

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 1.0 Perceiving, Performing, and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3
<b>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment</b>
<b>a.</b> Explore a range of <b>classroom instruments</b> such as wood blocks, triangles, <b>rhythm</b> sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines	<b>a.</b> Experiment with a range of <b>classroom instruments</b> such as wood blocks, triangles, <b>rhythm</b> sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums	<b>a.</b> Classify <b>classroom instruments</b> by sight and sound such as wood blocks, triangles, <b>rhythm</b> sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums	<b>a.</b> Classify band and orchestra instruments by sight according to methods of sound production such as blow, pluck and bow, strike, and shake	<b>a.</b> Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family
<b>b.</b> Respond to repeated patterns heard in music	<b>b.</b> Identify repeated patterns heard in music	<b>b.</b> Identify same and different patterns heard in music	<b>b.</b> Identify <b>call-and-response</b> and <b>verse-and-refrain</b> when presented aurally	<b>b.</b> Identify <b>ABA</b> and <b>call-and-response</b> musical forms, when presented aurally
<b>c.</b> Respond to changes heard in music: fast/slow, loud/soft (quiet), long/short, high/low	<b>c.</b> Identify sounds as fast/slow, loud/soft (quiet), long/short, high/low	<b>c.</b> Compare musical sounds: fast/slow, loud/soft (quiet), long/short, high/low	<b>c.</b> <b>Listen</b> to, perform, and <b>describe</b> music that illustrates fast/slow, loud/soft (quiet), long/short, high/low	<b>c.</b> Read music notation including <b>dynamics</b> (p, f), <b>tempo</b> (allegro, adagio), and <b>meter</b> (2/2, 2/4, 4/4, 3/4, and 6/8)
<b>d.</b> Explore sounds in selected environments such as classroom, playground, field trip, cafeteria	<b>d.</b> Explore and discuss sounds heard in selected environments such as classroom, playground, field trip, cafeteria	<b>d.</b> Use and simulate environmental sounds	<b>d.</b> Identify and <b>describe</b> environmental sounds	<b>d.</b> <b>Describe</b> environmental sounds heard, with attention to <b>tempo</b> , <b>dynamics</b> , and <b>pitch</b>
		<b>e.</b> <b>Listen</b> to and perform music in <b>major</b> and <b>minor modes</b>	<b>e.</b> <b>Listen</b> to, perform, and <b>describe</b> music in <b>major</b> and <b>minor modes</b>	<b>e.</b> Distinguish between <b>major</b> and <b>minor modes</b> presented aurally

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<b>2. Experience performance through singing, playing instruments, and listening to performances of others</b>	<b>2. Experience performance through singing, playing instruments, and listening to performances of others</b>	<b>2. Experience performance through singing, playing instruments, and listening to performances of others</b>	<b>2. Experience performance through singing, playing instruments, and listening to performances of others</b>	<b>2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b>	
<b>a.</b> Sing songs that use the voice in a variety of ways	<b>a.</b> Experiment with vocal sounds that use a variety of <b>pitches</b> : singing in an age-appropriate range, speaking, whispering, and calling	<b>a.</b> Demonstrate vocal qualities, such as head voice and chest voice and sing with high and low vocal sounds, matching <b>pitches</b> within an age-appropriate vocal range	<b>a.</b> Use the head voice to sing a varied repertoire of songs, singing games, and songs with instrumental accompaniment, matching <b>pitches</b> within an age-appropriate vocal range	<b>a.</b> Perform accurately simple <b>rhythms</b> at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected	
<b>b.</b> <b>Listen</b> to examples of adult male voices, adult female voices, and children’s voices	<b>b.</b> <b>Listen</b> to examples of adult male voices, adult female voices, and children’s voices	<b>b.</b> Distinguish among adult male voices, female voices, and children’s voices in aural examples	<b>b.</b> <b>Describe</b> the differences among adult male voices, adult female voices, and children’s voices	<b>b.</b> Sing and play a variety of music at a given <b>tempo</b> , using correct posture and clear diction or <b>articulation</b>	
<b>c.</b> Wait and <b>listen</b> before imitating <b>rhythmic</b> and <b>melodic patterns</b>	<b>c.</b> Wait and <b>listen</b> before imitating <b>rhythmic</b> and <b>melodic patterns</b>	<b>c.</b> Demonstrate ability to echo short <b>rhythmic</b> and <b>melodic patterns</b> (quarter note, two eighths, and quarter rest)	<b>c.</b> Echo a variety of short <b>rhythmic</b> and <b>melodic patterns</b> (quarter note, two eighths connected, half note, whole note, and quarter rest)	<b>c.</b> Sing two- and three-part <b>rounds</b> accurately	
<b>d.</b> Explore steady beat through singing, speaking, and playing <b>classroom instruments</b>	<b>d.</b> Explore steady beat through singing, speaking, and playing <b>classroom instruments</b>	<b>d.</b> Practice steady beat through singing, speaking, and playing <b>classroom instruments</b>	<b>d.</b> Demonstrate the ability to maintain a steady beat through singing, speaking, and playing <b>classroom instruments</b>	<b>d.</b> Perform <b>ostinatos</b> to support given <b>melodies</b>	

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	e. Explore beat groupings ( <b>meter</b> ) through singing, speaking, and playing <b>classroom instruments</b>	e. Demonstrate <b>meter</b> through chanting, and playing <b>classroom instruments</b>	e. Perform and identify simple and compound <b>meters</b>	e. Explain appropriate performance behavior	
	f. Explore use of simple 2- or 4-beat <b>rhythmic ostinatos</b>	f. Perform simple 2- or 4-beat <b>rhythmic ostinatos</b>	f. Sing one part of a 2-part <b>round</b> while the teacher sings the other part		
	g. Sing or play in groups, matching <b>tempo</b> (fast and slow)	g. Sing a variety of songs with the class or individually, independent of the teacher's or recorded voice(s)	g. Perform an <b>ostinato</b> while other students perform a contrasting <b>ostinato</b>		
	h. Experience as an audience member a variety of concerts, plays, and other age-appropriate programming	h. Sing or play in groups, matching <b>dynamic</b> levels (soft and loud)	h. Use good singing and playing posture as demonstrated by the teacher		
		i. Demonstrate appropriate audience behavior	i. Sing from memory a varied repertoire of songs representing <b>genres</b> and <b>styles</b> from diverse <b>world cultures</b>		

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			<b>j. Listen</b> to a group of voices singing and differentiate between <b>blending</b> voices and voices which are not <b>blending</b>		
			<b>k. Describe</b> and demonstrate appropriate audience behavior		
<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	
<b>a. Express music through movement, developing the concept of personal space (“bubble space”)</b>	<b>a. Demonstrate understanding of personal space while moving to music</b>	<b>a. Demonstrate musical characteristics through movement to music</b>	<b>a. Create movement patterns</b> for music and <b>describe</b> the relationships of movement to music	<b>a. Create movement patterns</b> to communicate meaning or feeling in music and <b>describe</b> the relationships of movement to music	
<b>b. Respond to steady beat through locomotor and non-locomotor movement</b>	<b>b. Explore and recognize steady beat through locomotor and non-locomotor movement</b>	<b>b. Demonstrate steady beat through locomotor and non-locomotor movement</b>	<b>b. Demonstrate ability to maintain steady beat through locomotor and non-locomotor movement</b>	<b>b. Conduct music in two meter</b>	
<b>c. Listen</b> for simple directions or verbal cues in singing games	<b>c. Follow simple directions or verbal cues in singing games</b>	<b>c. Follow musical cues to sequence movement in singing games</b>	<b>c. Demonstrate sequences of movement in singing games</b>	<b>c. Create movement patterns</b> to demonstrate aspects of music, such as melodic contour, <b>form</b> , and <b>dynamics</b>	
<b>d. Explore a variety of locomotor and non-locomotor movements to show meter</b>	<b>d. Use a variety of locomotor and non-locomotor movements to show meter</b>	<b>d. Respond to meter</b> with a variety of <b>locomotor</b> and <b>non-locomotor movements</b>	<b>d. Identify meter</b> in aural music examples and convey the <b>meter</b> through movement		

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<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	
	<b>a.</b> Interpret picture symbols representing musical characteristics	<b>a.</b> Use stem notation to read and write <b>rhythm</b> patterns including quarter note, quarter rest, and two eighth notes connected	<b>a.</b> Identify and apply 2, 3, 4, and 6 as representing <b>meter</b> in aural and visual examples	<b>a.</b> Indicate occurrences of chord changes presented aurally (I and V chords)	
	<b>b.</b> Interpret stem notation used to represent <b>rhythms</b>	<b>b.</b> Relate melodic contour to standard and non-standard notation	<b>b.</b> Experiment with standard and non-standard notation to represent simple <b>melodies</b> or <b>melodic patterns</b>	<b>b.</b> Write simple <b>rhythm</b> patterns from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures)	
				<b>c.</b> Create and notate short <b>melodies</b> using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures)	

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### 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	
<b>a.</b> Explore music used in daily living	<b>a.</b> Explore music used in the home, school, and community	<b>a.</b> <b>Describe</b> how music is used in the home, school, and community	<b>a.</b> <b>Describe</b> characteristics that make certain music suitable for different uses, such as children’s games, celebrations, and parades	<b>a.</b> <b>Describe</b> how music reflects daily experience in the local community	
<b>b.</b> Sing songs representative of different activities, holidays, and seasons in a variety of <b>world cultures</b>	<b>b.</b> Sing and <b>listen</b> to music representative of different activities, holidays, and seasons in a variety of <b>world cultures</b>	<b>b.</b> Sing, <b>listen</b> to, and <b>describe</b> music representative of different activities, holidays, and seasons in a variety of <b>world cultures</b>	<b>b.</b> Sing, <b>listen</b> to, and examine music representative of different activities, holidays, and seasons in a variety of <b>world cultures</b>	<b>b.</b> <b>Listen</b> to and perform <b>folk</b> and <b>composed</b> music that is used to celebrate holidays in various <b>world cultures</b>	
				<b>c.</b> <b>Listen</b> to music examples from various <b>world cultures</b> and <b>describe</b> how <b>tempo</b> , <b>dynamics</b> , and <b>pitch</b> are used	
				<b>d.</b> Identify and <b>describe</b> roles of musicians in the local community	
				<b>e.</b> Use movement to <b>describe</b> aural musical examples	

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1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression	1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression	1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression	1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression	1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression	
				f. Discuss ways in which creating and performing music bring personal satisfaction	
				g. Demonstrate audience behaviors that are respectful of the performer(s)	
2. Become acquainted with the roles of music in the lives of people	2. Become acquainted with the roles of music in the lives of people	2. Become acquainted with the roles of music in the lives of people	2. Become acquainted with the roles of music in the lives of people	2. Become acquainted with the roles of music in the lives of people	
a. Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies	a. Explore a rich repertoire of children’s music that includes singing games and finger play lullabies	a. <b>Listen</b> to and perform a rich repertoire of music representing its roles in the lives of people, such as work songs	a. <b>Listen</b> to and perform a rich repertoire of music that reflects different roles music plays in the lives of people, such as patriotic songs, spirituals, and songs of celebration	a. <b>Listen</b> to and <b>describe</b> a variety of musical works and relate them to specific historical events	

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Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	
	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	
				<b>c.</b> <b>Listen</b> to and describe musical examples that represent <b>styles</b> and traditions from various historical periods and <b>world cultures</b>	
<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	
<b>a.</b> Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts	<b>a.</b> Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts	<b>a.</b> Experiment with creative expression through music as it relates to dance, creative dramatics, and the visual arts	<b>a.</b> Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts	<b>a.</b> Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts	



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Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines</b>	
<b>b.</b> Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting	<b>b.</b> Participate in music activities that emphasize rhyming words and “all about me” <b>themes</b>	<b>b.</b> Connect music content to that of other subject areas, such as science, mathematics, or literature	<b>b.</b> Participate in music activities that relate music content, processes, and skills with those in other subjects taught in the school, such as cumulative songs for mathematics and regions of the world for social studies	<b>b.</b> Demonstrate ways that relate music content, processes, and skills with those of other subjects taught in the school	
<b>4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history</b>	<b>4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history</b>	<b>4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history</b>	<b>4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history</b>	<b>4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history</b>	
<b>a.</b> <b>Listen</b> to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version	<b>a.</b> <b>Listen</b> to music representative of a variety of <b>styles</b> and <b>genres</b> and discuss the differences between them	<b>a.</b> <b>Listen</b> to music representative of a variety of <b>styles</b> and <b>genres</b> and use criteria for “old” or “new” music to explain why each example is classified as “old” or “new”	<b>a.</b> <b>Listen</b> to and <b>describe</b> similarities and differences in more than one version of the same piece, including examples representative of a variety of <b>styles</b> and <b>genres</b> , both historical and contemporary	<b>a.</b> Demonstrate an awareness of music history by performing songs, games, and dances representing a variety of <b>composers, styles, genres, and world cultures</b>	

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### 3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Develop confidence in the ability to <b>improvise</b> music through experimentation with sound</b>	<b>1. Develop confidence in the ability to <b>improvise</b> music through experimentation with sound</b>	<b>1. Develop confidence in the ability to <b>improvise</b> music through experimentation with sound</b>	<b>1. Develop confidence in the ability to <b>improvise</b> music through experimentation with sound</b>	<b>1. Demonstrate the ability to <b>improvise</b> music through experimentation with sound</b>	
<b>a.</b> Experiment with sound patterns through exploration of <b>classroom instruments</b>	<b>a.</b> Sort <b>classroom instruments</b> by sound and playing technique	<b>a.</b> <b>Improvise</b> sounds to enhance stories and songs	<b>a.</b> <b>Improvise</b> instrumental sounds to enhance songs and stories	<b>a.</b> Use selected <b>classroom instruments</b> or voices to <b>improvise</b> short <b>melodies</b> that answer in the same <b>style</b> to given <b>rhythmic</b> and <b>melodic</b> phrases (Q & A)	
<b>b.</b> Use the voice to <b>improvise</b> animal and environmental sounds	<b>b.</b> <b>Improvise</b> simple text (one or two words) by filling in the blanks of familiar songs with other selected words to create new meaning	<b>b.</b> <b>Improvise</b> alternate texts for phrases in familiar songs	<b>b.</b> Use the voice to <b>improvise</b> simple <b>melodic</b> phrases, such as scat singing, street calls, and blues	<b>b.</b> <b>Improvise</b> vocal or instrumental music using nontraditional sounds (e.g., environmental, standard instrument being used in non-traditional ways)	
<b>2. Investigate <b>composing</b> music through experimentation with sound and the tools of composition</b>	<b>2. Investigate <b>composing</b> music through experimentation with sound and the tools of composition</b>	<b>2. Investigate <b>composing</b> music through experimentation with sound and the tools of composition</b>	<b>2. Develop the ability to <b>compose</b> and arrange music by experimenting with sound and the tools of composition</b>	<b>2. Develop the ability to <b>compose</b> and arrange music by experimenting with sound and the tools of composition</b>	
<b>a.</b> Explore the use of pictorial representations for sound	<b>a.</b> Create a sound piece by interpreting visual representations of sound, using a variety of modalities, such as <b>classroom instruments</b> , environmental sounds, the voice, body percussion, and found objects	<b>a.</b> Create pictorial representations of sounds to <b>form</b> a sound piece	<b>a.</b> Interpret iconic representation for sound in sound pieces and song accompaniments	<b>a.</b> Use environmental sounds to enhance the mood and /or words of a musical composition	
<b>b.</b> Use body percussion to create sound patterns	<b>b.</b> Create <b>rhythmic</b> sound patterns using body percussion	<b>b.</b> Use the voice and <b>classroom instruments</b> to create simple <b>rhythmic</b> and <b>melodic patterns</b>	<b>b.</b> Create simple <b>rhythmic</b> and <b>melodic patterns</b> , using the voice or <b>classroom instruments</b>	<b>b.</b> Create simple <b>rhythm</b> patterns which show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures)	
		<b>c.</b> Create short <b>ostinato</b> patterns to enhance given <b>melodies</b>	<b>c.</b> <b>Compose</b> and use non-traditional notation to preserve <b>ostinatos</b> which enhance given <b>melodies</b>	<b>c.</b> <b>Compose</b> and use traditional notation to preserve <b>ostinatos</b> that enhance given <b>melodies</b>	

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**4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.**

Grade PreK	Grade K	Grade 1	Grade 2	Grade 3	
<b>1. Express preferences about selected musical compositions</b>	<b>1. Express preferences about selected musical compositions</b>	<b>1. Apply criteria to express preferences about selected musical compositions</b>	<b>1. Apply established criteria to express preferences about selected musical compositions</b>	<b>1. Evaluate selected musical compositions using established criteria</b>	
<b>a.</b> Verbalize or use visual representation for at least one reason for musical preference	<b>a.</b> Verbalize or use visual representation to express musical preferences (e.g., how it makes me feel, what it makes me think about, what it reminds me of)	<b>a.</b> Verbalize or use visual representation to express musical preferences (e.g., how it makes me feel, what it makes me think about, what it reminds me of)	<b>a.</b> Create a hierarchy of musical preference based on teacher-identified criteria	<b>a.</b> Discuss musical characteristics as they relate to the <b>listener's</b> feelings and preferences	
	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	
	<b>a.</b> Use teacher and student identified words to develop a vocabulary bank for evaluating musical performances	<b>a.</b> Discuss teacher-identified criteria for the evaluation of performance and apply to classroom performances	<b>a.</b> Apply teacher-identified criteria for evaluation of classroom performances	<b>a.</b> Discuss characteristics of a good performance, such as singing or playing in tune, proper <b>tempo</b> , and effective expression	

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>
<b>a.</b> Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family	<b>a.</b> Explain characteristics of band and orchestra instruments to support their belonging to the string, woodwind, brass, or percussion family	<b>a.</b> Identify a variety of instruments by sight and sound, including the flute, clarinet, saxophone, trumpet, trombone, tuba, violin, cello, tympani, bass drum, snare drum, cymbals, and xylophone	<b>a.</b> Identify traditional sources of musical sound, world instruments, and non-traditional sources, such as modified instruments, new instruments, and environmental sounds	<b>a.</b> Categorize sources of musical sound according to the <a href="#">Western Traditional Instrument Classification System (families of instruments)</a> and the <a href="#">Hornbostel-Sachs Instrument Classification System</a>	<b>a.</b> Compare traditional sources of musical sound with non-traditional sources such as modified instruments, new instruments, and environmental sounds
<b>b.</b> Identify <a href="#">ABA</a> and <a href="#">call-and-response</a> musical forms when presented aurally	<b>b.</b> Identify <a href="#">theme and variation form</a> in music when presented aurally	<b>b.</b> Identify <a href="#">rondo form</a> in music when presented aurally	<b>b.</b> Identify and define standard music notation symbols for <a href="#">pitch</a> and <a href="#">rhythm</a>	<b>b.</b> Identify and define standard music notation symbols for <a href="#">dynamics</a> and <a href="#">tempo</a>	<b>b.</b> Identify and define standard music notation symbols for <a href="#">articulation</a> and expression
<b>c.</b> Read music notation including <a href="#">dynamics</a> (p, f), <a href="#">tempo</a> (allegro, adagio), and <a href="#">meter</a> (2/2, 2/4, 4/4, 3/4, and 6/8)	<b>c.</b> Read music notation including <a href="#">dynamics</a> (p, f, mp, and mf), <a href="#">tempo</a> (allegro, adagio, and moderato), and <a href="#">meter</a> (2/2, 2/4, 4/4, 3/4, 6/8, and 5/4)	<b>c.</b> Read music notation including <a href="#">dynamics</a> (p, f, mp, mf, pp, and ff), <a href="#">tempo</a> (allegro, adagio, moderato, and andante), and <a href="#">meter</a> (2/2, 2/4, 4/4, 3/4, 6/8, 5/4, and 12/8)	<b>c.</b> Listen to and describe music, with attention to <a href="#">form</a> , <a href="#">genre</a> , <a href="#">cultural</a> influences, performance media, and other prominent <a href="#">elements of music</a>	<b>c.</b> Listen to and distinguish among forms of music, including <a href="#">ABA</a> , <a href="#">call-and-response</a> , <a href="#">theme and variation</a> , <a href="#">rondo</a> , and <a href="#">fugue</a>	<b>c.</b> Identify and describe musical form using aural examples

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>	<b>1. Evaluate application of the elements of music and characteristics of musical sounds as they are used in a variety of genres and styles representative of world cultures</b>
<b>d. Describe</b> environmental sounds heard, with attention to <b>tempo, dynamics, and pitch</b>	<b>d. Describe</b> environmental sounds heard, with attention to <b>rhythm</b>	<b>d. Describe</b> environmental sounds heard, with attention to <b>tone color</b> and <b>intervals</b> (same, step, skip)	<b>d. Categorize</b> aural music examples representing diverse <b>genres</b> and <b>world cultures</b> , using musical terms	<b>d. Describe</b> aural musical examples representing diverse <b>genres</b> and <b>world cultures</b> , using musical terms	<b>d. Analyze</b> aural music examples representing diverse <b>genres</b> and <b>world cultures</b> , using musical terms
<b>e. Distinguish</b> between <b>major</b> and <b>minor modes</b> presented aurally	<b>e. Listen</b> to and distinguish among voices as children’s, adult male, and adult female	<b>e. Listen</b> to and identify adult voices as soprano, alto, tenor, or bass	<b>e. Listen</b> to and categorize music representing diverse <b>genres</b> and <b>world cultures</b>	<b>e. Listen</b> to music representing diverse <b>genres</b> and <b>world cultures</b> and analyze its <b>elements</b> and <b>structure</b>	<b>e. Compare</b> <b>motivic</b> or <b>thematic</b> development in aural examples of musical <b>styles</b> and diverse <b>genres</b> representative of <b>world cultures</b>
		<b>f. Listen</b> to and identify instruments from various <b>world cultures</b> , such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar	<b>f. Listen</b> to and <b>describe</b> instruments from various <b>world cultures</b> , such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar	<b>f. Listen</b> to and compare instruments from various <b>world cultures</b> , such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar	<b>f. Listen</b> to and demonstrate characteristic sounds on instruments of various <b>world cultures</b> , such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b>	<b>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b>	<b>2. Experience performance through singing and playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b>	<b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b>	<b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b>	<b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b>
<b>a.</b> Perform accurately simple <b>rhythms</b> at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected	<b>a.</b> Perform accurately simple <b>rhythms</b> at sight from standard notation: tied notes (whole, half, and quarter combinations)	<b>a.</b> Perform accurately simple <b>rhythms</b> at sight from standard notation: four sixteenth notes, eighth rests	<b>a.</b> Demonstrate <b>accuracy</b> and independence in playing in ensembles on a variety of <b>classroom instruments</b> (8 measures)	<b>a.</b> Demonstrate <b>accuracy</b> and independence in playing in ensembles on a variety of <b>classroom instruments</b> (16 measures)	<b>a.</b> Demonstrate <b>accuracy</b> and independence in playing solos and ensembles on a variety of <b>classroom instruments</b>
<b>b.</b> Sing and play a variety of music at a given <b>tempo</b> , using correct posture and clear diction or <b>articulation</b>	<b>b.</b> Sing and play a variety of music with accurate <b>intonation</b> and characteristic <b>timbre</b>	<b>b.</b> Sing and play a varied repertoire of music representing diverse <b>genres, styles,</b> and <b>world cultures</b> , adhering to given expression markings	<b>b.</b> Perform accurately vocal or instrumental music representing diverse <b>genres</b> and <b>world cultures</b>	<b>b.</b> Perform vocal or instrumental music representing diverse <b>genres</b> and <b>world cultures</b> with <b>tone color</b> and <b>blend</b> characteristic of the work being performed	<b>b.</b> Perform vocal and instrumental music representing diverse <b>genres</b> and <b>world cultures</b> with expression characteristic of the work being performed
<b>c.</b> Sing two- and three-part <b>rounds</b> accurately	<b>c.</b> Sing partner songs and songs with <b>descants</b> accurately	<b>c.</b> Sing songs accurately in simple two-part harmony using <b>two-staff systems</b>	<b>c.</b> Sing with expression and technical <b>accuracy</b> a <b>stylistically</b> varied repertoire of vocal literature with a level of difficulty of 1, <b>on a scale of 1 to 6</b> , including some songs performed from memory (for students enrolled in vocal performance ensembles)	<b>c.</b> Sing with expression and technical <b>accuracy</b> a <b>stylistically</b> varied repertoire of vocal literature with a level of difficulty of 2, <b>on a scale of 1 to 6</b> , including some songs performed from memory (for students enrolled in vocal performance ensembles)	<b>c.</b> Sing with expression and technical <b>accuracy</b> a <b>stylistically</b> varied repertoire of vocal literature with a level of difficulty of 3, <b>on a scale of 1 to 6</b> , including some songs from memory (for students enrolled in vocal performance ensembles)

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b></p>	<p><b>2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b></p>	<p><b>2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others</b></p>	<p><b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b></p>	<p><b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b></p>	<p><b>2. Develop the skills needed in the performance of music in general, vocal, and instrumental settings</b></p>
<p><b>d. Perform <i>ostinatos</i> to support given <i>melodies</i></b></p>	<p><b>d. Perform <i>rhythmically</i> and <i>melodically</i> correct <i>ostinatos</i> or chordal accompaniment patterns while other students sing or play contrasting parts</b></p>	<p><b>d. Perform accurately and independently instrumental parts while other students sing or play contrasting parts</b></p>	<p><b>d. Play with expression and technical <i>accuracy</i> a <i>stylistically</i> varied repertoire of instrumental literature with a difficulty of 1, <i>on a scale of 1 to 6</i>, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</b></p>	<p><b>d. Play with expression and technical <i>accuracy</i> a <i>stylistically</i> varied repertoire of instrumental literature with a difficulty of 2, <i>on a scale of 1 to 6</i>, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</b></p>	<p><b>d. Play with expression and technical <i>accuracy</i> a <i>stylistically</i> varied repertoire of instrumental literature with a difficulty of 3, <i>on a scale of 1 to 6</i>, including some solos performed from memory (for students enrolled in instrumental performance ensembles)</b></p>
<p><b>e. Explain appropriate performance behavior</b></p>	<p><b>e. Exhibit appropriate performance behavior</b></p>	<p><b>e. Sing or play in groups, <i>blending timbres</i>, matching <i>dynamic levels</i>, and responding to the conducting cues of the teacher</b></p>	<p><b>e. Sight-read, accurately and expressively, beginning ensemble literature for students enrolled in instrumental performance ensembles. For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 1, <i>on a scale of 1 to 6</i></b></p>	<p><b>e. Sight-read, accurately and expressively, music with a level of difficulty of sub-1, <i>on a scale of 1 to 6</i> (for students enrolled in instrumental performance ensembles). For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 2, <i>on a scale of 1 to 6</i></b></p>	<p><b>e. Sight-read, accurately and expressively, music with a level of difficulty of 1, <i>on a scale of 1 to 6</i> (for students enrolled in instrumental performance ensembles). For students enrolled in vocal performance ensembles, sight-read music with a level of difficulty of 3, <i>on a scale of 1 to 6</i></b></p>

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>	<b>3. Respond to music through movement</b>
a. Create <b>movement patterns</b> to communicate meaning or feeling in music and <b>describe</b> the relationships of movement to music	a. Perform singing games and traditional dances from a variety of <b>world cultures</b>	a. Perform <b>improvised</b> movement to communicate meaning or feeling in music	a. Communicate <b>rhythmic</b> and expressive intent through movement to music in simple and compound <b>meters</b>	a. Respond to music expressively through <b>improvised</b> movement	a. <b>Describe musical structure</b> using <b>original movement patterns</b> while preserving <b>rhythmic</b> and expressive intent.
b. Conduct music in two <b>meter</b>	b. Conduct music in four <b>meter</b>	b. Conduct music in three <b>meter</b>			
c. Create <b>movement patterns</b> to demonstrate aspects of music, such as melodic contour, <b>form</b> , and <b>dynamics</b>					
<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>
a. Indicate occurrences of chord changes presented aurally (I and V chords)	a. Read standard chord symbols and play the represented chords on <b>classroom instruments</b> (I and V chords)	a. Read standard chord symbols and play the represented chords on <b>classroom instruments</b> (I, IV, and V chords)	a. Read and perform music that includes whole, half, quarter notes and rests and two connected eighth notes grouped in duple, triple, quadruple, and mixed <b>meters</b>	a. Read and perform music that includes four sixteenth notes grouped, in duple, triple, quadruple, and mixed <b>meters</b>	a. Read and perform music that includes sixteenth notes and rests in duple, triple, and mixed <b>meters</b> including four sixteenth notes grouped, dotted half notes and rests followed by quarter notes and rests, dotted quarter notes and rests followed by eighth notes and rests
b. Write simple <b>rhythm patterns</b> from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures)	b. Write simple <b>rhythm patterns</b> from dictation using quarter, notes, two connected eighth notes, half notes, whole notes and corresponding rests in 2/4 and 3/4 time	b. Write simple <b>melodic patterns</b> from dictation using quarter, eighth, half, whole, dotted half, four sixteenth notes, and corresponding rests (melodic range of five notes, 2 measures)	b. Read and perform a variety of <b>polyphonic</b> music, including rounds and partner songs, through singing or on <b>classroom instruments</b>	b. Read and perform a variety of <b>homophonic</b> music, including music in two or three parts and some with <b>descants</b> , sung or played on <b>classroom instruments</b>	b. Read and perform a variety of <b>polyphonic</b> and <b>homophonic</b> music on <b>classroom instruments</b>



## Grade-by-Grade Fine Arts Content Standards MUSIC

### 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>
c. Create and notate short <b>melodies</b> using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures)	c. Create and notate short <b>melodies</b> on the <b>treble staff</b> , using standard notation (2 measures)	c. Create and notate <b>melodies</b> on the <b>treble staff</b> using standard notation (4 measures)	c. Use standard notation to record short dictated melodic phrases and <b>rhythmic patterns</b> (not more than two measures in duple, triple, or quadruple <b>meters</b> ; not more than a one-octave diatonic range; <b>rhythms</b> no more complex than whole, half, and quarter notes and rests, and two connected eighth notes)	c. Use standard notation to record short dictated melodic phrases and <b>rhythmic patterns</b> (not more than four measures in duple, triple, or quadruple <b>meters</b> ; not more than a one-octave diatonic range; <b>rhythms</b> no more complex than whole, half, and quarter notes and rests, two connected eighth notes, and four sixteenth notes grouped)	c. Use standard notation to record short dictated melodic phrases and <b>rhythmic patterns</b> (not more than eight measures in duple, triple, or quadruple <b>meters</b> ; not more than a one-octave diatonic range; <b>rhythms</b> no more complex than four sixteenth notes grouped, dotted half notes and rests followed by quarter notes and rests, dotted quarter notes and rests followed by eighth notes and rests)
	d. Read and perform simple <b>pitch</b> and <b>rhythm</b> notation on the <b>treble staff</b> in the key of C <b>major</b> , using <b>solfeggio</b> or a comparable system	d. Read and perform simple <b>pitch</b> and <b>rhythm</b> notation on the <b>treble staff</b> in the keys of F and G <b>major</b> , using <b>solfeggio</b> or a comparable system	d. Identify occurrences of <b>transposition</b> in music by sight	d. Define <b>transposition</b> in music	d. Identify and <b>describe</b> the uses of <b>transposition</b> in music

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to music.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Experiment with standard and individually created symbols to represent sounds</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>	<b>4. Read standard notation and apply it to the performance of music</b>
			e. Identify contrasting musical ideas in aural and notated examples	e. Identify similar musical ideas in aural and notated examples	e. Describe similar and contrasting musical ideas in aural and notated examples
			f. Read and perform a variety of polyphonic and homophonic music on classroom instruments	f. Read and perform a variety of polyphonic and homophonic music on classroom instruments	f. Read and perform a variety of polyphonic and homophonic music on classroom instruments
			g. Play simple melodies in treble clef at sight on classroom instruments (4 measures)	g. Play simple melodies in treble and bass clefs at sight on classroom instruments (4 measures)	g. Sight-read on classroom instruments simple melodies in treble and bass clef (8 measures)
			h. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 1, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)	h. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 2, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)	h. Read and perform a variety of polyphonic and homophonic music at a difficulty level of 3, on a scale of 1 to 6 (for students in vocal and instrumental ensembles)
			i. Sight-read individually the melody and rhythm of selected four-measure passages from music at a difficulty level of 1, on a scale of 1 to 6 (for students enrolled in vocal and instrumental ensembles)	i. Sight-read individually the melody and rhythm of selected four-measure passages from music at a difficulty level of 1, on a scale of 1 to 6 (for students enrolled in vocal and instrumental ensembles)	i. Sight-read individually the melody and rhythm of selected eight-measure passages from music at a difficulty level of 1, on a scale of 1 to 6 (for students enrolled in vocal and instrumental ensembles)

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>1. <b>Describe</b> how musical expression reflects social, political, and ethical issues</b>	<b>1. <b>Describe</b> how musical expression reflects social, political, and ethical issues</b>	<b>1. <b>Describe</b> how musical expression reflects social, political, and ethical issues</b>
<b>a. <b>Describe</b> how music reflects daily experience in the local community</b>	<b>a. <b>Describe</b> how music reflects daily experience in Maryland</b>	<b>a. <b>Describe</b> how music reflects daily experience in North America</b>	<b>a. Identify ways that people interact with music in their individual lives</b>	<b>a. Identify uses of music in <b>cultural</b> expression</b>	<b>a. <b>Describe</b> how music is used for individual and cultural expression</b>
<b>b. <b>Listen</b> to and perform <b>folk</b> and <b>composed</b> music that is used to celebrate holidays in various <b>world cultures</b></b>	<b>b. <b>Listen</b> to, perform, and discuss how music is used to celebrate holidays in various <b>world cultures</b></b>	<b>b. <b>Listen</b> to, perform, and compare how music is used to celebrate holidays in various <b>world cultures</b></b>	<b>b. Compare functions of music and conditions under which music is performed in various <b>world cultures</b></b>	<b>b. Compare roles of musicians in various <b>world cultures</b></b>	<b>b. Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various <b>world cultures</b></b>
<b>c. <b>Listen</b> to music examples from various <b>world cultures</b> and <b>describe</b> how <b>tempo</b>, <b>dynamics</b>, and <b>pitch</b> are used</b>	<b>c. <b>Listen</b> to music examples from various <b>world cultures</b> and <b>describe</b> how <b>rhythm</b> is used</b>	<b>c. <b>Listen</b> to music examples from various <b>world cultures</b> and <b>describe</b> how <b>form</b> is used</b>	<b>c. <b>Describe</b> the characteristics of indigenous music from a variety of <b>world cultures</b></b>	<b>c. Perform, <b>listen</b> to, and <b>describe folk music</b> of various <b>world cultures</b></b>	<b>c. <b>Describe</b> the influence of <b>folk music</b> on compositions for other <b>genres</b></b>
<b>d. Identify and <b>describe</b> roles of musicians in the local community</b>	<b>d. Identify and <b>describe</b> roles of musicians in Maryland</b>	<b>d. Identify and <b>describe</b> roles of musicians in North America</b>	<b>d. <b>Describe</b> audience behavior appropriate for the context and <b>style</b> of music performed</b>	<b>d. Explain how context and <b>style</b> of music performed determines appropriate audience behavior</b>	<b>d. Explain audience behaviors appropriate for a variety of performance contexts</b>

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b></p>	<p><b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b></p>	<p><b>1. Develop the ability to recognize music as a <b>form</b> of individual and cultural expression through experiencing music as both personal and societal expression</b></p>	<p><b>1. <b>Describe</b> and interpret how musical expression reflects social, political, and ethical issues</b></p>	<p><b>1. <b>Describe</b> and interpret how musical expression reflects social, political, and ethical issues</b></p>	<p><b>1. <b>Describe</b> and interpret how musical expression reflects social, political, and ethical issues</b></p>
<p><b>e.</b> Use movement to <b>describe</b> aural musical examples</p>	<p><b>e.</b> Use body movement to <b>describe</b> aural musical examples</p>	<p><b>e.</b> Use oral and written language to <b>describe</b> aural musical examples as both personal and societal expression, and convey what those examples express</p>	<p><b>e.</b> Use several non-traditional symbol systems to <b>describe</b> musical examples from various <b>world cultures</b></p>	<p><b>e.</b> Create and apply non-traditional approaches to <b>describe</b> musical examples from various <b>world cultures</b></p>	<p><b>e.</b> Use at least three different approaches, such as symbol systems, movement, or answering questions, to <b>describe</b> musical examples from various <b>world cultures</b></p>
<p><b>f.</b> Discuss ways in which creating and performing music bring personal satisfaction</p>	<p><b>f.</b> Compare ways in which creating and performing music bring satisfaction</p>	<p><b>f.</b> <b>Describe</b> various careers in music and ways that they may provide personal satisfaction</p>			
<p><b>g.</b> Demonstrate audience behaviors which are respectful of the performer(s)</p>					
<p><b>2. Become acquainted with the roles of music in the lives of people</b></p>	<p><b>2. Become acquainted with the roles of music in the lives of people</b></p>	<p><b>2. Become acquainted with the roles of music in the lives of people</b></p>	<p><b>2. Determine factors that influence musicians in specific historical eras and places</b></p>	<p><b>2. Determine factors that influence musicians in specific historical eras and places</b></p>	<p><b>2. Determine factors that influence musicians in specific historical eras and places</b></p>
<p><b>a.</b> <b>Listen</b> to and <b>describe</b> a variety of musical works and relate them to specific historical events</p>	<p><b>a.</b> <b>Listen</b> to and discuss how selected works from standard music literature correspond to specific historical events</p>	<p><b>a.</b> <b>Listen</b> to, explain, and provide supporting evidence of ways in which selected works from standard music literature correspond to specific historical events</p>	<p><b>a.</b> <b>Listen</b> to and identify various <b>styles</b> of music</p>	<p><b>a.</b> <b>Listen</b> to and perform at least two contrasting <b>styles</b> of music</p>	<p><b>a.</b> <b>Describe</b> at least three different <b>styles</b> of music, relating each selection to the social climate from which it emerged</p>

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Become acquainted with the roles of music in the lives of people</b>	<b>2. Determine factors that influence musicians in specific historical eras and places</b>	<b>2. Determine factors that influence musicians in specific historical eras and places</b>	<b>2. Determine factors that influence musicians in specific historical eras and places</b>
<b>b.</b> Perform authentic songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform authentic songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform authentic songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Cite examples of the impact of electronic technology on music	<b>b.</b> <b>Describe</b> the impact of electronic technology on music	<b>b.</b> <b>Describe</b> the evolution of electronic and other technologies and their impact on the world of music
<b>c.</b> <b>Listen</b> to and label musical examples that represent <b>styles</b> and traditions from various historical periods and <b>world cultures</b>	<b>c.</b> <b>Listen</b> to and <b>describe</b> musical examples that represent <b>styles</b> and traditions from various historical periods and <b>world cultures</b>	<b>c.</b> <b>Listen</b> to and compare musical examples that represent <b>styles</b> and traditions from various historical periods and <b>world cultures</b>	<b>c.</b> <b>Describe</b> the uses of <b>elements of music</b> in aural examples representing traditions from various <b>style</b> periods	<b>c.</b> Categorize the uses of <b>elements of music</b> in aural examples representing traditions from various <b>style</b> periods	<b>c.</b> Analyze the uses of <b>elements of music</b> in aural examples representing traditions from various <b>style</b> periods

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Identify and explain the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Identify and explain the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>3. Identify and explain the relationship of music to dance, theatre, the visual arts, and other disciplines</b>
<b>a.</b> Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts	<b>a.</b> Characterize music using techniques from dance, drama, and the visual arts	<b>a.</b> <b>Describe</b> similarities and differences in the meanings of terms that music, dance, drama, and the visual arts have in common	<b>a.</b> Identify and define a vocabulary of elements that music, poetry, dance, theatre, and the visual arts have in common	<b>a.</b> <b>Describe</b> elements that music, dance, poetry, theatre, and the visual arts have in common	<b>a.</b> Compare elements that music, dance, poetry, theatre, and the visual arts have in common
<b>b.</b> Demonstrate ways to relate music content, processes, and skills with those of other subjects taught in the school	<b>b.</b> Identify ways to relate music content, processes, and skills with those of other subjects taught in the school	<b>b.</b> <b>Describe</b> ways to relate music content, processes, and skills with those of other subjects areas taught in the school	<b>b.</b> <b>Describe</b> how music is a unique means of individual expression	<b>b.</b> Explain how music can be combined with one or more other artistic <b>forms</b> to express ideas	<b>b.</b> <b>Describe</b> attributes of music that distinguish it from other artistic <b>forms</b> in expressing personal and cultural ideas
			<b>c.</b> Use nonverbal media to characterize music	<b>c.</b> Research and <b>describe</b> ways in which <b>composers</b> were inspired by other works of art or other external stimuli	<b>c.</b> <b>Describe</b> ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history	4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history	4. Develop knowledge of a wide variety of <b>styles</b> and <b>genres</b> through the study of music history	4. Identify and distinguish between and among significant <b>styles</b> and <b>genres</b> in music history representative of <b>world cultures</b>	4. Identify and distinguish between and among significant <b>styles</b> and <b>genres</b> in music history representative of <b>world cultures</b>	4. Identify and distinguish between and among significant <b>styles</b> and <b>genres</b> in music history representative of <b>world cultures</b>
a. Demonstrate an awareness of music history by performing songs, games, and dances representing a variety of <b>composers, styles, genres, and world cultures</b>	a. <b>Listen</b> to and identify music from various periods in music history, <b>world cultures</b> , and works written by exemplary <b>composers</b>	a. <b>Listen</b> to and compare music from various periods in music history, <b>world cultures</b> , and works written by exemplary <b>composers</b>	a. <b>Listen</b> to and <b>describe</b> representative selections of music from the <b>major stylistic eras</b> in Western music	a. Identify and classify representative selections of music from the <b>major stylistic eras</b> in Western music	a. Compare representative selections of music from the <b>major stylistic eras</b> in Western music
	b. Identify specific musical instruments that are used in a variety of musical <b>styles</b> and <b>genres</b> throughout history	b. <b>Describe</b> how specific instruments are used in a variety of musical <b>styles</b> and <b>genres</b> throughout history	b. Discuss or write about <b>cross-cultural</b> influences represented in a variety of musical compositions	b. Compare musical examples representative of various <b>genres</b> and <b>styles</b> in <b>Western</b> and non-Western <b>cultures</b>	b. Explain why selected musical works are considered exemplary of various <b>genres</b> and <b>styles</b> in Western and non-Western <b>cultures</b>

**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Demonstrate the ability to improvise music through experimentation with sound</b>	<b>1. Demonstrate the ability to improvise music through experimentation with sound</b>	<b>1. Demonstrate the ability to improvise music through experimentation with sound</b>	<b>1. Explore musical ideas through simple improvisations</b>	<b>1. Explore musical ideas through simple improvisations</b>	<b>1. Explore musical ideas through simple improvisations</b>
<b>a.</b> Use selected classroom instruments or voices to improvise short melodies that answer in the same style to given rhythmic and melodic phrases (Q & A)	<b>a.</b> Use instruments or voices to improvise simple rhythmic and melodic ostinato accompaniments	<b>a.</b> Improvise countermelodies, using familiar repertoire	<b>a.</b> Improvise simple rhythmic and harmonic accompaniments for given pentatonic melodies based on the major keys of C, F, and G	<b>a.</b> Improvise short melodies over given rhythmic accompaniments, maintaining consistent style, meter, and tonality (8 measures)	<b>a.</b> Improvise simple rhythmic and melodic variations or embellishments on given pentatonic melodies and melodies in major keys (pentatonic – black keys only on keyboard instruments; major – keys of C, F, and G for keyboard instruments and keys of G and D for guitar)
<b>b.</b> Improvise vocal or instrumental music using nontraditional sounds (e.g., environmental, standard instrument being used in non-traditional ways)	<b>b.</b> Improvise vocal or instrumental music using at least three traditional sounds	<b>b.</b> Improvise vocal or instrumental music, using current technology	<b>b.</b> Improvise vocal or instrumental music using current technology	<b>b.</b> Improvise vocal or instrumental music using current technology	<b>b.</b> Improvise music in at least one performance medium using acoustic or electronic sound sources (no more than 16 measures)



**Grade-by-Grade Fine Arts Content Standards  
MUSIC**

**3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>2. Develop the ability to <b>compose</b> and arrange music by experimenting with sound and the tools of composition</b>	<b>2. Develop the ability to <b>compose</b> and arrange music by experimenting with sound and the tools of composition</b>	<b>2. Develop the ability to <b>compose</b> and arrange music by experimenting with sound and the tools of composition</b>	<b>2. Preserve musical ideas through simple compositions and arrangements</b>	<b>2. Preserve musical ideas through simple compositions and arrangements</b>	<b>2. Preserve musical ideas through simple compositions and arrangements</b>
<b>a.</b> Use environmental sounds to enhance the mood and/or words of a musical composition	<b>a.</b> <b>Compose</b> and notate graphically a sound composition using environmental sounds	<b>a.</b> <b>Compose</b> , arrange, and notate music to accompany readings or dramatizations	<b>a.</b> Use traditional and non-traditional notation as a means of retaining musical ideas	<b>a.</b> Arrange pieces for voices or instruments other than those for which the pieces were written	<b>a.</b> Use electronic technology to arrange pieces for voices or instruments other than those for which the pieces were written (no more than 16 measures)
<b>b.</b> Create simple <b>rhythm</b> patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures)	<b>b.</b> Create simple <b>melodic patterns</b> that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, tied notes (2 measures)	<b>b.</b> Create simple <b>rhythmic</b> and <b>melodic patterns</b> that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, sixteenth notes, and tied notes (4 measures)	<b>b.</b> Create a sound composition based on a literary work, a place, a personal experience, or other selected subject	<b>b.</b> Create a short original musical composition using contemporary compositional techniques or modern technologies (at least 16 measures)	<b>b.</b> Create a composition using formal, <b>free form</b> , <b>serial</b> , chance, or original compositional techniques (at least 60 seconds in length)
<b>c.</b> <b>Compose</b> and use traditional notation to preserve <b>ostinatos</b> that enhance given <b>melodies</b>	<b>c.</b> <b>Compose</b> and use traditional notation to preserve <b>descants</b> that enhance given <b>melodies</b>	<b>c.</b> <b>Compose</b> and use traditional notation to preserve chordal patterns that enhance given <b>melodies</b>			

## Grade-by-Grade Fine Arts Content Standards MUSIC

### 4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>1. Evaluate selected musical compositions using established criteria</b>	<b>1. Evaluate selected musical compositions using established criteria</b>	<b>1. Evaluate selected musical compositions using established criteria</b>	<b>1. Evaluate selected musical compositions using established criteria</b>	<b>1. Evaluate selected musical compositions using established criteria</b>	<b>1. Evaluate selected musical compositions using established criteria</b>
a. Discuss musical characteristics as they relate to the <b>listener's</b> feelings and preferences	a. Discuss how changes in performance such as <b>dynamics</b> , <b>tempo</b> , and phrasing affect the <b>listener's</b> reaction to musical works	a. Explain personal preferences for specific musical works and <b>styles</b> , using music terminology	a. Develop and apply evaluative criteria based on the <b>elements of music</b>	a. Compare and evaluate a variety of musical compositions, using criteria based on <b>elements</b> and <b>forms</b> of music	a. Use established criteria to analyze varying ways <b>composers</b> use the <b>elements</b> and <b>forms of music</b> and how their choices affect the reactions of the <b>listener</b>
<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Develop and apply personal <b>aesthetic criteria</b> for evaluating musical performances</b>	<b>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</b>	<b>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</b>	<b>2. Formulate, apply, and communicate criteria for evaluating personal performances and the performances of others</b>
a. Discuss characteristics of a good performance, such as singing or playing in tune, proper <b>tempo</b> , and effective expression	a. Discuss self-established criteria and apply them to one's own <b>improvisations</b> , compositions, and performances	a. Devise and apply criteria to evaluate class and individual performances	a. Compare the <b>composer's</b> intended <b>dynamic</b> levels, <b>tempi</b> , phrasing, and other related characteristics with interpretations in personal performances and performances of others	a. <b>Listen</b> to musical performances and evaluate them according to the use of <b>dynamic</b> levels, <b>tempi</b> , phrasing, and other related characteristics	a. Formulate and apply criteria to critique personal performances, <b>improvisations</b> , and compositions and the performances of others
					b. Compare different performances of the same selection of music; analyze and communicate how interpretation affects the <b>listener's</b> reactions and preferences