

ENDURING UNDERSTANDINGS

Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.
Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs.
Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.



**2012 Music Standards
 GRADES 3–4–5**

PROGRESS POINTS

- Students will, at an appropriate developmental level:
- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
 - B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
 - C. Identify and classify voices, musical instruments, roles and careers of musicians.
 - D. Relate historical information from the study of music to other art forms and disciplines outside the arts.
 - E. Develop criteria to evaluate solo and group performances of music.

COGNITIVE & CREATIVE LEARNING PROCESSES **PERCEIVING/KNOWING/CREATING (CE)** **PRODUCING/PERFORMING (PR)** **RESPONDING/REFLECTING (RE)**

CONTENT STATEMENTS

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- 1CE Visually and aurally, identify the four families of orchestral instruments.
- 2CE Identify and discriminate between sounds produced by various instruments and the human voice.
- 3CE Listen to and identify the music of different composers and world cultures.
- 4CE Identify and respond to simple music forms (e.g., AB, ABA).
- 5CE Identify elements of music using developmentally appropriate vocabulary.
- 6CE Identify careers in music including composing, performing and conducting

- 1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.
- 2PR Follow and respond to the cues of a conductor.
- 3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.
- 4PR Play a variety of classroom instruments with proper technique.
- 5PR Sing, move and respond to music from world cultures and different composers.
- 6PR Improvise and compose simple rhythmic and melodic phrases.
- 7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.
- 8PR Read, write and perform extended pentatonic (do'-la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
- 9PR Demonstrate appropriate audience etiquette at live performances.

- 1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.
- 2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
- 3RE Explain personal preferences for specific musical selections using music vocabulary.
- 4RE Evaluate audience etiquette associated with various musical performances and settings.
- 5RE Analyze music in terms of how it communicates words, feelings, moods or images.
- 6RE Compare interpretations of the same piece of music as they occur though dance, drama, and visual art.
- 7RE Create criteria and use it to critique their own performances and the performances of others.

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- 1CE Classify instruments by the four families of the orchestra.
- 2CE Describe the way sound is produced by various instruments and the human voice
- 3CE Listen, identify and respond to music of different composers and world cultures.
- 4CE Discuss the lives and times of composers from various historical periods.
- 5CE Identify and respond to basic music forms (e.g., AABA and rondo).
- 6CE Identify elements of music using developmentally appropriate vocabulary.
- 7CE Describe the roles of musicians in various music settings.
- 8CE Describe the use of technology and digital tools in music.

- 1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.
- 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
- 3PR Play a variety of classroom instruments with proper technique.
- 4PR Sing, move and respond to music from world cultures and different composers.
- 5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.
- 6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.
- 7PR Read, write and perform extended pentatonic melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).
- 8PR Demonstrate appropriate audience etiquette at live performances.

- 1RE Explain how the elements and subject matter of music connect with disciplines outside the arts.
- 2RE Describe the connection between emotion and music in selected musical works.
- 3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.
- 4RE Discuss the roles of musicians heard in various performance settings.
- 5RE Interpret a selected musical work using dance, drama or visual art.
- 6RE Use constructive feedback to improve and refine musical performance and response.

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- 1CE Explore and identify musical instruments from different historical periods and world cultures.
- 2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.
- 3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
- 4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).
- 5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
- 6CE Differentiate between melody and harmony.
- 7CE Identify patterns of whole and half steps in a major scale.

- 1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
- 2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.
- 3PR Improvise, compose and arrange music.
- 4PR Use technology and the media arts to create and perform music.
- 5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4meter.
- 6PR Read, write and perform diatonic melodies and the major scale on the treble staff.
- 7PR Demonstrate appropriate audience etiquette at live performances.

- 1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
- 2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
- 3RE Describe how the process of learning in music connects to learning in other arts and other subject areas.
- 4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.
- 5RE Consider and articulate the influence of technology on music careers.
- 6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.