



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory a varied repertoire of songs
- Uses voice to speak, chant and sing
- Performs loud and soft dynamics

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs on a variety of classroom instruments (e.g., drum, rhythm sticks, maracas) and is able to use other sound sources for making music
- Performs loud and soft dynamics

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises vocal and instrumental accompaniments to activities

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses own vocabulary to describe music
- Moves to demonstrate awareness of the elements of music (e.g., tempo, register, dynamics, meter)

Grade: K



Music: General Music

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows music is a part of daily life



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory a varied repertoire of songs representing different genres and styles
- Uses developmentally appropriate vocal range
- Performs dynamics (getting softer, getting louder, soft, medium, loud)

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs a steady beat on a variety of classroom instruments and other sound sources
- Performs dynamics (soft, medium and loud)
- Plays simple rhythmic patterns (quarter notes, eighth notes and quarter rests) on classroom instruments
- Uses appropriate playing position when performing on classroom instruments

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises instrumental accompaniments to stories and poems



Standard:

4. Reads and notates music

Benchmarks:

- Uses a system (e.g., syllables, counting) to read quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read simple melodic patterns in the treble clef in major keys

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses own vocabulary or simple music vocabulary (high/low, loud/soft, fast/slow, short/long) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies ways in which music is part of daily life
- Demonstrates an awareness of music from cultures other than his/her own



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings from memory, a varied repertoire of songs representing genres and styles from diverse cultures
- Uses head tone in an expanded vocal range
- Performs dynamics (crescendo, decrescendo, soft, medium, loud)

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Maintains a steady beat, independently, on a variety of classroom instruments
- Plays simple rhythmic patterns on classroom instruments (half, quarter and eighth notes and quarter rests)
- Uses appropriate posture, playing position and technique when performing on classroom instruments
- Performs dynamics (soft, medium, loud, getting softer, getting louder)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises instrumental accompaniments to songs and recorded selections
- Composes simple rhythmic and melodic patterns



Standard:

4. Reads and notates music

Benchmarks:

- Uses a system (e.g., syllables, counting) to read and notate half, dotted half, quarter and eighth notes and quarter rests in simple patterns
- Uses a system (e.g., syllables, numbers, letters) to read and notate simple melodic patterns in the treble clef in major keys
- Recognizes and uses standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte) to describe music
- Moves, verbalizes or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter and forms including: AB, ABA and rondo)

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Identifies characteristics that make certain music suitable for specific uses
- Demonstrates an awareness of music from cultures and historical periods other than his/her own
- Recognizes ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm
- Maintains a steady tempo
- Sings with appropriate phrasing
- Sings a variety of ostinati
- Matches and responds to the cues (starts and stops, tempi) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Responds to a variety of tempi on classroom instruments
- Performs simple, independent rhythmic instrumental parts
- Performs on a variety of classroom instruments
- Performs expressively - (piano, forte, crescendo, decrescendo)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic patterns
- Composes simple rhythmic and melodic patterns using concepts in music currently under study



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighths and four sixteenth groups
- Notates whole, half and quarter notes and rests, as well as patterns consisting of two eighth and four sixteenth note groups
- Knows letter names B, A, G on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, measure, meter sign)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo) to describe music
- Recognizes simple musical forms AB and ABA, and Rondo
- Recognizes vocal tone color by sound and various tone colors of keyboard, folk and orchestra instruments by sight and sound

Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs representing genres (e.g., march, worksong, lullaby and Dixieland)
- Identifies music from different cultures
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm using good posture
- Sings with appropriate phrasing and dynamics
- Sings a variety of rounds
- Matches and responds to the cues (i.e., starts, stops, tempi, ritards, accelerando) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs instrumental melodic ostinati
- Performs on a variety of instruments (e.g., recorders)
- Performs expressively (piano, forte, mezzo piano, mezzo forte, accent, crescendo, decrescendo)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises short answers to given rhythmic and melodic patterns
- Composes simple songs or accompaniments (e.g., recorded selections, stories or poems) using concepts in music currently under study



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth note and triplet values of dotted quarter notes and rests and triplet patterns of three eighth notes
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Knows letter names of lines and spaces on treble staff
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth notes, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato, mezzo piano, mezzo forte)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Uses standard music vocabulary (piano, forte, accent, crescendo, decrescendo, allegro, largo) to describe music
- Recognizes simple musical forms AB, ABA, Rondo, and theme and variation
- Identifies instruments of the string, brass, woodwind and percussion family by sight and sound
- Responds through purposeful movement (e.g. hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening



Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs representing genres and diverse cultures
- Knows how basic elements of music are used musically in various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school



Standard:

1. Sings a varied repertoire of music

Benchmarks:

- Sings on pitch and in rhythm using good posture and diction
- Sings with appropriate phrasing and dynamics in an expressive style
- Sings a variety of partner songs
- Matches and responds to the cues (i.e., starts, stops, tempi, ritards, accelerando, dynamics, phrasing) of a conductor

Standard:

2. Performs a varied repertoire of music on instruments

Benchmarks:

- Performs instrumental contrasting rhythmic patterns
- Performs on a variety of melodic and rhythmic instruments (dependent on what instruments are available)
- Performs expressively (crescendo, decrescendo, pianissimo, fortissimo, forte, piano, mezzo piano, mezzo forte, accent)

Standard:

3. Creates music through improvising or composing/arranging within specified guidelines

Benchmarks:

- Improvises simple rhythmic and melodic variations on given pentatonic melodies
- Composes simple songs or accompaniments (e.g., to recorded selections, stories or poems) using a variety of sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Creates new lyrics to familiar songs



Standard:

4. Reads and notates music

Benchmarks:

- Reads whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter notes and rests and triplet patterns of three eighth notes
- Notates whole, half, dotted half and quarter notes and rests, as well as patterns consisting of two eighth notes, four sixteenth notes, eighth quarter eighth note syncopated patterns and triplet values of dotted quarter notes and rests and patterns of three eighth note triplets
- Recognizes standard notational symbols and terms (staff, treble clef, bar line, repeat sign, accent, piano, forte, crescendo, decrescendo, fermata, quarter note, quarter rest, half note, eighth note, half rest, sixteenth note, whole note, whole rest, accelerando, ritardando, orchestral families, conductor, symphonic band and orchestra, ostinato mezzo piano, mezzo forte, D.C. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rests)

Standard:

5. Describes, analyzes and evaluates music

Benchmarks:

- Recognizes the musical forms of AB, ABA, theme and variations and rondo
- Recognizes instruments by sight and sound
- Explains using appropriate terminology, personal preference for specific musical works and styles
- Knows and applies appropriate criteria for evaluating musical performances and compositions
- Responds through purposeful movement (e.g. hand jives, creative movement or choreography) to selected prominent music characteristics (e.g., tempo, meter, dynamics, phrases) while listening



Standard:

6. Understands the relationship of music to history and cultures

Benchmarks:

- Knows songs and music representing genres, diverse cultures and styles (e.g., various composers and nations) and historical periods of the United States
- Describes, in simple terms, how the elements of music are used in musical examples from various cultures of the world
- Understands ways in which music is interrelated with the subject matter of other disciplines taught in the school
- Describes ways in which the principles and subject matter of music are interrelated with those of other disciplines