

TABLE OF CONTENTS

SAU #19 Music Philosophy	1
Broadgoals	2
Music Curriculum K-3	3
Music Curriculum 4-6	18
Music/Arts Education Fact Sheet	53
SAU #19 Music Curriculum Members	54

SAU #19 MUSIC PHILOSOPHY

Music is integral to the education of all students. It has intrinsic value, making life-long participation worthwhile in and of itself. The study of music benefits the development of the whole child. Through high quality standards both in the classroom and on stage, student music performance exemplifies accomplishment and sets the standard for optimal student achievement.

All students achieve high standards through a quality, comprehensive, K-12 music curriculum. This curriculum presents skills in a sequential manner, each skill building on that learned in a previous grade making for a cumulative, seamless and continuous learning experience. In this way, articulation among grade levels and expectations for student learning is consistent throughout the district.

Music education is a multi-faceted discipline, combining a variety of social, physical, cognitive, and problem-solving abilities. Important skills such as listening, cooperation, peer and self-assessment, self-discipline, and gross and fine motor control are beneficial in a variety of other subject areas. Through its unique means of communication, music provides a creative and emotional outlet which develops self-esteem, self-confidence, and self-expression. This expansion of the self reaches beyond the classroom and is essential to the human experience.

Music provides a unique view of our world and culture. The universal appreciation for music serves to build bridges between people of different cultures and is living history. Incorporating multi-media technology, music provides direct access to create for and communicate with a world-wide audience.

Finally, as an art form, music is unique. It is the universal language for solitary and group expression. In contrast to “book learning,” music is experiential, incorporating kinesthetic, emotional, intellectual and creative involvement. This process makes music a unique model for all learners and learning styles. There is a beauty and power in music which allows for countless possibilities and transforms the human experience.

BROADGOALS **(district/frameworks composite)**

Preface: The goals of this curriculum can be realized when the music educators of SAU #19 are given both the opportunity to function as a team, and the resources as described in Opportunity-To-Learn Standards for Music Instruction. (MENC Publication).

1. Student will create, perform, and respond to music, demonstrating an understanding of music and its connections to related arts.
2. Coordinate a sequential, comprehensive music curriculum consistent within each grade level throughout SAU #19.
3. Demonstrate the value of a musical finished product (i.e. performance, etc.) as well as the process involved in that achievement through a comprehensive music program.
4. Provide appropriate instruction for all students, including modifications, whenever possible.
5. Help students focus on areas of strengths and those in need of improvement by assessing student musical skills in a variety of ways.
6. Where appropriate, involve and include parents and community members in music instruction and performance.
7. Establish and maintain high standards and present stimulating material that encourages high musical expectations and motivates student achievement.
8. Develop and revise a 3-5 year SAU #19 music plan which addresses curriculum, resources (staff, budget, technology, and facility), student abilities, and community awareness.
9. Continue to build SAU #19 music program to implement the New Hampshire state frameworks and national standards with the support of appropriate staff and resources.

Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.

Grades K/R, 1, 2, and 3

Students will be able to:

Kindergarten/Readiness:

1. sing age-appropriate music in rhythm, with a steady tempo.

B1 demonstrate the ability to maintain a steady tempo while singing.

2. sing in groups, recognizing high and low pitches, and loud and soft volumes (dynamics).

B2 understands the difference between pitch relationships and volume.

3. sing short melodic patterns using two note solfege syllables.

B3 demonstrate the ability to using melodies patterns using so & mi in a major key.

Grade 1:

1. sing age-appropriate music in rhythm, with a steady tempo.

B1 demonstrate the ability to maintain a steady tempo while singing.

2. sing in groups, recognizing high and low pitches, and loud and soft volumes, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing short melodic patterns using three-note solfege syllables.

B3 demonstrate the ability to using melodies patterns using sol, mi, & la in a major key.

Proficiency Standards

Grade 2:

1. sing age-appropriate music in rhythm, with a steady tempo.

B1 demonstrate the ability to maintain a steady tempo while singing.

2. sing in groups, matching volume levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing melodic phrases using four-note solfege syllables.

B3 demonstrate the ability to sing melody patterns using sol, mi, la, & do in a major key.

4. sing in groups simple ostinatos, partner songs, and rounds.

B4 demonstrate the ability to sing an independent part within the group.

Grade 3:

1. sing on pitch and in rhythm, with appropriate diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, posture, and diction, maintaining a steady tempo.

2. sing in groups, matching volume levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing pentatonic melodies using solfege syllables.

B3 demonstrate the ability to sing using melody patterns using sol, mi, la, do, & re in a major key.

4. sing ostinatos, partner songs, and rounds.

B4 demonstrate the ability to sing an independent part within the group.

Grade 3:

5. sing expressively, with appropriate dynamics and phrasing.

B5 demonstrate interpretation and musicality in singing.

6. sing a varied repertoire of songs representing genres and styles from diverse cultures.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. perform steady beat on percussion instruments and echo short rhythm patterns.

B1 demonstrate the ability to keep a steady beat while echoing short rhythm patterns.

2. perform easy rhythmic patterns accurately and with volume variety.

B2 demonstrate the ability to perform easy rhythmic patterns with volume variety.

Grade 1:

1. perform steady beat on percussion instruments and echo short rhythm patterns.

B1 demonstrate the ability to keep a steady beat while echoing short rhythm patterns.

2. perform easy rhythmic patterns accurately and independently with dynamic variety.

B2 demonstrate the ability to perform easy rhythmic patterns with volume variety.

3. respond to cues of the conductor.

B3 demonstrate the ability to respond to cues of the conductor.

Grade 2:

1. perform on percussion instruments on pitch, in rhythm, with appropriate dynamics, and maintain a steady tempo.

B1 demonstrate the ability to perform on percussion instruments.

2. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and harmonic classroom instruments.

B2 demonstrate the ability to perform rhythmic, melodic, and chordal patterns accurately and independently.

3. respond to cues of a conductor.

B3 demonstrate the ability to respond to cues of the conductor.

Grade 3:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform easy rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, matching dynamic levels, and responding to the cues of a conductor.

Grade 2:

4. echo short rhythms and melodic patterns on percussive instruments.

B4 demonstrate the ability to echo short rhythms and melodic patterns on percussive instruments.

Grade 3:

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

4. perform a varied repertoire of music representing diverse genres and styles.

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

Curriculum Standard 3: Improvise melodies, variations, and accompaniments.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. improvise simple rhythmic variations on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs.

B2 demonstrate the ability to improvise short songs.

Grade 1:

1. improvise simple rhythmic variations on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs.

B2 demonstrate the ability to improvise short songs.

Grade 2:

1. improvise simple rhythmic variations on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds.

3. improvise simple rhythmic ostinato accompaniments.

Grade 3:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments

Grade 2:

B3 demonstrate the ability to improvise simple rhythmic ostinato accompaniments.

Grade 3:

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

4. improvise “answers” in the same style to given rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. use a variety of sound sources.

B1 perform a soundscape to accompany readings or dramatizations.

Grade 1:

1. use a variety of sound sources. (see curriculum standards 1, 2, and 5 for grade-level expectations)

B1. create and arrange a soundscape to accompany readings or dramatizations.

2. create and arrange simple short songs within specified guidelines.

B2 demonstrate the ability to create and arrange simple, short songs within specified guidelines.

Grade 2:

1 use a variety of sound sources when composing. (see curriculum standards 1, 2, and 5 for grade-level expectations)

B1 create and arrange a soundscape to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Grade 3:

1. use a variety of sound sources when composing. (see curriculum standards 1, 2, and 5 for grade-level expectations)

B1. create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Curriculum Standard 5: Read and notate music. The level of difficulty used in rating music is represented by a number ranging from 1 to 6 with 6 signifying the most challenging music as used in the New York State School Music Association Guide.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. read rhythmic patterns.

B1 identify quarter, and eighth notes

2. use a system (that is, syllables, numbers, or letters) to read simple pitch notation.

B2 Know sol, & mi or 5 & 3 in a major scale.

Grade 1:

1. read rhythmic patterns.

B1 identify quarter, half, and eighth notes and quarter rests.

2. use a system (that is, syllables, numbers, or letters) to read simple pitch notation.

B2 Know sol, mi & la or 5, 3 & 6 in a major scale.

Grade 2:

1. read rhythmic patterns.

B1 identify whole, half, quarter, and eighth notes and rests.

2. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef.

B2 know sol, mi, la, & "do" or 6, 5, 3, & 1 in a major scale.

3. use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and terms referring to dynamics, tempo, and articulation.

Grade 3:

1. read rhythmic patterns.

B1 identify whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 know sol, mi, la, re, & do or 6, 5, 3, 2, & 1 in a major scale.

3. use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation.

Curriculum Standard 6: Listen to, analyze, and describe music.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. respond to music of various styles through movement.

B1 demonstrate perceptual skills by moving to music of various styles.

2. describe the differences in sound sources.

B2 differentiate between the sounds of some instruments as well as children's voices and male and female adult voices.

Grade 1:

1. describe and respond to music of various styles.

B1 demonstrate perceptual skills by moving, by answering questions about music of various styles.

2. describe the differences in sound sources.

B2 identify the sounds of some instruments as well as children's voices and male and female adult voices.

3. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

B3 use meaningful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 2:

1. describe and respond to music of various styles.

B1 demonstrate perceptual skills by moving and by answering questions about music of various styles using basic terminology in explaining music, some musical instruments and voices, and music performances.

2. describe the differences in sound sources.

B2 identify the sounds of some instruments as well as children's voices and male and female adult voices.

3. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

B3 use meaningful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 3:

1. describe and respond to music of various styles.

B1 demonstrate perceptual skills by moving and by answering questions about music of various styles representing diverse cultures.

B1.a use appropriate terminology in explaining music, music instruments, some music notation, voices, and music performances.

2. describe the differences in sound sources.

B2 identify the sounds of different instruments, including some orchestra and band instruments, and some instruments from various cultures, as well as children's voices and male and female adult voices.

3. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 2:

4. explore simple music forms.

B4 identify simple music forms when presented aurally.

Grade 3:

B3 use meaningful movement to selected prominent music characteristics or to specific music events while listening to music.

4. explore simple music forms.

B4 identify simple music forms when presented aurally.

Curriculum Standard 7: Evaluate music and music performances. These evaluations will reflect age-appropriate responses.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

Not grade appropriate

Grade 1:

1. evaluate music based on personal preferences.

B1 devise criteria for evaluating performances and compositions.

Grade 2:

1. evaluate music based on personal preferences.

B1 devise criteria for evaluating performances and compositions.

Grade 3:

1. evaluate music based on personal preferences.

B1 devise criteria for evaluating performances and compositions.

2. discuss & explain, using basic music terminology, personal preferences for specific musical works and styles.

B2 know basic music terminology to qualify personal preference for specific musical works and styles.

Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts. These evaluations will reflect age-appropriate responses.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. identify ways in which music relates to their activities.

B1 list ways that music is part of school life.

Grade 1:

1. identify ways in which the principles and subject matter of disciplines taught in the school are related to those of music.

B1 list ways that music is part of school life.

Grade 2:

1. identify ways in which the principles and subject matter of disciplines taught in the school are related to those of music.

B1 list ways that music is part of school life.

Grade 3:

1. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B1 list ways that music is part of school life.

2. identify similarities and differences in the meanings of common terms used in the various arts.

B2 know the similarities and differences in the meanings of common terms used in the various arts.

Content Standard 9: Understand music in relation to history and culture. These evaluations will reflect age-appropriate responses.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. identify many uses of music in their daily experiences.

B1 list ways that music applies to their personal histories and cultures.

Grade 1:

1. identify many uses of music in their daily experiences.

B1 list ways that music applies to their personal histories and cultures.

2. identify and describe the roles of musicians in music settings.

B2 know the roles musicians play in developing cultures.

3. recognize age-appropriate audience behavior.

B3 use age appropriate audience behavior.

Grade 2:

1. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B1 list ways that music applies to their personal histories and cultures.

B2 know the characteristics that make certain music suitable for each use.

2. identify and describe the roles of musicians in music settings and cultures.

B2 know the roles musicians play in developing cultures.

3. demonstrate age-appropriate audience behavior.

B3 use age appropriate audience behavior.

4. describe in simple terms some elements of music.

Grade 3:

1. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B1 list ways that music applies to their personal histories and cultures.

B2 know the characteristics that make certain music suitable for each use.

2. identify and describe the roles of musicians in music settings and cultures.

B2 know the characteristics that make certain music suitable for each use.

3. demonstrate audience behavior appropriate for the context and style of music performed.

B3 use age appropriate audience behavior within the context and style of music performed.

4. describe in simple terms how some elements of music are used in music examples from cultures of the world.

Grade 2:

B4 list in simple terms how elements of music relate to music culture.

Grade 3:

B4 identify by style aural examples of music from some historical periods and cultures.

5. describe some ways music has been a continuous part of the history of human culture.

B5 list ways music has been a consistent part of cultures throughout history.

Curriculum Standard 10: Understand the range of careers in the field of music and identify careers associated with this field.

Grades K/R, 1, 2, and 3

Proficiency Standards

Students will be able to:

Kindergarten/Readiness:

1. recognize that people are hired to perform, alone and with others, different types of music.

B1 know that people are hired to perform, alone and with others, different types of music.

Grade 1:

1. recognize that people are hired to perform, alone and with others, different types of music.

B1 know that people are hired to perform, alone and with others, different types of music.

2. identify local resources where people can take part in making music.

B2 list local resources where people participate in making music.

3. recognize that people evaluate music and music performances.

B3 know that all people are continually evaluating music and music performances.

Grade 2:

1. recognize that people are hired to perform, alone and with others, different types of music.

B1 know that people are hired to perform, alone and with others, different types of music.

2. identify local resources where people can take part in making music.

B2 list local resources where people participate in making music.

3. recognize that people evaluate music and music performances.

B3 know that all people are continually evaluating music and music performances.

Grade 3:

1. identify local resources where people can take part in making music.

B1 know that people are hired to perform, alone and with others, different types of music.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 list local resources where people participate in making music.

3. recognize that people evaluate music and music performances.

B3 know that all people are continually evaluating music and music performances.

4. identify professions where skills of arranging and composing music are used.

B4 list professions where skills of arranging and composing music are used.

Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing at sight in the treble clef one-part melodies, single line melody, stepwise progressions, using grade appropriate notation.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

4. sing ostinatos, partner songs, and rounds.

Grade 5:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing solfege melodies in two parts, using moveable do, beginning on different scale degrees.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

4. sing ostinatos, partner songs, and rounds.

Grade 6:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing solfege melodies in two parts, using moveable do, beginning on different scale degrees.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

4. sing music written in two parts.

B4 demonstrate the ability to sing independent of each other.

5. sing expressively, with personal interpretation.

Grade 4:

B4 demonstrate the ability to sing an independent part within the group.

5. sing expressively, with personal interpretation.

B5 demonstrate interpretation and musicality in singing.

6. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

Grade 5:

B4 demonstrate the ability to sing an independent part within the group.

5. sing expressively, with personal interpretation.

B5 demonstrate interpretation and musicality in singing.

6. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

7. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

B7 demonstrates the use of vocal mechanism according to their individual potential.

Grade 6:

B5 demonstrate interpretation and musicality in singing.

6. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

7. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

B7 demonstrates the use of vocal mechanism according to their individual potential.

Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform easy rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, matching dynamic levels and respond to conductor cues.

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

4. perform a varied repertoire of music representing diverse genres and styles.

Grade 5:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform rhythmic, melodic, and chordal patterns accurately, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

4. perform expressively a varied repertoire of music representing diverse genres and styles.

Grade 6:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform rhythmic, melodic, and chordal patterns accurately, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

4. perform expressively a varied repertoire of music representing diverse genres and styles.

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

Grade 4:

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

Grade 5:

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

Grade 6:

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

6. perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

7. play by ear simple melodies on a melodic instrument.

B7 demonstrate the ability to play by ear simple melodies on a melodic instrument.

Curriculum Standard 3: Improvise melodies, variations, and accompaniments.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments.

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

Grade 5:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments.

Grade 6:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments.

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

Grade 4:

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

Grade 5:

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Grade 5:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Grade 6:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

3. use traditional and nontraditional sound sources and electronic media when composing and arranging.

B3 understand the use of electronic media when composing and arranging music.

Curriculum Standard 5: Read and notate music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

Grade 5:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

4. use standard notation to record simple musical ideas.

B4 demonstrate the ability to use standard notation to record simple musical ideas.

Grade 6:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth, sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

4. use standard notation to record simple musical ideas.

B4 demonstrate the ability to use standard notation to record simple musical ideas.

5. read at sight simple melodies in the treble clefs.

Grade 6:

B5 sight read accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6.

6. identify and define standard notation symbols for pitch, rhythm, dynamics, and tempo.

B6 demonstrate the ability to identify and define standard notation symbols for pitch, rhythm, dynamics, and tempo.

Curriculum Standard 6: Listen to, analyze, and describe music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

Grade 5:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of many orchestral, band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

Grade 6:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

B4 identify the sources of many different sounds used in music.

Grade 4:

B4 identify the sources of many different sounds used in music.

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 5:

B4 identify the sources of many different sounds used in music.

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grade 6:

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

6. describe specific music events of aural examples, using appropriate terminology.

B6 demonstrates the ability to use appropriate terminology in describing specific musical events from a given aural example.

Curriculum Standard 7: Evaluate music and music performances. These evaluations will reflect age-appropriate responses.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

Grade 5:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

3. evaluate the quality and effectiveness of their own and others' performances and compositions, then offer constructive suggestions for improvement.

B3 demonstrate the ability to critique their own as well as other's performances.

Grade 6:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

3. evaluate the quality and effectiveness of their own and others' performances and compositions, then offer constructive suggestions for improvement.

B3 demonstrate the ability to critique their own as well as other's performances.

4. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing.

B4 demonstrate ability to develop criteria for evaluating quality and effectiveness from past performances and compositions and apply them to future performances and compositions.

Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

Grade 5:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

3. identify in two or more arts how the characteristic materials of each art (i.e. sound in music, visual stimuli in visual arts, movements in dance, human relationships in theater) are used in compositions.

B3 understands how the characteristic materials of various arts are used to complement/impact each other. (i.e. form, rhythm, color, texture, and shape).

Grade 6:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

3. identify in two or more arts how the characteristic materials of each art (i.e. sound in music, visual stimuli in visual arts, movements in dance, human relationships in theater) are used in compositions.

B3 understands how the characteristic materials of various arts are used to complement/impact each other. (i.e. form, rhythm, color, texture, and shape).

Content Standard 9: Understand music in relation to history and culture. These evaluations will reflect age-appropriate responses.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrates the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/control music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understands the use of music in their daily life.

Grade 5:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrates the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/control music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understands the use of music in their daily life.

Grade 6:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrates the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/control music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understands the use of music in their daily life.

4. identify and describe the roles of musicians in music settings and cultures.

Grade 4:

4. identify and describe the roles of musicians in music settings and cultures.

B4 understands the importance/value musicians hold in various cultures.

5. identify appropriate behavior for various musical settings.

B5 demonstrate audience behavior appropriate for the context and style of music performed.

6. identify music's impact on the history of the human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

Grade 5:

4. identify and describe the roles of musicians in music settings and cultures.

B4 understands the importance/value musicians hold in various cultures.

5. identify appropriate behavior for various musical settings.

B5. demonstrate audience behavior appropriate for the context and style of music performed.

6. identify music's impact on the history of the human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

Grade 6:

B4 understands the importance/value musicians hold in various cultures.

5. identify appropriate behavior for various musical settings.

B5 demonstrate audience behavior appropriate for the context and style of music performed.

6. identify music's impact on the history of the human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

Curriculum Standard 10: Understand the range of careers in the field of music and identify careers associated with this field.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify local resources where people can take part in making music.

B1 understands how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understands that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

4B understand that people evaluate music and music performances.

Grade 5:

1. identify local resources where people can take part in making music.

B1 understands how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understands that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

4B understand that people evaluate music and music performances.

Grade 6:

1. identify local resources where people can take part in making music.

B1 understands how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understands that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

4B understand that people evaluate music and music performances.

5. identify occupations in which people can sing at the professional level.

B5 list occupations in which people can sing at the professional level.

Grade 6:

6. identify occupations that require people to play musical instruments.

B6 list occupations that require people to play musical instruments.

7. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers.

B7 understands how improvisation and accompaniment are important to some musicians careers.

Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing at sight in the treble clef one-part melodies, single line melody, stepwise progressions, using grade appropriate notation.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

Grade 5:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing solfege melodies in two parts, using moveable do, beginning on different scale degrees.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

4. sing ostinatos, partner songs, and rounds.

Grade 6:

1. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

B1 demonstrate the ability to sing on pitch and in rhythm, with appropriate posture, and diction, maintaining a steady tempo.

2. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

B2 understands the difference between pitch relationships and volume as cued by a conductor.

3. sing solfege melodies in two parts, using moveable do, beginning on different scale degrees.

B3 demonstrates the ability to sing at sight in treble clef one part, stepwise melodies.

4. sing music written in two parts.

B4 demonstrate the ability to sing independent of each other.

4. sing ostinatos, partner songs, and rounds.

B4 demonstrate the ability to sing an independent part within the group.

5. sing expressively, with personal interpretation.

B5 demonstrate interpretation and musicality in singing.

6. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

B4 demonstrate the ability to sing an independent part within the group.

5. sing expressively, with personal interpretation.

B5 demonstrate interpretation and musicality in singing.

6. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

7. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

B7 demonstrates the use of vocal mechanism according to their individual potential.

5. sing expressively, with personal interpretation.

B5 demonstrate interpretation and musicality in singing.

6. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to sing in different genre and styles from diverse cultures.

7. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

B7 demonstrates the use of vocal mechanism according to their individual potential.

Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform easy rhythmic, melodic, and chordal patterns accurately on rhythmic, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform easy rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, matching dynamic levels and respond to conductor cues.

B3 demonstrate the ability to perform in groups, matching

Grade 5:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform rhythmic, melodic, and chordal patterns accurately, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

Grade 6:

1. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

B1 demonstrate the ability to perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

2. perform rhythmic, melodic, and chordal patterns accurately, melodic, and harmonic classroom instruments.

B2 demonstrate the ability to perform rhythmic, melodic, and chordal patterns accurately and independently.

3. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

B3 demonstrate the ability to perform in groups, matching dynamic levels, and responding to the cues of a conductor.

4. perform expressively a varied repertoire of music representing diverse genres and styles.

dynamic levels, and responding to the cues of a conductor.

4. perform a varied repertoire of music representing diverse genres and styles.

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

4. perform expressively a varied repertoire of music representing diverse genres and styles.

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

B4 demonstrate the ability to perform a varied repertoire of music representing diverse genres and styles.

5. perform independent instrumental parts while other students sing or play contrasting parts.

B5 demonstrate the ability to perform independent instrumental parts while other students sing or play contrasting parts.

6. perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

B6 demonstrate the ability to perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

7. play by ear simple melodies on a melodic instrument.

B7 demonstrate the ability to play by ear simple melodies on a melodic instrument.

Curriculum Standard 3: Improvise melodies, variations, and accompaniments.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

Grade 5:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments.

Grade 6:

1. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

B1 demonstrate the ability to improvise simple rhythmic variations on familiar melodies.

2. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

B2 demonstrate the ability to improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means.

3. improvise simple rhythmic and melodic ostinato accompaniments.

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

3. improvise simple rhythmic and melodic ostinato accompaniments.

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

B3 demonstrate the ability to improvise simple rhythmic and melodic ostinato accompaniments.

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

4. improvise “answers” in the same style to give rhythmic and melodic phrases.

B4 demonstrate the ability to improvise “answers” in the same style to given rhythmic and melodic phrases.

Curriculum Standard 4: Compose and arrange music within specified guidelines.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Grade 5:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

Grade 6:

1. use a variety of sound sources when composing.

B1 create and arrange music to accompany readings or dramatizations.

2. create and arrange short songs and instrumental pieces within specified guidelines.

B2 demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines.

3. use traditional and nontraditional sound sources and electronic media when composing and arranging.

B3 understand the use of electronic media when composing and arranging music.

Curriculum Standard 5: Read and notate music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

Grade 5:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

4. use standard notation to record simple musical ideas.

Grade 6:

1. read rhythmic patterns.

B1 read whole, half, dotted half, quarter, and eighth, sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

2. use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

B2 knows solfege or numerical system in a major scale.

3. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

B3 identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

4. use standard notation to record simple musical ideas.

B4 demonstrate the ability to use standard notation to record simple musical ideas.

5. read at sight simple melodies in the treble clefs.

B4 demonstrate the ability to use standard notation to record simple musical ideas.

B5 sight read accurately and expressively, music with a difficulty level of 1 on a scale of 1 to 6.

6. identify and define standard notation symbols for pitch, rhythm, dynamics, and tempo.

B6 demonstrate the ability to identify and define standard notation symbols for pitch, rhythm, dynamics, and tempo.

Curriculum Standard 6: Listen to, analyze, and describe music.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of different instruments, including many orchestra and band instruments,

Grade 5:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of different instruments, including many

Grade 6:

1. identify simple music forms when presented aurally.

B1 demonstrate ability to identify simple music forms when presented aurally.

2. Identify aural examples of music of various cultural styles.

B2 demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

3. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

B3 demonstrates ability to describe music.

4. demonstrates the ability to identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

and instruments from various cultures, as well as children's voices and male and female adult voices.

B4 identify the sources of many different sounds used in music.

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

B4 identify the sources of many different sounds used in music.

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

B4 identify the sources of many different sounds used in music.

5. identify selected prominent music characteristics or specific music events.

B5 respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

6. describe specific music events aural example, using appropriate terminology.

B6 demonstrates the ability to use appropriate terminology in describing specific musical events from a given aural example.

Curriculum Standard 7: Evaluate music and music performances. These evaluations will reflect age-appropriate responses.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

Grade 5:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

3. evaluate the quality and effectiveness of their own and others' performances and compositions, then offer constructive suggestions for improvement.

B3 demonstrate the ability to critique their own as well as other's performances.

Grade 6:

1. devise criteria for evaluating performances and compositions.

B1 demonstrate ability to devise criteria for evaluating performances and compositions.

2. explain, using appropriate music terminology, personal preferences for specific musical works and styles.

B2 demonstrate the ability to defend one's preference for various musical works and styles using appropriate musical terminology.

3. evaluate the quality and effectiveness of their own and others' performances and compositions, then offer constructive suggestions for improvement.

B3 demonstrate the ability to critique their own as well as other's performances.

4. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing.

B4 demonstrate ability to develop criteria for evaluating quality and effectiveness from past performances and compositions and apply them to future performances and compositions.

Curriculum Standard 8: Understand relationships among music, the other arts, and disciplines outside the arts. These evaluations will reflect age-appropriate responses.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

Grade 5:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

3. identify in two or more arts how the characteristic materials of each art (i.e. sound in music, visual stimuli in visual arts, movements in dance, human relationships in theater) are used in compositions.

B3 understand how the characteristic materials of various arts are used to complement/impact each other. (i.e. form, rhythm, color, texture, and shape).

Grade 6:

1. identify similarities and differences in the meanings of common terms used in the various arts.

B1 demonstrate the ability to compare/contrast common terms used in the various arts.

2. identify ways in which the principles and subject matter of other disciplines taught in the school are related to those of music.

B2 demonstrate the ability to identify connections between music and other disciplines.

3. identify in two or more arts how the characteristic materials of each art (i.e. sound in music, visual stimuli in visual arts, movements in dance, human relationships in theater) are used in compositions.

B3 understand how the characteristic materials of various arts are used to complement/impact each other. (i.e. form, rhythm, color, texture, and shape).

Content Standard 9: Understand music in relation to history and culture.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrate the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/contrast music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understand the use of music in their daily life.

Grade 5:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrate the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/contrast music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understand the use of music in their daily life.

Grade 6:

1. identify by style aural examples of music from some historical periods and cultures.

B1 demonstrate the ability to relate historical periods and cultures through music.

2. describe in simple terms how some elements of music are used in music examples from cultures of the world.

B2 demonstrate the ability to compare/contrast music of various cultures to each other.

3. identify many uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

B3 understand the use of music in their daily life.

4. identify and describe the roles of musicians in music settings and cultures.

B4 understand the importance/value musicians hold in various cultures.

4. identify and describe the roles of musicians in music settings and cultures.

B4 understand the importance/value musicians hold in various cultures.

5. demonstrate audience behavior appropriate for the context and style of music performed.

B5 demonstrate audience behavior appropriate for the context and style of music performed.

6. describe some ways music has been a continuous part of the history of human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

4. identify and describe the roles of musicians in music settings and cultures.

B4 understand the importance/value musicians hold in various cultures.

5. demonstrate audience behavior appropriate for the context and style of music performed.

B5 demonstrate audience behavior appropriate for the context and style of music performed.

6. describe some ways music has been a continuous part of the history of human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

5. demonstrate audience behavior appropriate for the context and style of music performed.

B5 demonstrate audience behavior appropriate for the context and style of music performed.

6. describe some ways music has been a continuous part of the history of human culture.

B6 describe some ways music has been a continuous part of the history of human culture.

Curriculum Standard 10: Understand the range of careers in the field of music and identify careers associated with this field.

Grades 4, 5, and 6

Proficiency Standards

Students will be able to:

Grade 4:

1. identify local resources where people can take part in making music.

B1 understand how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understand that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

Grade 5:

1. identify local resources where people can take part in making music.

B1 understand how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understand that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

Grade 6:

1. identify local resources where people can take part in making music.

B1 understand how musical skill can be used within an individual's community.

2. recognize that people are hired to perform, alone and with others, different types of music.

B2 understand that people are hired to perform, alone and with others, different types of music.

3. identify professions where skills of arranging and composing music are used.

B3 list professions where skills of arranging and composing music are used.

4. recognize that people evaluate music and music performances.

4B understand that people evaluate music and music performances.

5. identify occupations in which people can sing at the professional level.

4B understand that people evaluate music and music performances.

4B understand that people evaluate music and music performances.

B5 list occupations in which people can sing at the professional level.

6. identify occupations that require people to play musical instruments.

B6 list occupations that require people to play musical instruments.

7. recognize that improvisation and accompaniment are creative skills that are needed in certain music careers.

B7 understand how improvisation and accompaniment are important to some musicians careers.

Music/Arts Education Fact Sheet

March 1996 marks the second anniversary of the release of the National Standards for Arts Education, as well as the recognition of the arts, among other academic disciplines, as a core subject.

Music Lessons have been shown to improve a child's performance in school. After eight months of keyboard lessons, preschoolers tested showed a 46 percent boost in their spatial IQ, which is crucial for higher brain functions such as complex mathematics. – *Frances Rauscher, Ph.D, Gordon Shaw, Ph.D, University of California, Irvine*

Students with coursework/experiences in music performance scored 51 points higher on the verbal portion of the SAT and 39 points higher on the math portion of the SAT than students with no coursework or experience in the arts. – *Profiles of SAT and Achievement Test Takers, The College Board, compiled by Music Educators National Conference (MENC), 1995*

Mozart's Piano Sonata, K448, was found to significantly increase spatial scores of college students on IQ tests when the Sonata was listened to for 10 minutes, dubbed the "Mozart Effect." – *from Nature. Copyright 1993, Drs. Rauscher and Shaw, University of California, Irvine*

Disadvantage preschoolers display dramatic improvements in spatial reasoning ability after music training. – *Drs. Rauscher and Shaw, University of California, Irvine*

There is a direct correlation between improved SAT scores and the length of time spent studying the arts. Those who studied the arts four or more years scored 59 higher on verbal and 44 points higher on math portions of the SAT than students with no coursework or experience in the arts. – *Profiles of SAT and Achievement Test Takers, The College Board, compiled by MENC, 1995*

A 1994 Gallup Survey of Americans' attitudes towards music revealed the following:

93 percent of Gallup Survey respondents agreed that music is part of a well-rounded education.

86 percent felt that all schools should offer instrumental music as part of the regular curriculum.

88 percent believe that music helps a child's overall intellectual development.

70 percent believe that school music program participation corresponds to better grades & test scores.

85 percent believe that communities should provide financial resources to support these programs.

71 percent believe that music education should be mandated by states.

The U.S. Department of Labor issued a report in 1991 urging schools to teach for the future workplace. The skills they recommended (working in teams, communication, self-esteem, creative thinking, imagination, and invention) are exactly those learned in school music and arts education programs.

Parents are crucial in helping implement the National Standards for Arts Education by assessing the school's arts education program and teacher qualifications, evaluating the community's cultural assets, and forming an arts education coalition. *What Parents Can Do*, Music Educators National Conference and the National PTA