

Music Standards Pre-Kindergarten

- 1. Expression: Be able to hear and make loud and soft sounds.**
 - A. Be able to tell loud and soft sounds apart.
 - B. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
 - C. Be able to whisper, speak, sing, and call with the correct loudness.

- 2. Melody: Be able to hear and make high and low tones.**
 - A. Be able to tell high and low tones apart.
 - B. Be able to speak and sing with high and low tones.
 - C. Be able to hear when tones are getting higher or lower.

- 3. Rhythm: Be able to hear and make a steady beat, long and short sounds, and fast and slow tempos.**
 - A. Be able to hear a steady beat.
 - B. Be able to clap and stomp a steady beat and make a steady beat on class instrument.
 - C. Be able to tell long and short sounds apart.
 - D. Be able to tell fast and slow tempos apart.

- 4. Audience/Performance Skills: Be able to take care of equipment and be a good audience.**
 - A. Be able to play class instruments correctly.
 - B. Be able to put instruments away in the correct way.
 - C. Be able to listen quietly and pay attention to performances.
 - D. Know when and how to clap at a performance.

K-5 Music Standards
with
Performance Indicators

Program Standards

- Possess basic music literacy.
- Appreciate and evaluate music.
- Understand the interrelationship between music and history and music and other arts.
- Understand and appreciate music as an expression of many cultures.
- Appreciate and participate in the creative process to express emotions and feelings.
- Understand the importance of and display concert audience etiquette.
- Strive to display music performance skills.

Music Standards Kindergarten

- 1. Expression: Be able to hear and make loud and soft sounds.**
 - A. Be able to tell loud and soft sounds apart.
 - B. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
 - C. Be able to whisper, speak, sing, and call with the correct loudness.

- 2. Melody: Be able to hear and make high and low tones.**
 - A. Be able to tell high and low tones apart.
 - B. Be able to speak and sing with high and low tones.
 - C. Be able to produce high and low tones on classroom instruments.
 - D. Be able to hear when tones are getting higher or lower.

- 3. Rhythm: Be able to hear and make a steady beat, long and short sounds, and fast and slow tempos.**
 - A. Be able to hear a steady beat.
 - B. Be able to clap and stomp a steady beat and make a steady beat on class instrument.
 - C. Be able to tell long and short sounds apart.
 - D. Be able to sing long and shorts sounds and make long and short sounds on class instruments.
 - E. Be able to tell fast and slow tempos apart.

- 4. Form: Be able to hear and make echo and tell sections apart.**
 - A. Be able to describe echo.
 - B. Be able to make an echo by calling, singing, and playing class instruments.
 - C. Be able to move your body to chow you hear different sections.

- 5. Harmony: Know when music has accompaniment.**
 - A. Be able to hear when only one voice or instrument is singing or playing.
 - B. Be able to hear when more than one voice or instrument in playing at the same time.

- 6. History/Style: Enjoy many kinds of music and from many countries.**
 - A. Be able to say what you think of the music you hear.
 - B. Be able to move your body to the music you hear.

- 7. Audience/Performance Skills: Be able to take care of equipment and be a good audience.**
 - A. Be able to play class instruments correctly.
 - B. Be able to put instruments away in the correct way.
 - C. Be able to listen quietly and pay attention to performances.
 - D. Know when and how to clap at a performance.

Music Standards First Grade

1. **Expression: Be able to show the difference between loud and soft and between fast and slow.**
 - A. Be able to hear the difference between loud/soft and fast/slow.
 - B. Be able to play class instruments using loud/soft and fast/slow sounds.
 - C. Be able to clap and stomp using loud/soft and fast/slow sounds.
 - D. Be able to sing and talk with examples of loud/soft and fast/slow sounds.

2. **Tone Color: Be able to hear high from low and different kinds of sounds.**
 - A. Be able to tell the difference between high and low voices.
 - B. Be able to tell the difference between voices and between many instruments.
 - C. Know different instruments make sounds in different ways.

3. **Melody: Know that music is a series of sounds called notes.**
 - A. Be able to echo a series of sounds on a class instrument.
 - B. Be able to play instruments to make higher and lower sounds.
 - C. Be able to sing Do, Mi, Sol, La, and use proper hand signals for each syllable.
 - D. Be able to sing simple songs.

4. **Rhythm: Be able to hear and make a steady, strong, and silent beats.**
 - A. Be able to hear and make steady beats by clapping and stomping and playing instruments.
 - B. Be able to hear and accent a strong beat by clapping and stomping and playing instruments.
 - C. Be able to follow a beat silently.

5. **Form: Know the difference between same and different.**
 - A. Be able to tell when pictures, sounds, and movements are the same or different.
 - B. Be able to make same or different movements.
 - C. Be able to make same or different sounds with your voice or with instruments.
 - D. Be able to say how sounds are the same or different.

6. **Harmony: Be able to play accompaniment.**
 - A. Be able to when music has accompaniment.
 - B. Be able to play classroom instruments while others sing and while singing simple songs.

7. **History/Style: Be able to respond to different kinds of music.**
 - A. Be able to say what you think about different styles of music.
 - B. Be able to do simple circle dances.
 - C. Discuss music of other cultures.
 - D. Discuss major composers and listen to some of their music.

8. **Audience/Performance Skills: Be able to take care of equipment and be a good audience.**
 - A. Be able to take care of class equipment and use them only as they are supposed to be used.
 - B. Be able to put class equipment away correctly.
 - C. Be able to pay attention quietly when others are performing.
 - D. Be able to clap at the right time and in the right way when others perform.
 - E. Be able to sing and play instruments with others.

Music Standards Second Grade

- 1. Expression: Be able to hear crescendo and decrescendo, accents, and changes in dynamics.**
 - A. Be able to hear crescendo and decrescendo in music.
 - B. Be able to say how your react to crescendo and decrescendo in music.
 - C. Be able to use body movement to show your reaction to crescendo and decrescendo.
 - D. Be able to identify the crescendo and decrescendo symbols in music.
 - E. Be able to hear accents.
 - F. Be able to hear changes in dynamics and react with movement.

- 2. Tone Color: Know instruments and voices by sounds.**
 - A. Be able to begin identifying instruments by sound and sight.
 - B. Be able to hear the difference between adult and children’s voices.
 - C. Be able to identify the difference between and adult male and female singing voice.

- 3. Melody: Know basic intervals.**
 - A. Be able to sing using steps and skips.
 - B. Be able to sing do, re, mi, fa, sol, la, ti, do and use proper hand signals for each syllable.
 - C. Be able to sing simple patterns and songs.

- 4. Rhythm: Be able to hear and make patterns of sounds.**
 - A. Be able to tell a repeated pattern in music.
 - B. Be able to play ostinato patterns.
 - C. Know easy meters, notes, and rests.
 - D. Be able to hear and react to tempos.
 - E. Be able to make your own sound patterns with your voice and on instruments.

- 5. Form: Know what music has form.**
 - A. Be able to hear the difference between AB and ABA forms.
 - B. Be able to hear the separate sections of AB and ABA forms.

- 6. Harmony: Be able to hear and make easy kinds of harmony.**
 - A. Be able to sing a call and response song.
 - B. Be able to hear the difference between songs with and without accompaniment.
 - C. Be able to play an ostinato pattern on Orff instruments.

- 7. History/Style: Be able to participate in patriotic, folk, and ethnic music.**
 - A. Be able to hear sing and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Know about and be able to sing national songs, such as “Star-Spangled Banner” and “America the Beautiful”.
 - C. Know about [major composers chosen to be multi-cultural and gender fair] and some of their famous music.

- 8. Audience/Performance Skills: Be able to take care of equipment and be a good audience.**
 - A. Be able to take care of class equipment and use them only as they are supposed to be used.
 - B. Be able to put class equipment away correctly.
 - C. Be able to pay attention quietly when others are performing.
 - D. Be able to clap at the right time and in the right way when others perform.
 - E. Be able to sing and play instruments with others.

Music Standards Third Grade

- 1. Expression: Understand the purpose of dynamics in music.**
 - A. Identify the dynamic markings (f, mf, mp, p, pp) using both Italian and English terms.
 - B. Be able to react to dynamic markings by singing and playing and with movement.

- 2. Tone Color: Be able to hear timbre in instruments and voices.**
 - A. Know the different ways musical sounds are made and be able to hear the difference between them.
 - B. Know by sight and sound certain members of the families of instrumental timbre.
 - C. Be able to hear the difference between bass, tenor, alto, and soprano voices.

- 3. Melody: Improve your ability to sing solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do).**
 - A. Be able to sing basic intervals.
 - B. Be able to see how simple songs are written on the treble clef.
 - C. Be able to sing and play steps and skips.
 - D. Be able to sing solfege patterns and songs.
 - E. To begin to learn the treble clef notes.

- 4. Rhythm: Understand values of notes in basic patterns and meters in 2's and 3's**
 - A. Be able to clap to music played in 2's and 3's.
 - B. Be able to sing and clap in 2's and 3's.
 - C. Know eighth, quarter, half, dotted half, and whole notes and rests.
 - D. Be able to react to these notes in 3/4 and 4/4 meters and in rhythmic patterns.

- 5. Form: Be able to recognize musical phrase form and repeated patterns.**
 - A. Be able to identify repeated phrases.
 - B. Be able to say/write letters to identify forms.

- 6. Harmony: Be able to make harmony using different methods.**
 - A. Be able to sing in rounds.
 - B. Be able to sing and/or play ostinato patterns with a melody.

- 7. History/Style: Be able to participate in folk music, ethnic music, and historically important music.**
 - A. Be able to identify, sing, and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Be able to identify, sing, and know the place of historically significant songs.
 - C. Be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-cultural and gender fair].

- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - A. Be able to use classroom equipment/materials with care and for proper purpose only.
 - B. Be able to properly return equipment/materials to where they are stored.
 - C. Be able to show quiet and appreciative attention to the performance of others.
 - D. Be able to express appreciation for performance with proper clapping and with compliments.
 - E. Be able to work for good group singing, playing, and performing.

Music Standards Fourth Grade

- 1. Expression: Understand dynamic contrast.**
 - A. Be able to sing and play patterns with different dynamics.
 - B. Be able to explain clearly the effect of dynamic contrast.
- 2. Tone Color: Understand timbre in instruments and voices.**
 - A. Know the meaning of timbre.
 - B. Be able to identify instruments by sight and sound.
 - C. Be able to identify by sound all voice timbres.
- 3. Melody: Know the treble clef and be able to play the recorder.**
 - A. Be able to read and play notes on the treble staff.
 - B. Be able to properly finger recorder from low C to high D.
 - C. Be able to play on the recorder simple songs in a group.
- 4. Rhythm: Understand the basic notes and the basic elements of tempo.**
 - A. Know eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.
 - B. Be able to read and react to these notes in 2/4, 3/4, 4/4 meters and in rhythmic patterns.
 - C. Be able to sing or play rhythmic patterns with tempo markings.
 - D. Be able to hear and react with movement to tempo changes.
 - E. Be able to create rhythmic patterns with tempo markings.
- 5. Form: Understand musical phrase form.**
 - A. Be able to identify repeated phrases and say and write letters to indicate forms.
 - B. Be able to recognize rondo form (ABACA) and identify the separate phrases.
 - C. Be able to identify AABA form in folk and pop music and identify the separate phrases.
 - D. Be able to improvise movement to identify and respond to separate phrases.
- 6. Harmony: Be able to make harmony using different methods.**
 - A. Be able to sing in rounds.
 - B. Be able to sing and/or play ostinato patterns with a melody.
 - C. Be able to sing and/or play descant and pattern songs.
- 7. History/Style: Understand some styles of music and how they originated.**
 - A. Be able to say in simple music terms how the styles are different.
 - B. Know the basic facts and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-cultural and gender fair].
- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - A. Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
 - B. Be able to show quiet and appreciative attention to the performance of others.
 - C. Be able to express appreciation for performance with proper clapping and with compliments.
 - D. Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

Music Standards Fifth Grade

- 1. Expression/Performance: Understand how major and minor modes affect music.**
 - A. Be able to distinguish between major and minor modes.
 - B. Be able to respond with movement and with clear words to major and minor modes.
- 2. Tone Color: Understand the difference between orchestras and bands.**
 - A. Be able to identify instruments by sight and sound.
 - B. Know the difference between the composition of an orchestra and a band and be able to hear the difference.
- 3. Melody/Harmony: Understand the relationship of note placement on the grand staff.**
 - A. Be able to draw the grand staff and name the parts.
 - B. Be able to read and play notes on staff.
 - C. Be able to play a three-note chord, (I, IV, V) in the key of C, F, and G on the piano.
- 4. Rhythm: Understand note values and their corresponding rests.**
 - A. Be able to read and perform notated rhythms.
 - B. Be able to write notes and rests.
 - C. Be able to complete written measures using rhythmic notation.
 - D. Be able to use movement to demonstrate time values.
- 5. Form: Understand musical form, especially the chaconne.**
 - A. Be able to identify and respond to themes and variations.
 - B. Be able to notate form.
 - C. Be able to identify, notate, respond with movement, and improvise chaconnes.
- 6. History/Style: Possess a basic knowledge and appreciation of American music. [This assumes the students are studying American history.]**
 - A. Know major sources of American music.
 - B. Be able to name and identify major forms of expression of American music (jazz, gospel, rock, folk, etc.).
 - C. Know the origins and development of these expressive forms.
 - D. Be able to explain with a clear basis a reaction to and evaluation of these expressive forms.
 - E. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [3-6 major American composers chosen to be multi-cultural and gender fair].
- 7. History/Style: Understand some styles of music and how they originated.**
 - A. Be able to say in simple music terms how the styles are different.
 - B. Know the basic facts and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-cultural and gender fair].
- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
 - E. Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
 - F. Be able to show quiet and appreciative attention to the performance of others.
 - G. Be able to express appreciation for performance with proper clapping and with compliments.Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.