the function of music in various settings and cultural events: secular/sacred, multicultural music, American/patriotic songs, opera, ballet.
4. Students will document understanding of music experiences through writing samples or illustrations.
5. Students will identify available music-related careers in a given setting.

Grades 6-8 – General Music Classes

1. Students will identify music from various styles and historical periods by comparing and contrasting selected elements of music: jazz, orchestral, classical/contemporary, American/world, musical theater.
2. Students will conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.
3. Students will describe the function of music in various settings and cultural events.
4. Students will attend and describe live music experiences.
5. Students will compare and contrast a variety of music and music-related vocations and avocations.

Grades 6-8 – Vocal and Instrumental Performance Classes

1. Students will identify genre or style from various historical periods through listening to selected ensemble repertoire.
2. Students will conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.

Grades 9-12 – General Music Classes

1. Students will identify music from various styles and historical periods by comparing and contrasting selected elements of music.
2. Students will conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.
3. Students will describe the effects of society, culture and technology on music.
4. Students will discuss musical figures and their role as composers/performers/innovators.

Grades 9-12 – Vocal and Instrumental Performance Classes

1. Students will identify genre or style from various historical periods through listening to selected ensemble repertoire.
2. Students will conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.
3. Students will describe the historical significance of selected musical literature.
4. Students will categorize the function of music being performed in relation to its function in society or history.
5. Students will compare and contrast music and music-related vocations and avocations.
6. Students will cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire.
7. Students will cite well-known performers specific to student's instrument and/or voice.

Glossary

* Major sources for this glossary include The New Harvard Dictionary of Music and National Standards for Arts Education

A cappella	choral music without instrumental *accompaniment
Accelerando	to gradually get faster
Accent	to place emphasis on a specific note
Accidental	in musical notation, any of the symbols used to raise or lower a pitch by one or two semitones or to cancel a previous sign or part of a *key signature [#-sharp, X-double sharp, b-flat, bb-double flat, natural sign]
Accompaniment	the musical background for a principal part or parts
Acoustic	not electric, especially with reference to the guitar or double bass
Ad libitum (Ad lib)	at the pleasure of the performer
Adjudication form	a list of criteria, which is used to evaluate a performance.
Aerophone	an instrument in which a column of air is the primary vibrating system
Alla breve	the *meter signature () indicating the equivalent of 2/2 time
Analysis	the study of musical structure applied to actual works or performances
Answer	in a fugue, a statement of the subject immediately following its statement in the prevailing key
Arrange	the adaptation of a musical work
Articulation	in performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected
Band	a large instrumental group consisting primarily of wind (brass and woodwind) and percussion instruments
Binary	AB form
Call and response	a song style that follows a simple question-and-answer pattern in which a soloist "calls" out the melody and a group responds
Canon	a composition for two or more voices in which one voice enters after another in exact imitation of the first. A round is the simplest type of canon
Ceremonial	an established custom or formal actions connected with an occasion

Choir	a group of singers organized and trained to sing together
Chord	three or more pitches sounded simultaneously or functioning as if sounded simultaneously
Chord progression	a succession of two or more chords
Chordal style	a style or texture consisting of *chords whose pitches are sounded simultaneously
Chordophone	any instrument in which sound is produce by the vibration of a string