5th Grade

Singing alone and with others
Standard 1
Students sing alone or in groups, on pitch and in rhythm, using good tone, diction, breath control, and posture while maintaining a steady tempo. They sing from memory a variety of song repertoire, including ostinatos, partner songs, rounds, and music of many cultures and styles. They sing accurately with appropriate dynamics, breath control, phrasing, and interpretation.

Students in fifth grade sing in groups, blending vocal sounds, matching dynamics, and following the conductor.

5.1.1 Sing warm-ups that stress diction, posture, and an appropriate singing tone.
5.1.2 Sing a round with appropriate dynamics, phrasing and interpretations. Maintain an independent part and keep a steady beat.
5.1.3 Sing a memorized song in a foreign language.
5.1.4 Follow the conductor.

Playing an instrument alone and with others
Standard 2
Students perform accurately, independently, and expressively on an instrument, either alone or in an ensemble. They echo easy rhythmic, melodic, and chordal patterns. Students perform in groups, blending instrumental tones, matching dynamics, and responding to the conductor. They perform instrumental parts while other students sing or play different parts.

5.2.1 Play an ostinato part independently.
5.2.2 Play a melody or rhythm in the proper tempo, using appropriate dynamics.
5.2.3 Play an accompaniment to a class or group song.
Example: On a keyboard, guitar, mallet instrument, or autoharp, play an ostinato pattern while the group sings.
5.2.4 Play a variety of music of various cultures and styles.
5.2.5 Maintain an independent part on an instrument in a group while following the conductor.

Reading, notating, and interpreting music
Standard 3
Students read and write musical notation in simple meters. They identify symbols
and musical terms referring to dynamics, tempo, and articulation, and interpret them correctly while performing.

5.3.1 Read and notate whole, half, dotted half, quarter, eighth and sixteenth notes and rests in
2/4, 3/4, and 4/4 meter signatures.
5.3.2 Read given pitch patterns in treble and bass clef, including ledger lines and correctly interpreting the symbol for a flat.
5.3.3 Accurately play or sing music according to the indicated dynamics, tempo, and articulation.
5.3.4 Correctly identify the key signatures of C, F, and G major.
5.3.5 Write down short musical passages.

**Improvising melodies and accompaniments**

**Standard 4**

*Students improvise simple harmonies to accompany pieces or songs. They improvise rhythmic and melodic ostinatos, as well as rhythmic or melodic variations on familiar melodies or themes. Students improvise short, unaccompanied melodies over a given rhythmic pattern.*

5.4.1 Create a simple accompaniment using a harmonic or classroom instrument.
5.4.2 Create a rhythmic or melodic ostinato to play against a melody.
5.4.3 Invent a variation to a well-known melody or phrase.
Example: Using a song you have learned and can play or sing well, invent a variation on the rhythm or the notes within the melody.
5.4.4 Echo patterns in various styles.
Example: Listen to the instructor play or sing a melody or rhythm pattern, and perform the same pattern, using the same dynamics, tempo, and articulations the instructor uses.

**Composing and arranging music within specified guidelines**

**Standard 5**

*Students create an original composition according to the instructor’s guidelines. They set the composition to words and perform it.*

5.5.1 Create a composition in duple meter.
Example: Compose a piece that is at least 12 measures long. Write it in 2/4 or 4/4 time.
5.5.2 Set a composition to words.
Example: Base the rhythms of your piece upon the syllables in your name and the names of three classmates. Arrange these rhythms into a known musical form, such as rondo form.
5.5.3 Perform or sing an original composition.
Listening to, analyzing, and describing music

Standard 6

Students identify music forms when they are heard. They discuss music of various styles and cultures, using proper terminology when doing so.

Students identify the sounds of various instruments and voices. They also use movement to respond to musical traits or events as they are heard.

5.6.1 Identify musical forms such as AB, ABA, rondos, and variations when they are heard.
5.6.2 Discuss similarities and differences between music of various styles and cultures.
5.6.3 Use proper terms when explaining music, music notation, and performances.
Example: Prepare and present a short lesson on a piece of music. Explain to the class what musical features are used, such as the time signature, tempo, uses of dynamics and articulation, and any outstanding features that are heard.
5.6.4 Identify the sounds of percussion instruments and adult soprano and alto voices.
5.6.5 Use movement to respond to musical events.
Example: Develop simple choreography to a favorite class song.

Understanding relationships between music, the other arts and disciplines outside the arts

Standard 7

Students identify similarities and differences in the meanings of terms common to other arts disciplines. They describe ways that music is related to other subject areas.

5.7.1 Compare and contrast two or more meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.
5.7.2 Describe ways that music is related to other subjects.
5.7.3 Talk about something you have learned about life through your study of music.

Understanding music in relation to history and culture

Standard 8

Students identify examples of American music from various styles and historical periods when heard. They describe how musical elements are used in music of our own culture as well as other cultures. Students recognize the uses of music in everyday life and the roles of musicians in society.

5.8.1 Identify familiar works by composers such as Aaron Copland and George Gershwin.
5.8.2 Describe the use of musical elements in music from other parts of the world and compare it to the uses of musical elements in American music.
Example: Listen to a recording of current popular music and compare it to a recording of a work from India. Discuss the similarities and differences in use of rhythm, pitch, and harmony.

5.8.3 Name some uses of music in everyday life.
Example: Keep a journal for one day documenting every time you hear music. Include the location, occasion, and type of music heard. Include your opinions about the music.

5.8.4 Compare the roles of musicians in other cultures to their roles in our society.

**Evaluating and critiquing music and music performances**

**Standard 9**

*Students develop a list of criteria that exemplify musical quality. They use appropriate terms to explain preferences for musical works and styles. They also constructively evaluate the quality of their own and others’ works and performances.*

5.9.1 Help write a class rubric or another evaluative tool to be used for evaluating musical works and performances.
Example: As part of a music class, determine what aspects of a musical work or performance make it one of “good” or “poor” quality.

5.9.2 Use appropriate terms to explain your preferences for musical works and styles.

5.9.3 Evaluate the quality of your own and others’ works and performances.
Example: Listen to a taped recording of your own performance and write down your evaluation, emphasizing its good qualities and aspects that could be improved.

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**6th Grade**

**Singing alone and with others**

**Standard 1**

*Students sing on pitch and in rhythm, with proper tone, diction, posture, and with a steady tempo. They sing accurately, expressively, and with good breath control while they observe the indicated dynamics, phrasing, and interpretation. They also sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, rounds, and two-part songs. Students in sixth grade*
sing in groups, blending vocal timbres, matching dynamic levels, and following a conductor’s cues.
6.1.1 Sing warm-ups that stress diction, posture, pitch, breath control, and attention to the conductor.
6.1.2 Sing a capella in small or large ensembles, with appropriate dynamics, phrasing, and articulation.
6.1.3 Sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, and rounds.
6.1.4 Sing music written in two parts.

Playing an instrument alone and with others

Standard 2
Students perform a variety of works on one instrument accurately, expressively, and independently, alone or in a group, following the directions of a conductor. They perform or echo easy rhythmic, melodic, and chordal patterns accurately. They also perform independent instrumental parts while other students play or sing contrasting parts.
6.2.1 Echo a short pattern on a rhythmic or melodic instrument.
6.2.2 Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate tempo and dynamics while watching a conductor.
6.2.3 Play a pattern of I and V chords.
Example: Using a keyboard, fretted or mallet instrument, play basic chords that accompany a piece or a class song.
6.2.4 Play a melody on a recorder or another melodic instrument, using the dynamics and tempo indicated by the conductor or the score.
6.2.5 Play a variety of music expressively and independently of others.

Reading, notating, and interpreting music

Standard 3
Students read, perform, and notate music notation in simple meters, plus 6/8 meter. They identify and correctly observe symbols and terms for dynamics, tempo, and articulation while playing. Students in grade six sight-read melodies in treble and bass clef.
6.3.1 Read and notate whole, half, dotted half, quarter, dotted quarter, eighth, eighth note
triplets, dotted eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4 meter signatures. Read and notate eighth, dotted quarter and dotted half notes within a 6/8-meter signature.

6.3.2 Read given pitch patterns using solfege, numbers, or letter names. Notate the major scale pattern of half steps and whole steps.

6.3.3 Sight-read simple melodies in treble and bass clefs.

**Improvising melodies and accompaniments**

**Standard 4**

*Students invent simple melodic, rhythmic, or harmonic accompaniments to a piece or excerpt. They devise simple melodic embellishments to known melodies.*

*Students also improvise short, unaccompanied melodies to be played or sung over given accompaniments.*

6.4.1 Create a pattern of I, IV and V chords to accompany a song.
6.4.2 Create a rhythmic or melodic ostinato to play against a given melody.
6.4.3 Invent a rhythmic or melodic embellishment to a known theme.

**Composing and arranging music within specified guidelines**

**Standard 5**

*Students create and arrange music to accompany readings or dramas.*

*They use several sound sources when composing or arranging.*

6.5.1 Create a short piece or song to accompany a drama or reading, using duple meter, at least ten to twelve measures long.
6.5.2 Create or assist in creating a fully original composition.

Example: As a class project, create an original opera or musical revue. Participate by helping with the words or music.
6.5.3 Select instruments or sounds to be added to a piece being written.

**Listening to, analyzing, and describing music**

**Standard 6**

*Students identify musical forms when they are heard, as well as the sound of a major or minor tonality (key). They listen to examples of music that derive from various cultures and styles, and discuss them using appropriate musical terms.*

*They also identify the sounds of voices and musical instruments. Students respond to musical events through movement.*
6.6.1 Diagram musical forms such as AB, ABA, ballads, rondos, theme and variation, and
canons or fugues.
Example: Listen to Benjamin Britten’s “Young Person’s Guide to the Orchestra”
and identify the form as well as how that form is heard in the music.
6.6.2 Upon listening to and performing numerous examples of works in major and minor
keys
correctly identify examples as major or minor.
6.6.3 Identify musical instruments or voice types by sound.
Example: Name the instruments in “Young Person’s Guide to the Orchestra” as
they are being played.
6.6.4 Write a description of a musical work studied, using appropriate terms.
6.6.5 Use movement to represent the musical qualities or changes heard in a piece.
Example: As part of a class activity, create a multi-media presentation to be given
as a known piece is heard, utilizing movement, lighting, and props.

Understanding relationships between music, the other
arts,
and disciplines outside the arts
Standard 7
Students identify similarities and differences in the terms used in the arts.
They
name similarities and differences in the terms used in music and in other
subject
areas.
6.7.1 Compare and contrast two or more meanings of terms used in the arts, such as unity
and
variety.
Example: Talk about how unity and variety are found in architecture, paintings,
dance, and drama.
6.7.2 Compare and contrast common terms used in music and other subject areas.
Example: Tell how sound is created and relate this to string instruments and
percussion instruments.
6.7.3 Study a particular musical style and explore its relevance to other art forms.
Example: Research Impressionistic music and its relationship to visual art.

Understanding music in relation to history and culture
Standard 8
Students develop an understanding of the relationship of music to the
historical
period in which it was composed. They describe how the elements of
music are
used in examples from world cultures. They also discuss the uses of music in
everyday life and throughout history.
6.8.1 Research the historical origins of musical styles as well as the cultures that produced them.
Example: Explore the development of rock music and the historical and technological developments that influenced its growth.
6.8.2 Discuss suitable music for various occasions.
Example: Discuss the role of music in political campaigns and television advertising.
6.8.3 Compare and contrast the different roles of musicians in many cultures and settings.

Evaluating and critiquing music and music performances
Standard 9
Students develop criteria for high musical quality. They explain personal preferences for musical styles and pieces using proper terminology. They also constructively evaluate the quality of their performances and the performances of others. The students discuss the importance of proper concert behavior and demonstrate it.
6.9.1 Write a personal and classroom rubric, which will be used to evaluate performances and compositions.
6.9.2 Discuss likes and dislikes of certain composers, styles, and pieces, using familiar terms.
6.9.3 Discuss appropriate audience behavior for musical events and exhibit that behavior at a public concert.

7th Grade
Singing alone and with others
Standard 1
Students sing as a group accurately and expressively. They sing with a steady tone, consistent breath control throughout their vocal ranges, clear diction, and good posture.
7.1.1 Sing a given melody on pitch and in tempo, with attention to dynamic contrasts and phrasing that appropriately express the lyrics.
7.1.2 Sing a given melody clearly, with sustained breath support, proper pronunciation, and while standing or sitting up straight.
Playing an instrument alone and with others

Standard 2
Students perform on an instrument accurately and independently, alone and in a group. They play simple melodies by ear.

7.2.1 Play a given rhythmic or melodic pattern on an instrument.
7.2.2 Play a melody while other students play an accompaniment.
7.2.3 Play an accompaniment while others play a melody.

Reading, notating, and interpreting music

Standard 3
Students read music notation in simple meters. They identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

7.3.1 Demonstrate the ability to read music notation either verbally or through performing.
7.3.2 Use appropriate musical terminology when discussing music.

Improvising melodies and accompaniments

Standard 4
Students create a simple harmonic accompaniment to enhance a given melody. They also create a short melody over a given accompaniment.

7.4.1 Create a harmonic accompaniment.
Example: Upon hearing a known song, invent and play a short chordal pattern to accompany it.
7.4.2 Improvise a melody to go with a given rhythmic accompaniment.
Example: After listening to a given rhythm pattern, create a melody that will fit the rhythm pattern.

Composing and arranging music within specified guidelines

Standard 5
Students compose short pieces with the instructor’s guidance.

7.5.1 Compose a simple piece of music that is in 2/4 or 4/4 meter, and utilizes traditional or non-traditional notation.
Example: After watching the video of the making of the stage show “Stomp,” the students will compose their own version of the show.

Listening to, analyzing, and describing music

Standard 6
Students describe and analyze aural examples of music using correct musical
**terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.**

7.6.1 Identify the form of a musical example.
Example: Listen to a song being sung and determine whether it is in AB form, ABA form, or verse form.
7.6.2 Identify different instruments when hearing a musical example.
7.6.3 Identify soprano, alto, tenor, or bass voices when hearing an example of vocal music.
7.6.4 Identify prominent rhythm patterns heard in a musical example.
7.6.5 Identify and discuss the melodic features and the tonal aspects of a musical example.

Example: After studying the score of a familiar song, name its key signature(s) and discuss the way the melody is constructed.

7.6.6 Utilize simple music terminology.
Example: Keep a journal that includes musical terms and their meanings.

**Understanding relationships between music, the other arts, and disciplines outside the arts**

**Standard 7**
Students apply the musical and non-musical skills learned in music study to other life situations. They describe similarities among different art forms across cultures. Students also observe and discuss similarities among different disciplines and the arts.

7.7.1 Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.
7.7.2 Describe how universal themes such as that of tragedy can be communicated in music, art, dance, or theatre.
7.7.3 Describe the similarities between other subject areas and the arts.
Example: Talk about the relationship between music and language.

**Understanding music in relation to history and culture**

**Standard 8**
Students learn works from other historical eras and other cultures. They identify the uses of music in daily life. They also compare and contrast the uses of music and musicians in world cultures.

7.8.1 Name the composer and the historical era of a familiar musical example.
Example: Name the composer of a known work and identify the work as
belonging to the Baroque, Classic, Romantic or modern musical era.
7.8.2 Identify the role and importance of music in daily life.
Example: Take a survey of classmates asking them what music they listened to, when they listened to it, and for what purpose they listen to it. Report on their answers.

7.8.3 Compare and contrast the uses of music and musicians in world cultures.
Example: Select another culture and report on the role of music within that culture.

Evaluating and critiquing music and music performances
Standard 9

**Students develop criteria for musical quality. They make informed judgments on the quality of musical works and performances, and discuss ways that musical works are meaningful to them.**

7.9.1 Develop a classroom evaluation tool to be used when evaluating musical performances.
Example: Along with classmates, name some musical traits such as a steady beat. Use these traits to develop an evaluation checklist.

7.9.2 Evaluate the quality of musical works and performances.
Example: Using a checklist developed as a class, critique a performance.

7.9.3 As part of a class project, keep a journal of personal responses to musical works.

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**8th Grade**

Singing alone and with others
Standard 1

**Students sing accurately and expressively with good breath control, diction, and posture, both alone and in small groups.**

8.1.1 Sing a given melody correctly while maintaining a steady beat, consistent vocal tone, proper pronunciation, and expressive use of dynamics and phrasing.

8.1.2 Sing alone or as part of a group while standing or sitting straight.

Playing an instrument alone and with others
Standard 2

**Students play an instrument accurately and independently. They play simple melodies and accompaniments by ear and perform instrumental parts while others play or sing.**
8.2.1 Echo melodic and rhythmic patterns on an instrument.
8.2.2 Play a melody while other students play an accompaniment.
8.2.3 Play an accompaniment to a given melody.

Reading, notating, and interpreting music

Standard 3
Students read and notate rhythmic notation in various meters. They read and notate pitches in treble and bass clef. Students in Grade 8 identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

8.3.1 Demonstrate the ability to read music notation in compound meter. Example: Clap a 4-measure rhythm in 6/8 meter, which is notated on the board.
8.3.2 Demonstrate the ability to use musical notation to replicate a musical idea. Example: Select a favorite popular song and write a portion of it down in a new arrangement of it.
8.3.3 Use appropriate musical terminology when discussing music. Example: Upon receiving a printed musical example from the instructor, talk about the key signature, meter signature, dynamic terms, and tempo markings of the piece.

Improvising melodies and accompaniments

Standard 4
Students improvise simple short melodies, alone or accompanied, using a steady tempo and a consistent meter. They improvise simple accompaniments.

8.4.1 Create a simple ostinato accompaniment.
8.4.2 Create a short melody over a given rhythmic accompaniment.

Composing and arranging music within specified guidelines

Standard 5
Students compose music with the instructor’s guidance. They use the elements of music to create unity and variety in the composition.

8.5.1 Write a short piece of music in simple or compound meter, and with a selected set of pitches.
8.5.2 Use the selected pitches and rhythms to create unity and variety in a composition.
8.5.3 Perform the piece that was composed.

Listening to, analyzing, and describing music

Standard 6
Students identify musical forms when they are heard. They talk about specific musical events heard, and using proper terminology, they define and use the musical elements of meter, rhythm, pitch, tonality, intervals, chords, and basic harmonic progressions. Students also identify vocal characteristics, musical sounds, and instruments originating from other cultures.

8.6.1 Identify a musical work as being in rondo, theme and variation, or ABA form.
8.6.2 Upon listening to several examples correctly identify the musical events such as crescendo, decrescendo, accelerando, ritardando, piano or forte, and instrumental sounds, using the correct terminology.

Example: Listen to a recording of Copland’s setting of “Simple Gifts” from his ballet, Appalachian Spring. Talk about the changes in dynamics, tempo, and instrumentation through the excerpt.

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8.6.3 Demonstrate knowledge of meter, rhythm, tonality, chords, and simple harmonic progressions.

Example: Write a brief report on a musical work being studied. Include the following information about the work: meter signature; rhythmic patterns used; tonality (key); chords (if used in the work), and harmonic progressions (V-I, I-IV-V-I).

8.6.4 Discuss the vocal qualities commonly heard in singers, such as use of vibrato, tone quality, or use of breath while singing.
8.6.5 Identify common elements of rhythm, dynamics, and tone color in several musical examples from various cultures.
8.6.6 Demonstrate knowledge of instrumental sounds from other cultures.

Understanding relationships between music, the other arts, and disciplines outside the arts

Standard 7

Students identify similarities among the various arts. They discuss similarities among other subject areas and the arts. Students also apply non-musical skills learned through music study to other life settings.

8.7.1 Discuss similarities among the arts in every culture.

Example: Take part in a class (or school-wide) discussion on the topic of global understanding among nations. Present ways that each of the arts can enhance understanding and communication.

8.7.2 Discuss ways in which the arts are similar to other subject areas.

Example: Prepare a report or paper for another subject besides music, and in the
Understanding music in relation to history and culture

Standard 8

Students identify works and composers of other historical eras. They identify examples of musical genres and styles. Students also understand the impact of historical events upon music, and discuss the uses of music. Students explore the variety of musical careers and the role of artists within the community.

8.8.1 Identify the historical period during which musical works being studied were written.

8.8.2 Communicate about the impact of historical events upon music. Example: Upon identifying a style of music and the era, from which it originated, talk about the society, customs, and trends of that era and how they influenced the era’s music.

8.8.3 Discuss the characteristics that represent music of different types, styles, and cultures. Example: As part of a comprehensive study of the jazz idiom and its development, help present a demonstration of the types of jazz music.

8.8.4 Discuss the uses of music and the roles of musicians within our culture and other world cultures.

8.8.5 Research the variety and availability of careers in music today. Example: As part of a class assignment, visit a recording studio and interview the recording engineer or producer. Write a report on your observations and impressions of the visit.

Evaluating and critiquing music and music performances

Standard 9

Students develop criteria for what defines musical quality, and constructively evaluate performances or compositions.

8.9.1 Develop a classroom rubric to use while evaluating musical performances. 8.9.2 Using a classroom-devised evaluation tool, critique either a performance of your own or of another performer by noting both positive aspects and aspects that could be improved. Example: Using the rubric your class has developed, write an evaluation of a performance.