

Standard	Needs Strengthening	Developing	Secure	Exemplary
Performance Standard: Students will sing, alone and with others, a varied repertoire of music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Sing independently, with established vocal tone production
- Sing along with others while accurately responding to the cues of a conductor
- Sing in two-part harmony
- Sing using correct pitches
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing with accurate "singer's posture"
- Sing while maintaining rhythmic accuracy
- Sing expressively with appropriate dynamics
- Sing on pitch using neutral syllables, note names, or solfege
- Sing ostinati, partner songs, rounds, and call and response

Standard	Needs Strengthening	Developing	Secure	Exemplary
Performance Standard: Students will play, alone and with others, a varied repertoire of music on instruments.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Play independently with accurate technique
- Play along with others while accurately responding to the cues of a conductor
- Play using correct pitches
- Play from memory a varied repertoire of songs
- Play with accurate playing position*
- Play while maintaining rhythmic accuracy
- Play expressively with appropriate dynamics
- Play in two-part canon form

Play syncopated rhythms

Play in mixed meter

*Proper playing position is defined as knuckles facing the ceiling, palms down, elbows out and off knees, and no pointing index fingers.

Students should play in the middle of the bar and allow mallet to have a light bounce while striking bar.

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Creativity Standard: Students will improvise music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Improvise answers to given rhythmic questions

Improvise answers to given melodic questions

Improvise arioso responses (vocal)

Improvise instrumental response

Improvise simple melodic patterns

Improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies

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

Improvise simple rhythmic and harmonic accompaniments

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Creativity Standard: Students will compose and arrange music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Create grade level rhythm patterns through speech, movement, body percussion, and unpitched instruments

Create grade level melodic patterns using their voices and/or other pitched instruments

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Literacy Standard: Students will read and notate music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Read iconic notation for high/low, fast/slow, and long/short sounds

Read iconic notation for form

Read and/or notate quarter notes, tied quarter notes, dotted quarter notes, eighth notes, half notes, dotted half notes, whole notes, triplets, quarter rests, half rests, whole rests, and eighth rests in 2/4, 3/4, 4/4, 6/8, and mixed meter time signatures

Read and/or notate notes on a treble clef staff including notes on ledger lines

Read and/or notate repeat signs, coda, ties, bar lines, measures, staves, and 1st and 2nd endings

Read Kodaly hand signals (do, re, mi, fa, so, la, ti, high do, low la, low ti, and low so)

Read and/or notate I, IV, and V chords

Read two-part choral music

Standard	Needs Strengthening	Developing	Secure	Exemplary
Response Standard: Students will listen to, analyze and describe music.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Analyze and/or describe grade level pitches, tempo, rhythms, and dynamics

Identify aural examples of music from various historical periods and cultures

Identify various uses of music

Identify roles of musicians

Show respect for music form various cultures and historical periods

Identify same/different form patterns (ex. AB, ABA, ABC, canon/round, rondo and theme and variations form)

Identify a variety of classroom, orchestral, and cultural instruments by their timbre

Respond through purposeful movement

Identify and describe the differences between major and minor tonality

Standard	Needs Strengthening	Developing	Secure	Exemplary
Response Standard: Students will evaluate music and music performances.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Devise criteria for evaluating performances and compositions of self and others
- Explain personal reactions to musical selections
- Demonstrate respect for the musical efforts and opinions of others

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Connections Standard: Students will relate music to the other arts and disciplines outside the arts.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

- Recognize commonalities between music and the other arts
- Demonstrate the character traits of responsibility, self-discipline, and perseverance while participating in music
- Identify ways in which the principles and subject matters of other content areas taught in school including language arts, mathematics, science, and social studies are related to music

Standard	Needs Strengthening	Developing	Secure	Exemplary
Connections Standard: Students will relate music to history and culture.	Student is beginning to demonstrate an understanding of the concepts taught.	Student inconsistently demonstrates an understanding of the concepts taught.	Student consistently demonstrates an understanding of the concepts taught.	Student applies and extends concepts taught.

Students will:

Identify the style of aural examples of music from various historical periods and cultures

Identify various uses of music, and describe characteristics that make certain music suitable for each use

Identify roles of musicians in various musical settings and cultures

Show respect of music from various cultures and historical periods

Describe in simple terms how elements of music are used in musical examples from various cultures around the world