



**Standard:**

**1. Sings a varied repertoire of music**

**Benchmarks:**

- Sings on pitch and in rhythm using good posture, diction and with appropriate timbre
- Sings with appropriate phrasing and dynamics in an expressive style

**Standard:**

**2. Performs a varied repertoire of music on instruments**

**Benchmarks:**

- Performs instrumental contrasting rhythmic patterns while other students sing or play
- Performs expressively (pianissimo, fortissimo, piano, forte, mezzo forte, mezzo piano, crescendo, decrescendo, accent)

**Standard:**

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

**Benchmarks:**

- Improvises simple rhythmic and melodic variations of given pentatonic melodies and melodies in major keys
- Composes or arranges short pieces of music using voices, instruments or other sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)

**Standard:**

**4. Reads and notates music**

**Benchmarks:**

- Reads all note and rest patterns detailed in Grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes
- Notates all note and rest patterns in grade 5 benchmark with the addition of patterns consisting of eighth and two sixteenth notes, sixteenth and dotted eighth notes



**Music: General Music**

- 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, D.S. al Fine, unison, fortissimo, pianissimo, dotted notes and dotted rests, flat, sharp, natural)

**Standard:**

**5. Describes, analyzes and evaluates music**

**Benchmarks:**

- Recognizes a concerto, suite and symphony
- Recognizes instruments (orchestral, folk, electronic) by sight and sound; vocal tone colors by sight (soprano, alto, tenor, bass)
- Knows and applies appropriate criteria for evaluating musical performances and compositions

**Standard:**

**6. Understands the relationship of music to history and cultures**

**Benchmarks:**

- Knows songs and music representing genres, diverse cultures, styles and periods of music history
- Describes 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



**Standard:**

**2. Performs a varied repertoire of music on instruments**

**Benchmarks:**

- Performs on bells, recorders, keyboard or guitar with appropriate posture and correct playing position
- Performs music of modest difficulty using correct pitch, rhythm, steady tempo and an appropriate tone
- Performs music of modest difficulty individually and in small ensembles

**Standard:**

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

**Benchmarks:**

- Improvise simple rhythmic and melodic patterns on the bells, recorder, keyboard or guitar within specified guidelines

**Standard:**

**4. Reads and notates music**

**Benchmarks:**

- Reads whole, half, quarter, eighth notes and rests in 2/4, 3/4, 4/4 meter while performing on guitar, keyboard, melody bells or recorder
- Recognizes standard symbols used to notate simple melodies in treble clef
- Reads standard notation symbols for pitch (accidentals) and rhythm while performing on guitar, keyboard, melody bells or recorder
- Notates rhythmic ideas



**Standard:**

**5. Describes, analyzes and evaluates music**

**Benchmarks:**

- Compares and contrasts musical events (e.g., dynamic, meter and tonality changes)
- Understands the relationship between solo and accompaniment
- Evaluates, using appropriate musical criteria, personal and group performances

**Standard:**

**6. Understands the relationship of music to history and cultures**

**Benchmarks:**

- Identifies the style, historical period or culture of music being performed on the bells, recorder, keyboard or guitar



**Standard:**

**2. Performs a varied repertoire of music on instruments**

**Benchmarks:**

- Performs on recorder, keyboard or guitar with increasing technical facility
- Performs music of moderate difficulty using correct pitch, rhythm, steady tempo and an appropriate tone
- Performs music of moderate difficulty individually and in small ensembles
- Performs with expression, a varied repertoire of music representing diverse genres and styles (e.g., classical, romantic, contemporary, folk)

**Standard:**

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

**Benchmarks:**

- Improvises simple rhythmic and melodic patterns on bells, recorder, keyboard or guitar
- Composes short pieces of music using voices, instruments or other sound sources (e.g., classroom instruments, electronic keyboards, CD-ROM's and environmental timbres)
- Improvises, composes or arranges instrumental accompaniments on recorder, keyboard or guitar to songs or recorded selections

**Standard:**

**4. Reads and notates music**

**Benchmarks:**

- Reads whole, half, dotted half, quarter, eighth, sixteenth notes and rests in 2/4, 3/4, 4/4 and 6/8 meter while performing on guitar, keyboard or recorder
- Recognizes standard symbols used to notate simple melodies in both bass and treble clefs



- Reads standard notation symbols for pitch (accidentals), rhythm, dynamics (piano, forte, crescendo, decrescendo), tempo, articulation (accents, legato, staccato) and expression (phrasing) while performing on guitar, keyboard or recorder
- Notates melodic and rhythmic ideas

**Standard:**

**5. Describes, analyzes and evaluates music**

**Benchmarks:**

- Compares and contrasts musical events (e.g., dynamic, meter, and tonality changes) using appropriate terminology
- Understands the relationship between solo and accompaniment/melody and harmony
- Evaluates, using appropriate musical criteria and terminology, personal and group performances

**Standard:**

**6. Understands the relationship of music to history and cultures**

**Benchmarks:**

- Identifies by genre or style, aural examples of music from various historical periods and cultures
- Identifies the style, historical period or culture of music being performed on recorder, keyboard or guitar
- Describes how music being studied relates to other disciplines