

2012 Music Standards GRADES K-1-2

ENDING 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.	
<p>Students will:</p> <p>PROGRESS POINTS</p>	<p>A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.</p> <p>B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.</p> <p>C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.</p> <p>D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.</p> <p>E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.</p> <p>F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>	
<p>COGNITIVE & CREATIVE LEARNING PROCESSES</p>	<p>Observe, listen, attend to, discriminate PERCEIVING/KNOWING/CREATING (CE)</p>	<p>Question, reconsider, self-assess and make connections RESPONDING/REFLECTING (RE)</p>
<p>CONTENT STATEMENTS</p> <p>K</p>	<p>Generate, realize, present, use and master skills PRODUCING/PERFORMING (PR)</p>	
<p>1</p>		
<p>2</p>		

**2012 Music Standards
GRADES 3—4—5**

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.	
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)	RESPONDING/REFLECTING (RE)
CONTENT STATEMENTS	PRODUCING/PERFORMING (PR)	
3	<p>1CE Visually and aurally, identify the four families of orchestral instruments.</p> <p>2CE Identify and discriminate between sounds produced by various instruments and the human voice.</p> <p>3CE Listen to and identify the music of different composers and world cultures.</p> <p>4CE Identify and respond to simple music forms (e.g., AB, ABA).</p> <p>5CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>6CE Identify careers in music including composing, performing and conducting.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.</p> <p>2PR Follow and respond to the cues of a conductor.</p> <p>3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.</p> <p>4PR Play a variety of classroom instruments with proper technique.</p> <p>5PR Sing, move and respond to music from world cultures and different composers.</p> <p>6PR Improvise and compose simple rhythmic and melodic phrases.</p> <p>7PR Read, write and perform using sixteenth, eighth, quarter and half notes and quarter rests in 2/4, 3/4 and 4/4 meter.</p> <p>8PR Read, write and perform extended pentatonic (do'-fa-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).</p> <p>9PR Demonstrate appropriate audience etiquette at live performances.</p>
4	<p>1CE Classify instruments by the four families of the orchestra.</p> <p>2CE Describe the way sound is produced by various instruments and the human voice.</p> <p>3CE Listen, identify and respond to music of different composers and world cultures.</p> <p>4CE Discuss the lives and times of composers from various historical periods.</p> <p>5CE Identify and respond to basic music forms (e.g., AABA and rondo).</p> <p>6CE Identify elements of music using developmentally appropriate vocabulary.</p> <p>7CE Describe the roles of musicians in various music settings.</p> <p>8CE Describe the use of technology and digital tools in music.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others.</p> <p>2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.</p> <p>3PR Play a variety of classroom instruments with proper technique.</p> <p>4PR Sing, move and respond to music from world cultures and different composers.</p> <p>5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.</p> <p>6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.</p> <p>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).</p> <p>8PR Demonstrate appropriate audience etiquette at live performances.</p>
5	<p>1CE Explore and identify musical instruments from different historical periods and world cultures.</p> <p>2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.</p> <p>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).</p> <p>4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).</p> <p>5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.</p> <p>6CE Differentiate between melody and harmony.</p> <p>7CE Identify patterns of whole and half steps in a major scale.</p>	<p>1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>2PR Perform, on instruments, a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.</p> <p>3PR Improvise, compose and arrange music.</p> <p>4PR Use technology and the media arts to create and perform music.</p> <p>5PR Read, write and perform using sixteenth through whole note values including syncopated rhythms and dotted-half notes in 2/4, 3/4 and 4/4 meter.</p> <p>6PR Read, write and perform diatonic melodies and the major scale on the treble staff.</p> <p>7PR Demonstrate appropriate audience etiquette at live performances.</p>

2012 Music Standards Grades 6 – 7 – 8

<p>ENDURING UNDERSTANDINGS</p>	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Students will, at an appropriate developmental level:</p> <p>PROGRESS POINTS</p>	<p>A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.</p> <p>B. Read, write, improvise and describe music using standard musical notation and vocabulary.</p> <p>C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.</p> <p>D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.</p> <p>E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.</p> <p>F. Expand the use of technology and the media arts through music research, composition and performance.</p>	
<p>COGNITIVE AND CREATIVE LEARNING</p>	<p style="text-align: center;">PERCEIVING/KNOWING/CREATING (CE)</p> <p>1CE Describe distinguishing characteristics of music forms (e.g., verse-chorus, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.</p> <p>2CE Identify instruments used in Western and world music ensembles.</p> <p>3CE Identify different functions and uses of music in American and other cultures.</p> <p>4CE Identify the major periods, genres and composers in the development of Western and non-Western music.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p> <p>6CE Describe roles and skills musicians assume in various cultures and settings.</p>	<p style="text-align: center;">PRODUCING/PERFORMING (PR)</p> <p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases.</p> <p>3PR Improve, compose and arrange music.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>6PR Attend live performances and demonstrate appropriate audience etiquette.</p>
<p>6</p>	<p>1CE Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.</p> <p>2CE Identify the style and historical period of various music examples.</p> <p>3CE Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p>	<p style="text-align: center;">RESPONDING/REFLECTING (RE)</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>4RE Describe ways that music relates to other art forms using appropriate terminology.</p> <p>5RE Compare and contrast subject matter common to music and other subject areas.</p> <p>6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.</p>
<p>7</p>	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improve, compose and arrange music.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>5PR Notate concert pitch major scales (i.e., Band C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>6PR Read and notate melodies in treble and bass clef using key signatures.</p>	<p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>2RE Compare and contrast a variety of live or recorded music performances using appropriate audience etiquette.</p> <p>3RE Develop criteria based on elements of music to support personal preferences for specific music works.</p> <p>4RE Explain how and why people use and respond to music.</p> <p>5RE Compare and contrast the meaning of common terms and processes used in various arts disciplines.</p>
<p>8</p>	<p>1CE Examine contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>4CE Identify components of larger music works (e.g., symphony, mass, concerto).</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>3PR Improve, compose and arrange music.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>6PR Perform concert pitch major scales (e.g., Band: C, F, Bb, Eb, Ab; Strings: A, D, G, C, F).</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p>

**2012 Music Standards
GRADES 9 thru 12**

<p>ENDURING UNDERSTANDINGS</p>	<p>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.</p>	
<p>PROGRESS POINTS</p>	<p>Students will at an appropriate developmental level:</p> <p>A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz). B. Articulate a personal philosophy of music including personal valuing, musical preferences and involvement. C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom. D. Read, write, improvise, compose and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture. E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with focus on the function of music in society. F. Use multimedia including media arts and music technology to create, analyze, rehearse, present, record and disseminate music of a variety of styles. G. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.</p>	
<p>COGNITIVE & CREATIVE</p>	<p>PERCEIVING/KNOWING/CREATING (CE)</p>	<p>RESPONDING/REFLECTING (RE)</p>
<p>CONTENT STATEMENTS</p> <p>HHS</p> <p>I</p> <p>Beginning</p>	<p>PRODUCING/PERFORMING (PR)</p>	
<p>Developing</p> <p>HHS</p> <p>II</p>	<p>1CE Define vocabulary in all rehearsed and performed music. 2CE Identify musical terms and symbols for articulation and expression. 3CE Recognize and describe the elements of music. 4CE Listen to and compare various musical styles from the United States, other cultures and historical periods. 5CE Identify musical forms used in vocal and instrumental genres from various historical periods. 6CE Identify the social contexts from which music of various cultures evolved. 7CE Identify aurally basic harmonic progressions in selected repertoire. 8CE Explain the role of technology in researching, creating, performing and listening to music.</p>	<p>1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles. 2PR Prepare and accurately perform a varied repertoire of ensemble music. 3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance. 4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control. 5PR Respond appropriately to the cues of the conductor or section leader. 6PR Improvise over drones or simple chord progressions. 7PR Incorporate technology and media arts in performing or recording music. 8PR Compose and notate a simple melody as well as a melodic variation using traditional or digital media.</p>

<p>H S</p> <p>III</p> <p>Intermediate</p>	<p>1CE Interpret music symbols and terms expressively while performing a varied repertoire of music.</p> <p>2CE Using appropriate musical terminology, critique various music styles from the United States other cultures and historical periods.</p> <p>3CE Explain how the roles of creators, performers and others involved in the production and presentation of each of the arts are similar and different.</p> <p>4CE Identify and trace the development of the elements of music across historical periods.</p> <p>5CE Compare and contrast musical forms used in vocal and instrumental genres.</p> <p>6CE Identify complex harmonic progressions in selected repertoire.</p> <p>7CE Aurally and visually identify the tonality of a given work in relation to intervals and scales.</p>	<p>1PE Sing or play, alone and/or in ensembles, demonstrating accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PE Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability given the level of complexity found in the selected literature.</p> <p>3PE Demonstrate sight-reading abilities at an intermediate level of complexity.</p> <p>4PE Perform an appropriate part in an ensemble demonstrating well-developed ensemble skills.</p> <p>5PE Improvise over chord progressions and symbols provided by the instructor.</p> <p>6PE Incorporate technology in audio editing and producing various forms of music.</p> <p>7PE Compose and notate a melody with harmonic accompaniment in a variety of musical styles.</p>	<p>1RE Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.</p> <p>2RE Discuss how people differ in their responses to the aesthetic qualities of performance including their personal responses.</p> <p>3RE Assess how elements of music are used in a work to create images or evoke emotions.</p> <p>4RE Explain how the creative process is used in similar and different ways in the arts.</p> <p>5RE Evaluate how musical forms are influenced by history.</p> <p>6RE Compare and contrast a musical work with another work of art (e.g., dance, drama or visual art) from the same culture on the basis of cultural influences.</p> <p>7RE Evaluate how musical forms and performance practices are influenced by culture and history.</p>
<p>H S</p> <p>IV</p> <p>Mastery</p>	<p>1CE Interpret music symbols and terms in light of historical and stylistic content.</p> <p>2CE Identify and trace the development of the elements of music across musical styles and world cultures.</p> <p>3CE Analyze various music works from a variety of world cultures, identifying the unique features of expressive content (e.g. role of dynamics, movement, sounds of language-pronunciation and tone color, style, instruments and accompaniment and ornamentation) and determine how these characteristics contribute to performance style while minimizing stylistic bias.</p> <p>4CE Identify non-traditional harmonic progressions in selected repertoire.</p> <p>5CE Aurally and visually identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships.</p> <p>6CE Select personal music experiences that represent well-developed skills, abilities and accomplishments (e.g., developing a portfolio, preparing college audition and studio work).</p> <p>7CE Recognize aesthetic characteristics common to all art forms.</p>	<p>1PE Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.</p> <p>2PE Prepare and accurately perform a varied repertoire of ensemble music showing continuous individual improvement in performance ability well above the level of complexity found in the selected literature.</p> <p>3PE Demonstrate sight-reading abilities at a mastery level of complexity.</p> <p>4PE Perform a leading part in an ensemble demonstrating superior ensemble skills.</p> <p>5PE Improvise over chord progressions and symbols in a variety of styles (e.g. blues, jazz and world music).</p> <p>6PE Incorporate technology in promoting and distributing music.</p> <p>7PE Sing or play a significant music composition, demonstrating an understanding of music styles and form.</p> <p>8PE Compose an original work or arrange a pre-existing work for a variety of performing ensembles.</p>	<p>1RE Apply assessment practices to select, organize and present personal works to show their growth and development in music.</p> <p>2RE Describe how compositional devices and techniques (e.g., motives, imitation, suspension and retrograde) are used to provide unity, variety, tension and release in a music work.</p> <p>3RE Discuss how people differ in their response to musical experiences based upon culture, environment, values and personal experiences.</p> <p>4RE Develop and apply criteria for evaluating quality and effectiveness of musical performances and compositions.</p> <p>5RE Develop and articulate a personal philosophy about the purpose and value of music.</p> <p>6RE Evaluate potential musical career choices and develop a personal strategic career plan.</p>