

# MUSIC Standards and Benchmarks –

May 24, 2006

1. Sing, alone and with others, a varied repertoire of music.
2. Performs on instruments, alone and with others, a varied repertoire of music.
3. Improvises melodies, variations, and accompaniments.
4. Composes and arranges music within specified guidelines.
5. Reads and notates music.
6. Knows and applies appropriate criteria to music and music performances.
7. Understands the relationship between music and history and culture.
8. Exhibits positive interpersonal and intergroup communication techniques from cooperation with others in the performing arts.

	<b>Sings, alone and with others, a varied repertoire of music. G,MC,C,&amp;GF (K-8 Vocal)</b>	<b>Performs on instruments, alone and with others, a varied repertoire of music. G,MC,C,GF,&amp;T (K-8 Vocal) C,G,MC, &amp; GF (5-12 Band)</b>	<b>Improvises melodies, variations, and accompaniments. T,C,G,MC, &amp; GF (K-8 Vocal)</b>	<b>Composes and arranges music within specified guidelines. T,G,MC,C, &amp; GF (K-8 Vocal)</b>	<b>Reads and notates music.</b>	<b>Knows and applies appropriate criteria to music and music performances. C,MC,G, &amp; GF (K-8 Vocal)</b>	<b>Understands the relationship between music, history and culture. C,MC,G, &amp; GF (K-8 Vocal) C,G,MC, &amp; GF (5-12 Band)</b>	<b>Exhibits positive interpersonal and intergroup communication techniques from cooperation with others in the performing arts. G,MC,C, &amp; GF (K-8 Vocal) C,G,MC, &amp; GF (5-12 Band)</b>
<b>K</b>	Sings ostinatos (repetition of short musical pattern) and a wide variety of age appropriate songs.	Echoes short rhythms (2-4 measure) and melodic patterns	Improvises “answers” in the same style to given rhythmic phrases	Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)	Knows standard symbols used to notate rhythm	Knows personal preferences for specific musical works and styles  Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music	Knows characteristics that make certain music suitable for specific uses  Knows appropriate audience behavior for the context and style of music performed	Listens attentively to an expanded music repertoire of many genres, moods and types, performed by others.  Gains respect for all humans an music-makers and consumers with varying abilities, tastes and

						characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections)		achievements.  Gains confidence in performing.
<b>1</b>	Sings ostinatos (repetition of short musical pattern), partner songs and a wide variety of age-appropriate songs	Echoes short rhythms (2-4 measure) and melodic patterns	Improvises “answers” in the same style to given rhythmic and melodic phrases	Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)	Knows standard symbols used to notate rhythm (e.g., quarter, eighth notes) and pitch  Uses syllables to read simple pitch (so mi patterns)	Knows personal preferences for specific musical works and styles  Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections)	Knows characteristics that make certain music suitable for specific uses  Knows appropriate audience behavior for the context and style of music performed	Listens attentively to an expanded music repertoire of many genres, moods and types, performed by others.  Gains respect for all humans an music-makers and consumers with varying abilities, tastes and achievements.  Gains confidence in performing.
<b>2</b>	Sings ostinatos (repetition of short musical pattern), partner songs, and rounds along with a wide variety of age-appropriate songs.	Echoes short rhythms (2-4 measure) and melodic patterns	Improvises “answers” in the same style to given rhythmic and melodic phrases	Uses a variety of sound sources when composing (e.g., classroom instruments, electronic sounds, body sounds)	Knows standard symbols used to notate meter (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p,f,<, >) in simple patterns	Knows personal preferences for specific musical works and styles  Responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music	Knows characteristics that make certain music suitable for specific uses  Knows appropriate audience behavior for the context and style of music performed	Listens attentively to an expanded music repertoire of many genres, moods and types, performed by others.  Gains respect for all humans an music-makers and consumers with varying abilities, tastes and achievements.

					Uses a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys	events (e.g., meter changes, dynamic changes, same/different sections)		Gains confidence in performing.
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<b>3</b>	Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo	Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo	Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments	Creates and arranges short songs and instrumental pieces within specified guidelines ( e.g., a particular style, form, instrumentation, compositional technique)	Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures	Identifies simple music forms (e.g., AB, ABA, call and response) when presented aurally	Knows characteristics that make certain music suitable for specific uses	Listens attentively to an expanded music repertoire of many genres, moods and types, performed by others.
	Sings expressively, with appropriate dynamics, phrasing, and interpretation	Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)			Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo)	Identifies the sounds of a variety of instruments (e.g., orchestral, band, instruments form various cultures) and voices (e.g., male, female, children’s voices)	Knows appropriate audience behavior for the context and style of music performed	Gains respect for all humans an music-makers and consumers with varying abilities, tastes and achievements.
<b>4</b>	Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo	Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo	Improvises short songs and instrumental pieces using a variety of sound sources, including	Creates and arranges short songs and instrumental pieces within specified guidelines ( e.g.,	Reads whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures	Knows music of various styles representing diverse cultures	Knows characteristics that make certain music suitable for specific uses	Listens attentively to an expanded music repertoire of many genres, moods and types, performed by others.
						Identifies the sounds of a	Knows	

	<p>Sings expressively, with appropriate dynamics, phrasing, and interpretation</p> <p>Knows songs representing genres (e.g., march, work song, lullaby, Dixieland) and styles (e.g., of various composers, nations) from diverse cultures</p>	<p>Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments, electronic instruments, fretted instruments such as a guitar or ukulele)</p>	<p>traditional sounds (e.g., voices, instruments), nontraditional sound (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices such as keyboards, sequencers, synthesizers, and drum machines)</p>	<p>a particular style, form, instrumentation, compositional technique)</p>	<p>Knows symbols and traditional terms referring to dynamics (e.g., piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent)</p>	<p>variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g., male, female, children's voices)</p>	<p>appropriate audience behavior for the context and style of music performed</p> <p>Understands the roles of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures</p>	<p>Gains respect for all humans and music-makers and consumers with varying abilities, tastes and achievements.</p> <p>Gains confidence in performing.</p> <p>Develops a tolerance for varying styles of music and respects the musical taste of others.</p>
<b>5</b>	<p><b>A—Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo</b>  <b>B—Sings expressively with appropriate dynamics, phrasing, and interpretation.</b>  <b>C—Blends timbres, matches dynamic levels, and responds to</b></p>	<p><b>A—Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo</b>  <b>B—Performs simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</b>  <b>C—Knows a</b></p>	<p><b>A—Improvises simple rhythmic and melodic ostinato accompaniments.</b>  <b>B—Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.</b>  <b>C—Improvises short songs and instrumental pieces using a variety of</b></p>	<p><b>A—Composes simple lyrics using similes &amp; metaphors</b>  <b>B—Creates and arranges music to accompany readings or dramatizations</b>  <b>C—Creates and arranges short songs and instrumental pieces within specified guidelines.</b></p>	<p><b>A—Reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</b>  <b>B—Knows symbols and traditional terms referring to dynamics and articulation.</b></p>	<p><b>A—Knows music of various styles representing diverse cultures.</b>  <b>B—Knows appropriate terminology used to explain music, music notation, music instruments and voices and music performances.</b>  <b>C—Identifies the sounds of a variety of instruments</b></p>	<p><b>A—Identifies music from various historical periods and cultures.</b>  <b>B—Knows how basic elements of music are used in music from various cultures of the world.</b>  <b>C—Understands the roles of musicians in various music settings and cultures.</b></p>	<p><b>A—Understands how an individual must function in a group situation.</b>  <b>B—Works towards a common goal with other members of the group.</b></p>

	the cues of a conductor when singing as part of a group.	varied repertoire of music representing diverse genres and styles. D—Performs in groups. E—Performs independent instrumental parts while others sing or play contrasting parts.	sound.			and voices.		
<b>6-8</b>	A—Sings with good breath control, expression, and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter. B—Sings music written in two and three parts. C—Knows music that represents diverse genres and cultures.	A—Performs on an instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath control. B—Performs music representing diverse genres and cultures, with expression appropriate for the work being performed.	A—Improvises simple harmonic accompaniments. B—Improvises embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. C—Improvises short melodies unaccompanied over given rhythmic accompaniments, in a consistent style.	A—Knows how the elements of music are used to achieve unity and variety, tension, and release, and balance in musical compositions. B—Composes short pieces within specified guidelines.	A—Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve. B—Reads simple melodies in both the treble and bass clefs. C—Knows standard notation symbols for pitch, rhythm, dynamics, tempo, and articulation, and expression. D—Uses standard notation to record musical ideas.	A—Identifies specific music events when listening to music. B—Understands how the elements of music are used in various genres and cultures. C—Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progression. D—Knows criteria that affect the quality and effectiveness of music performances	A—Understands distinguishing characteristics of representative genres and styles from a variety of cultures including American culture. B—Understands characteristics that cause various musical works to be considered exemplary. C—Understands the function music serves, roles of musicians, and conditions under which	A—Understands how an individual must function in a group situation. B—Works towards a common goal with other members of the group.

						<b>and compositions.</b>	<b>music is typically performed in various cultures of the world including American cultures.</b>	
	<b>Sings, alone and with others, a varied repertoire of music.</b>	<b>Performs on instruments, alone and with others, a varied repertoire of music.</b>	<b>Improvises melodies, variations, and accompaniments.</b>	<b>Composes and arranges music within specified guidelines.</b>	<b>Reads and notates music.</b>	<b>Knows and applies appropriate criteria to music and music performances.</b>	<b>Understands the relationship between music, history and culture.</b>	<b>Exhibits positive interpersonal and intergroup communication techniques from cooperation with others in the performing arts.</b>
<b>9-12 Band</b>	<p>Performs with expression (e.g., appropriate dynamics, phrasing rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys.</p> <p>Uses ensemble skills (e.g., balance, intonation, rhythmic unity)</p>	<p>Performs with expression (e.g., appropriate dynamics, phrasing rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g., attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys.</p> <p>Uses ensemble skills (e.g., balance, intonation, rhythmic unity)</p>	<p>Improvises stylistically appropriate harmonizing parts.</p> <p>Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys ( e.g., folk songs, standard pop songs, hymn tunes)</p> <p>Improvises original melodies over given chord progressions in a consistent style, meter, and tonality.</p>	<p>Composes music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock.</p> <p>Uses the elements of music for expressive effect (e.g., pitch, harmony, dynamics, timbre.</p> <p>Arranges pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect</p>	<p>Reads an instrumental score of up to four staves.</p> <p>Reads music that contains technical demands, expanded ranges, and varied interpretive requirements.</p>	<p>Understands how the elements of music and expressive devices are used in music from diverse genres and cultures.</p> <p>Understand the technical vocabulary of music (e.g., Italian terms, for, harmony, tempo markings)</p> <p>Understand compositional devices and techniques that are used to provide unity and variety and tension and release in a</p>	<p>Classifies unfamiliar but representative aural examples of music ( e.g., by genre, style, historical period, culture)</p> <p>Knows sources of American music genres ( e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them.</p> <p>Knows various roles that musicians perform ( e.g., entertainer,</p>	<p>Understands that individual improvement, accomplishments, and pursuit of excellence contributes to the improvement, accomplishments, and the pursuit of excellence of the performing group.</p> <p>Understands that individual positive discipline/behavior/attitudes contributes to the discipline/behavior and attitudes of the performing group.</p>

		when performing as part of a group.		of the music (e.g., piano music, 4-part hymns, duets, trios, quartets)  Composes and arranges music for voices and various acoustic and electronic instruments)		musical work ( e.g., motives, imitation, retrograde, inversion)  Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations ( e.g., considers questions of unity or variety, consistency, appropriate use of resources)	teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles.	
<b>9-12 Choir</b>	Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty ( e.g., attention to phrasing and interpretation, various meters and rhythms in a variety of keys)  Sings music written in four parts, with and without accompaniment.  Uses ensemble skills (e.g., balance,		Improvises stylistically appropriate harmonizing parts.  Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys ( e.g., folk songs, standard pop songs, hymn tunes)  Improvises original melodies over given chord progressions in a consistent style,	Composes music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock.  Uses the elements of music for expressive effect (e.g., pitch, harmony, dynamics, timbre.  Arranges pieces for voices or instruments other than those for which the pieces were written in ways that preserve or	Reads a vocal score of up to four staves.  Reads music that contains technical demands, expanded ranges, and varied interpretive requirements.	Understands how the elements of music and expressive devices are used in music from diverse genres and cultures.  Understand the technical vocabulary of music (e.g., Italian terms, for, harmony, tempo markings)  Understand compositional devices and techniques that are used to provide unity and variety and	Classifies unfamiliar but representative aural examples of music ( e.g., by genre, style, historical period, culture)  Knows sources of American music genres ( e.g., swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them.  Knows various roles that musicians	Understands that individual improvement, accomplishments, and pursuit of excellence contributes to the improvement, accomplishments, and the pursuit of excellence of the performing group.  Understands that individual positive discipline/behavior/attitudes contributes to the discipline/behavior and attitudes of the performing group.

	intonation, rhythmic unity.		meter, and tonality.	<p>enhance the expressive effect of the music (e.g., piano music, 4-part hymns, duets, trios, quartets)</p> <p>Composes and arranges music for voices and various acoustic and electronic instruments)</p> <p>Understands the ranges and traditional uses of various sound sources (e.g., voices, acoustic instruments, electronic instruments)</p>		<p>tension and release in a musical work ( e.g., motives, imitation, retrograde, inversion)</p> <p>Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations ( e.g., considers questions of unity or variety, consistency, appropriate use of resources)</p>	perform ( e.g., entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles.	
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