

WOODSTOCK PUBLIC SCHOOLS

MUSIC CURRICULUM

GRADES K-8

APPROVED June 10, 2004

School District Standards K-8

Students will be able to:

- Demonstrate responsibility and organization skills, including
 - Recording homework
 - Maintaining a sectioned, useable notebook
 - Maintaining a file system for papers
 - Maintaining an orderly work area
- Develop and implement study skills
- Read with comprehension
- Communicate ideas in a variety of forms, written, oral, and visual, varying style according to purpose and audience
- Make, defend, and evaluate conclusions and arguments
- Make and justify decisions and predictions
- Support general statements with proof
- Evaluate, use and cite sources to support research and writing
- Employ various strategies for problem solving
- Select and use appropriate tools
- Use proper techniques and software to create, format, modify, organize, sort , store, retrieve, and import file information.
- Proofread and edit work for accuracy and content
- Understand and appreciate the role of ethics in academic and technical disciplines

MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Develop the ability to sing on pitch by solo singing and matching tone calls.
- Explore his / her voice through whispering, talking, calling and singing.
- Have a repertoire of rote-learned songs including seasonal, patriotic, singing games and folksongs.
- Sing using a) good posture, b) good diction, and c) open mouth.
- Sing with expression, timbre and dynamics appropriate to the mood of the song.
- Begin to compare high / low and loud / soft singing voices.
- Sing with a variety of accompaniments, body percussion (movement) and recordings and maintain a steady beat.

Educational Experiences in **Grade 1** will ensure that students:

- Develop the ability to sing on pitch by solo singing and matching tone calls.
- Sing with a light head voice.
- General range will be from middle C to C1.
- Will move his / her hands up and down to trace the pitch of a song or tone call.
- Will move his / her hands from left to right to trace the melodic contour of phrases of music.
- Will have a repertoire of rote learned songs including seasonal, patriotic, singing games and folksongs.
- Will sing using a) good posture, b) good diction and c) open mouth.
- Will sing with expression, timbre and dynamics appropriate to the mood of the song.
- Will sing with a variety of accompaniments, e.g. classroom instruments including Orff instrumentarium, body percussion and recordings.
- Will sing scale tones sol and mi independently responding to the hand cues of the conductor.

MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Develop the ability to sing on pitch by solo singing and matching tone calls.
- Will sing with a light head voice.
- Will have a general vocal range from middle C to C1.
- Will move his / her hands from left to right to trace the melodic contour of phrases from musical examples.
- Will continue a repertoire of rote-learned songs, including seasonal, patriotic, singing games, simple rounds and folk songs.
- Will sing using A.) Good posture, B.) Good diction and C.) Open mouth.
- Will sing with expression appropriate to the mood of a song.
- Will, along with the class, sing without accompaniment.
- Will sing scale tones sol, mi and la independently responding to the cues of the conductor.

Educational Experiences in **Grade 3** will ensure that students:

- Will continue to develop the ability to sing on pitch by solo singing and matching tone calls.
- Will sing with a light head voice tone quality.
- Will have a general vocal range from middle C to C1.
- Will continue a repertoire of songs including seasonal, patriotic, rounds, American folksongs, folk songs of world cultures, with some focus on the music of the 1800's, communities and Native Americans.
- Will sing using good posture, proper breathing techniques, good diction and open mouth.
- Will sing with expression, timbre and dynamics appropriate to the mood of the song.
- Will, along with the class, sing independently without accompaniment.
- Will sing scale tones sol, mi, la, do, re independently responding to the cues of the conductor.

MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Will continue to develop the ability to sing on pitch by solo singing and matching tone calls.
- Will continue to sing using the light head voice tone quality.
- Will be introduced to rote learned songs and expand the repertoire of seasonal, patriotic, folk, round, partner, simple two-part show tunes, descants, foreign language songs and African American songs.
- Will sing using good posture, proper breathing techniques, good diction and an open mouth.
- Will sing with expression appropriate to the mood and dynamic markings of a song.
- Will sing as part of a class with or without accompaniment of classroom instruments, body percussion and / or recordings.
- Will sing scale tones, sol, mi, la, do, re, fa, ti independently responding to the cues of the conductor.
- Will perform as a part of a large chorus.

MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to develop the ability to sing on pitch by solo singing using Solfege syllables;
- Sing accurately in large ensembles;
- Sing with expression a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6;
- Sing music representing diverse genres and cultures;
- Sing music written in two parts;
- Continue to use the light head voice tone quality while singing with good posture, proper breathing techniques and good diction;
- Sing a major scale using Solfege syllables.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to develop the ability to sing on pitch by solo singing using Solfege syllables;
- Sing accurately in small and large ensembles;
- Sing with expression a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory;
- Sing music representing diverse genres and cultures, with expression;
- Sing music written in two parts;
- Continue to use the light head voice tone quality while singing with good posture, proper breathing techniques and good diction;
- Study proper posture and the anatomy of proper breathing techniques;
- Sing a major scale using Solfege syllables, as well as tone calls using the notes of the tonic triad.

MUSIC

CONTENT STANDARD 1: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to develop the ability to sing on pitch by solo singing using Solfege syllables;
- Sing accurately with good breath control, in small and large ensembles;
- Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6;
- Sing music representing diverse genres and cultures, with expression appropriate for the work being performed;
- Sing music written in two and three parts;
- Sing in the Bel Canto style of singing while using good posture, proper breathing techniques and good diction;
- Sing a major scale using Solfege syllables, as well as tone calls using the notes of the tonic and dominant triads.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to develop the ability to sing on pitch by solo singing using Solfege syllables;
- Continue to sing accurately with good breath control throughout their singing ranges, alone and in small and large ensembles;
- Sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory;
- Sing music written in two and three parts, including some selections a cappella;
- Continue to sing in the Bel Canto style of singing while using good posture, proper breathing techniques and good diction;
- Sing a major scale using Solfege syllables, as well as tone calls using the notes of the tonic and dominant triads;
- Begin to hear and sing back intervals from the tonic and dominant triads.

MUSIC

CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Perform on simple non-pitched rhythm instruments and maintain a steady beat and tempo while singing.
- Perform easy rhythmic patterns on non-pitched classroom instruments to accompanied singing.
- Perform simple introductions and codas to various songs on instruments.
- Echo short rhythms and melodic patterns in response to a conductor's cue.
- Perform long / short and heavy / light sounds on non-pitched instruments and strive to maintain a steady beat to accompanied singing.

Educational Experiences in **Grade 1** will ensure that students:

- Perform on simple non-pitched instruments and maintain a steady beat to accompanied singing.
- Perform easy rhythmic patterns on non-pitched rhythmic instruments to accompanied singing.
- Perform on a pitched instrument a steady bordun to accompany songs and movement.
- Begin to develop proper playing techniques on the Orff xylophones.
- Display appropriate care of all instruments.
- Creatively use all percussive instruments for songs, stories and poems.
- Perform a steady beat in duple meter on rhythmic instruments.

MUSIC

CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Perform on simple non-pitched rhythm instruments and maintain a steady beat to accompanied singing.
- Perform easy rhythmic patterns on non-pitched rhythmic instruments to accompanied singing.
- Perform a steady beat on pitched instruments with one / both hands playing two different tones consecutively (fifth or the octave).
- Use Rhythmic ostinati on body sounds or non-pitched instruments to accompany songs and chants.
- Echo step wise patterns on pitched instruments.
- Display appropriate care of all instruments.
- Creatively use all instruments for songs, stories or poems.
- Perform a steady beat in 2/4, 3/4 and 4/4 meter.

Educational Experiences in **Grade 3** will ensure that students:

- Continue to perform on simple non-pitched instruments and maintain a steady beat to accompanied singing.
- Continue to perform a steady beat on pitched instruments with one / both hands playing two different consecutive tones.
- Echo play on pitched instruments in step-wise patterns.
- Perform more complex ostinati using body sounds, pitched and non-pitched instruments to accompany familiar songs.
- Play on the common pulse on the moving bordun.
- Begin to develop proper technique alternating use of hands with the cross over skill on pitched instruments.
- Perform appropriate dynamics in all instrument playing.
- Play non-pitched instruments in rondo form.
- Perform rhythm instruments on the strong or steady beat in 2/4, 3/4, 4/4 and 6/8 time.

MUSIC

CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Continue to perform on simple non-pitched instruments and maintain a steady beat to accompany singing.
- Perform rhythmic patterns on non-pitched and pitched instruments.
- Continue to perform a steady beat on pitched instruments with one / both hands playing two different notes consecutively.
- Continue to play four and five note patterns within the pentatonic scale.
- Echo play a given question phrase of four or more measures and give an appropriate answer on a pitched or non-pitched instrument.
- Continue to play a moving bordun on a common pulse.
- Continue to use proper mallet technique alternating the hands with the cross over skill on the Orff xylophones.
- Continue to perform appropriate dynamics in all instrument playing.
- Create, compose and improvise introductions, interludes and / or codas on pitched and non-pitched instruments in the pentatonic scale of a song.

CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Perform on at least one classroom instrument with good posture and good playing position;
- Continue to perform a steady beat on instruments;
- Continue to perform appropriate dynamics in all instrument playing;
- Perform on percussion instruments rhythmic patterns by ear;
- Continue to use proper playing technique;
- Perform music representing diverse genres and cultures.

Educational Experiences in **Grade 6** will ensure that students:

- Perform on at least one classroom instrument alone, with good posture and good playing position;
- Continue to perform a steady beat on instruments;
- Continue to perform appropriate dynamics in all instrument playing;
- Perform on percussion instruments rhythmic patterns by ear;
- Continue to use proper playing technique;
- Perform music representing diverse genres and cultures with expression;
- Perform on at least one classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6.

CONTENT STANDARD 2: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture and good playing position;
- Continue to perform a steady beat on instruments, serving as a bass line to the melody;
- Continue to perform with appropriate dynamics in all instrument playing;
- Begin to perform appropriate expression in instrument playing;
- Continue to perform on percussion instruments rhythmic patterns by ear;
- Begin to perform on percussion instruments rhythmic patterns by reading music;
- Perform with expression on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6;
- Perform music representing diverse genres and cultures, with expression appropriate for the work being performed;
- Play by ear simple melodies on a melodic instrument.

Educational Experiences in **Grade 8** will ensure that students:

- Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control;
- Continue to perform a steady beat on instruments, serving as a bass line to the melody;
- Continue to perform with appropriate dynamics and expression in all instrument playing;
- Continue to perform on percussion instruments rhythmic patterns by ear and by reading music;
- Perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6;
- Perform music representing diverse genres and cultures, with expression appropriate for the work being performed;
- Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

MUSIC

CONTENT STANDARD 3: Improvisation

Students improvise melodies, variations and accompaniments.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Improvise instrumental answers to questions given by the conductor, e.g. what does the wind, rain, thunder and lightening say?
- Improvise instrumental introductions and codas
- Respond to sound cues (fast / slow, high / low, loud/soft) in response to music and the conductor's cue.
- Improvise long / short, heavy / light sounds using a variety of sound sources.

Educational Experiences in Grade 1 will ensure that students:

- Improvise instrumental answers to instrumental questions.
- Improvise instrumental introductions and codas.
- Respond to improvised sound cues, fast / slow, high / low, loud / soft using a variety of sound sources.
- Improvise long / short, heavy / light sounds using a variety of sound sources.
- Accompany a familiar story with improvisation on classroom instruments.
- Use classroom instruments to simulate environment sound effects to enhance songs.
- Dramatize and interpret through movement a response to music or a given recorded selection.
- Improvise the following locomotor movement to music; walking, running, tiptoe, jumping, skipping and galloping.

MUSIC

CONTENT STANDARD 3: Improvisation

Students will improvise melodies, variations and accompaniments .

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Improvise instrumental answers to instrumental questions.
- Improvise instrumental introductions, interludes and codas.
- Respond to improvised sound cues fast / slow, high / low, loud / soft using a variety of sound sources.
- Improvise long / short, heavy / light, up / down, sideways, backwards / forward through creative movement.
- Continue to use classroom instruments to simulate environment sounds creating sound effects to enhance songs.
- Accompany a familiar story through improvisation on classroom instruments.
- Dramatize and interpret through movement a response to music or a given recorded selection.
- Improvise the following formations: personal space, circle, partner.
- Improvise movement and classroom instrument response to various tempi.

Educational Experiences in **Grade 3** will ensure that students:

- Improvise simple rhythmic variations and simple melodic embellishments.
- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds available in the classroom and body sounds.
- Improvise through movement, note and rest values that have been learned.
- Demonstrate, through short, improvised choreographed motifs, an understanding of like and different phrases, questions and answers and AB and ABA form.

MUSIC

CONTENT STANDARD 3: Improvisations

Students will improvise melodies, variations and accompaniments.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Improvise simple rhythmic variations and melodic embellishments.
- Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, available in the classroom and body sounds.
- Demonstrate, through short, improvised movement motifs, an understanding of like and different phrases, questions and answers and AB and ABA form.
- Demonstrate aesthetic judgement in creating a movement improvisation to recorded or live music.

CONTENT STANDARD 3: Improvisation

Students will improvise melodies, variations and accompaniments.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to improvise simple rhythmic variations and melodic embellishments;
- Continue to improvise short songs and instrumental pieces, using a variety of sound sources;
- Continue to demonstrate, through short, improvised motifs, an understanding of like and different phrases, questions and answers, AB and ABA forms;
- Continue to demonstrate aesthetic judgment to an improvisation to music;
- Improvise short, unaccompanied melodies.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to improvise simple rhythmic variations and melodic embellishments;
- Continue to improvise short songs and instrumental pieces, using a variety of sound sources;
- Continue to demonstrate, through short, improvised motifs, an understanding of like and different phrases, questions and answers, AB, ABA, rondo and strophic forms;
- Continue to demonstrate aesthetic judgment to an improvisation to music;
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments.

CONTENT STANDARD 3: Improvisation

Students will improvise melodies, variations and accompaniments.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to improvise simple rhythmic variations and melodic embellishments;
- Begin to improvise more complex rhythmic variations;
- Continue to improvise short songs and instrumental pieces, using a variety of sound sources;
- Continue to demonstrate, through short, improvised motifs, an understanding of like and different phrases, questions and answers, AB, ABA, rondo and strophic forms;
- Begin to demonstrate, by writing, aesthetic judgment to an improvisation to music;
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality;
- Improvise simple harmonic accompaniments.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to improvise simple and more complex rhythmic variations and melodic embellishments;
- Continue to improvise short songs and instrumental pieces, using a variety of sound sources;
- Continue to demonstrate, through short, improvised motifs, an understanding of like and different phrases, questions and answers, AB, ABA, rondo and strophic forms;
- Continue to demonstrate, by writing, aesthetic judgment to an improvisation to music;
- Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality;
- Improvise simple harmonic accompaniments;
- Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

MUSIC

CONTENT STANDARD 4: Composition

Students will compose and arrange music.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Compose and perform music to accompany readings and dramatizations in a meaningful way.

Educational Experiences in **Grade 1** will ensure that students:

- Compose and perform music to accompany readings and dramatizations in a meaningful way.
- Create small-group, simple compositions and patterns.

MUSIC

CONTENT STANDARD 4: Composition

Students will compose and arrange music.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 3** will ensure that students:

- Create and arrange music to accompany readings or dramatizations in a meaningful way.
- Create small-group, simple compositions and patterns.
- Create and arrange short songs and instrumental pieces within specified guidelines e.g., C Pentatonic, 4 measure songs, using instruments that you tap or scrape.

Educational Experiences in **Grade 3** will ensure that students:

- Compose and perform music to accompany readings, dramatizations, and short stories in a meaningful way.
- Create small-group, simple compositions and repeated patterns.
- Create and arrange short songs and instrumental pieces within specified guidelines, e.g., an original accompaniment to a Haiku or Native American folk-tale.

MUSIC

CONTENT STANDARD 4:Composition

Students will compose and arrange music.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Create and arrange music to accompany readings, dramatizations and short stories in a meaningful way.
- Create small-group, simple compositions.
- Experience choral speaking, cooperative learning and playing classroom instruments.
- Create and arrange short songs and instrumental pieces within specified guidelines, e.g., read a poem aloud (solo or chorus) slowly and with expression making each sound lasting for several seconds or beats.
- Expand their composition to more than a single stroke or tap, overlapping their instrumentation producing yet another timbre.
- Expand their composition by adding musical expression, e.g., dynamics, balance, length, sound and suitable entrances / exits and repeat as needed.
- Demonstrate how the elements of music are used to achieve unity and variety.

CONTENT STANDARD 4: Composition

Students will compose and arrange music.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to create and arrange music to accompany readings, dramatizations and short stories in a meaningful way;
- Continue to create small-group, simple compositions;
- Continue to create and arrange short songs and instrumental pieces within specified guidelines about form;
- Continue to expand their composition by adding musical expression, e.g. dynamics, balance, length and sound;
- Demonstrate knowledge of the elements of music and how they are used to achieve unity and variety.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to create and arrange music to accompany readings, dramatizations, short stories and events in a meaningful way;
- Continue to create small-group, simple compositions;
- Continue to create and arrange short songs and instrumental pieces within specified guidelines about form;
- Continue to expand their composition by adding musical expression, e.g. dynamics, balance, length and sound;
- Demonstrate knowledge of the elements of music and how they are used to achieve unity and variety.

CONTENT STANDARD 4: Composition

Students will compose and arrange music.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to create and arrange music to accompany readings, dramatizations, short stories, events and feelings in a meaningful way;
- Continue to create small-group, simple compositions;
- Begin to create simple compositions independently;
- Continue to create and arrange short songs and instrumental pieces within specified guidelines about form;
- Continue to expand their composition by adding musical expression, e.g. dynamics, balance, length and sound;
- Demonstrate knowledge of the elements of music and how they are used to achieve unity and variety;
- Use a variety of traditional and nontraditional sound sources and electronic media when composing.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to create and arrange music to accompany readings, dramatizations, short stories and events in a meaningful way;
- Continue to create simple compositions both in small groups and independently;
- Begin to create simple compositions independently;
- Continue to create and arrange short songs and instrumental pieces within specified guidelines about form and mood;
- Continue to expand their composition by adding musical expression, e.g. dynamics, balance, length and sound;
- Demonstrate knowledge of the elements of music and how they are used to achieve unity and variety, tension and release, and balance;
- Use a variety of traditional and nontraditional sound sources and electronic media when composing.
- Arrange simple pieces for voices or instruments other than those for which the pieces were written.

MUSIC

CONTENT STANDARD 5: Notation

Students will read and notate music.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Begin to notice from picture books based on a song, that music has its own symbol system.
- Follow symbols from charts indicating long and short sounds and rests.

Educational Experiences in **Grade 1** will ensure that students:

- Follow symbols from charts indicating long and short sounds and rests (quarter and eighth notes, quarter rests).
- Using charts will follow symbols indicating melodic contour.
- Circle the correct rhythm pattern from two choices of written notation.
- Indicate whether a note is placed high or low on the staff.

MUSIC

CONTENT STANDARD 5: Notation

Students will read and notate music.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Identify the staff, treble clef sign and repeat signs on the staff from the drawn symbol.
- Indicate by the words - up, down or the same - the musical direction of notated patterns.
- Identify matching tonal patterns and phrases or lines from a piece of music.
- Match identical rhythmic patterns from a piece of music.

Educational Experiences in **Grade 3** will ensure that students:

- Identify the staff, treble clef, notes, barlines, measures and repeat sign on the staff from the drawn symbols.
- Know the number of lines and spaces on the staff.
- Identify matching tonal patterns, phrases or lines from the printed music.
- Identify the sharp, flat, treble clef, repeat sign, fermata and accent.
- Indicate whether a pattern moves by skip or step.
- Demonstrate the meaning of D.C. al fine by singing.
- Recognize the symbols p and f for soft and loud.
- Identify the eighth, quarter, half and whole note and corresponding rests.
- Match identical rhythm patterns from the printed music.

MUSIC

CONTENT STANDARD 5: Notation

Students will read and notate music.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Identify sharp, flat, natural, fermata, repeat sign, slur and tie.
- Demonstrate the meaning of D.C. al fine by singing.
- Continue to identify the notes on the treble staff being high, middle, low or on a line or space.
- Recognize the symbols p, pp, f, ff, crescendo, decrescendo and diminuendo.
- Recognize the sixteenth, eighth, quarter, half and whole notes and corresponding rests.
- Read rhythm using the above notes with the correct note values from the words of a song.
- Match same different or similar rhythmic and tonal patterns from the printed music.

CONTENT STANDARD 5: Notation

Students will read and notate music.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Begin to recognize whole, half, quarter and eighth notes and rests;
- Begin to understand the meaning of time signatures, in simple meter, using 3/4 and 4/4 time;
- Begin to familiarize themselves with standard notation symbols for pitch and rhythm;
- Demonstrate their knowledge of the word dynamics, by beginning to use the correct music terminology, e.g. piano and forte;
- Begin to recognize the symbols for different dynamic markings, e.g. *p* and *f*.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to work on recognizing whole, half, quarter and eighth notes and rests;
- Continue to develop an understanding of time signatures, in simple meter, using 2/4, 3/4 and 4/4 time;
- Continue to familiarize themselves with standard notation symbols for pitch and rhythm;
- Demonstrate their knowledge of the word dynamics, by beginning to use the correct music terminology, e.g. piano and forte;
- Continue to work on recognizing the symbols for different dynamic markings, e.g. *p* and *f*;
- Begin to develop an understanding of the terms crescendo and decrescendo and recognize their symbols, e.g.
- Begin to work on sight reading skills by attempting to read at sight simple melodies in the treble clef.

CONTENT STANDARD 5: Notation

Students will read and notate music.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to work on recognizing whole, half, quarter, eighth and sixteenth notes and rests;
- Continue to develop an understanding of time signatures, in simple meter, using 2/4, 3/4, 4/4 time;
- Begin to develop an understanding of time signatures, in compound meter, using 3/8 and 6/8 time;
- Continue to familiarize themselves with standard notation symbols for pitch, rhythm and tempo;
- Demonstrate their knowledge of the word dynamics, by beginning to use the correct music terminology, e.g. piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo;
- Continue to work on recognizing the symbols for different dynamic markings, e.g. *p, f, mp, mf, pp, ff*;
- Begin to develop an understanding of the terms crescendo and decrescendo and recognize their symbols, e.g.
- Continue to work on sight reading skills by attempting to read at sight simple melodies in the treble and bass clefs.

Educational Experiences in **Grade 8** will ensure that students:

- Attain proficiency in recognizing whole, half, quarter, eighth and sixteenth notes and rests;
- Continue to develop an understanding of time signatures, in simple meter, using 2/4, 3/4, 4/4 time;
- Continue to develop an understanding of time signatures, in compound meter, using 3/8 and 6/8 time;
- Continue to familiarize themselves with standard notation symbols for pitch, rhythm, tempo, articulation and expression;
- Demonstrate their knowledge of the word dynamics, by beginning to use the correct music terminology, e.g. piano, forte, mezzo piano, mezzo forte, pianissimo and fortissimo;
- Continue to work on recognizing the symbols for different dynamic markings, e.g. *p, f, mp, mf, pp, ff*;
- Begin to develop an understanding of the terms crescendo and decrescendo and recognize their symbols, e.g.
- Continue to work on sight reading skills by attempting to read at sight simple melodies in the treble and bass clefs;
- Use standard notation to record musical ideas.

MUSIC

CONTENT STANDARD 6: Analysis

Students will listen to describe and analyze music.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Listen to a variety of musical styles to enhance the awareness of basic concepts.
- Demonstrate perceptual skills through movement in response to examples of various styles of music.

Educational Experiences in **Grade 1** will ensure that students:

- Listen to a variety of musical styles that enhance the awareness of basic music concepts through form.
- Demonstrate perceptual skills by moving in response to various styles.
- Identify a child's singing voice as well as male and female adult voices.
- Respond through purposeful movement to selected prominent musical characteristics or to specific music events (assemblies and concerts) while listening to music.

MUSIC

CONTENT STANDARD 6 Analysis

Students will listen to, describe and analyze music.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Listen to a variety of musical styles that enhances the awareness of basic music concepts.
- Listen for same and different phrases in the music.
- Identify by sight and sound the various orchestral, folk and classroom instruments.
- Demonstrate perceptual skills by answering questions and by describing aural examples of a variety of music representing diverse cultures.

Educational Experiences in **Grade 3** will ensure that students:

- Listen to a variety of musical styles that enhance the awareness of basic music concepts.
- Listen for same, different and similar music phrases.
- Listen for AB or ABA form in music.
- Listen for major and minor tonalities.
- Listen and describe the mood of a piece of music.
- Identify by sight and sound various orchestral, folk and classroom instruments.
- Develop inner hearing by internalizing melody and rhythm.

MUSIC

CONTENT STANDARD 6: Analysis

Students will listen to, describe and analyze music.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Listen and describe a variety of musical styles that enhance the awareness of basic music concepts.
- Continue to identify same, different and similar phrases.
- Identify AB, ABA and rondo form in music.
- Listen and describe major and minor tonalities.
- Identify the string, brass, woodwind and percussion families by sight and sound.
- Develop inner hearing by internalizing melody and rhythm.
- Use appropriate terminology in explaining music, music notation, instruments, voices and music performance.

CONTENT STANDARD 6: Analysis

Students will listen to, describe and analyze music.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to listen to and describe a variety of musical styles that enhance the awareness of basic music concepts;
- Continue to identify same, different and similar phrases in music;
- Identify by ear AB, ABA, rondo and strophic forms in music;
- Begin to identify the string, brass, woodwind and percussion families by sight and sound;
- Begin to develop an inner sense of rhythm by internalizing it;
- Begin to use appropriate terminology in explaining music, music notation, instruments, voices and music performance;
- Describe specific music events in a given aural example;
- Demonstrate knowledge of the basic principles of meter, rhythm, and tonality.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to listen to and describe a variety of musical styles that enhance the awareness of basic music concepts;
- Continue to identify same, different and similar phrases in music;
- Identify by ear AB, ABA, rondo and strophic forms in music;
- Continue to identify the string, brass, woodwind and percussion families by sight and sound;
- Begin to associate each instrument within each family with a distinct sound;
- Continue to develop an inner sense of rhythm by internalizing it;
- Continue to use appropriate terminology in explaining music, music notation, instruments, voices and music performance;
- Describe specific music events in a given aural example;

Demonstrate knowledge of the basic principles of meter, rhythm, and tonality.

CONTENT STANDARD 6: Analysis

Students will listen to, describe and analyze music.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to listen to and describe a variety of musical styles that enhance the awareness of basic music concepts;
- Continue to identify same, different and similar phrases in music, and begin to be able to talk about what makes them the same, different or similar;
- Identify by ear AB, ABA, rondo and strophic forms in music;
- Continue to identify the string, brass, woodwind and percussion families by sight and sound;
- Continue to associate each instrument within each family with a distinct sound;
- Continue to develop an inner sense of rhythm by internalizing it;
- Begin to develop an inner sense of pitch by internalizing it;
- Continue to use appropriate terminology in explaining music, music notation, instruments, voices and music performance;
- Describe specific music events in a given aural example, using appropriate terminology;
- Analyze the uses of elements of music in aural examples representing diverse genres and cultures;
- Demonstrate knowledge of the basic principles of meter, rhythm and tonality.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to listen to and describe a variety of musical styles that enhance the awareness of basic music concepts;
- Continue to identify same, different and similar phrases in music, and begin to be able to talk about what makes them the same, different or similar;
- Identify by ear AB, ABA, rondo and strophic forms in music;
- Continue to identify the string, brass, woodwind and percussion families by sight and sound;
- Continue to associate each instrument within each family with a distinct sound;
- Begin to recognize each instrument by ear;
- Continue to develop an inner sense of rhythm and pitch by internalizing them;
- Continue to use appropriate terminology in explaining music, music notation, instruments, voices and music performance;
- Describe specific music events in a given aural example, using appropriate terminology;
- Analyze the uses of elements of music in aural examples representing diverse genres and cultures;
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

MUSIC

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Evaluate music using “thumbs up” for good and “thumbs down” for poor examples of a variety of music and personal preference.

Educational Experiences in **Grade 1** will ensure that students:

- Identify music using “Thumbs Up” for good and “thumbs down” for poor examples of a variety of music and personal preference.
- Evaluate the classes singing voices from a tape according to the ratings: good, poor and needs work.

MUSIC

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Evaluate music using appropriate terminology comparing two separate recordings of the same song.
- Use a rating scale to evaluate music. Categories may include 5= outstanding, 3=good, 1=needs improvement.
- Evaluate their own audio or video performance through journal writing or art work.

Educational Experiences in **Grade 3** will ensure that students:

- Evaluate music using appropriate terminology comparing two separate arrangements of the same song.
- Devise criteria for evaluating performances or other musical experiences.
- Evaluate their own audio or video performance through journal writing or art work.

MUSIC

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that:

- Evaluate music using appropriate terminology and their personal preferences for specific works and styles.
- Work in small groups to develop criteria to evaluate their choral performances, categories may include tone quality, diction, expression, and stage presence.
- Evaluate music through writing or art work to reflect their individual singing.
- Evaluate their choral performance to become aware of which areas need improvement through rehearsal.
- Evaluate music through the use of Venn diagrams and share their specific information orally.

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to evaluate music using appropriate terminology and their personal preferences for specific works and styles;
- Continue to work in small groups to develop criteria to evaluate music, criteria may include categories such as tone quality, diction and expression;
- Evaluate music through writing or art work;
- Use criteria for evaluating the quality and effectiveness of music performances and apply the criteria in their personal listening and performing;
- Evaluate the quality and effectiveness of their own and others' performances, by applying specific criteria appropriate for the style of the music.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to evaluate music using appropriate terminology and their personal preferences for specific works and styles;
- Continue to work in small groups to develop criteria to evaluate music, criteria may include categories such as tone quality, diction and expression;
- Evaluate music through writing or art work;
- Develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria in their personal listening and performing;
- Evaluate the quality and effectiveness of their own and others' performances, by applying specific criteria appropriate for the style of the music.

CONTENT STANDARD 7: Evaluation

Students will evaluate music and music performances.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to evaluate music using appropriate terminology and their personal preferences for specific works and styles;
- Continue to work in small groups to develop criteria to evaluate music, criteria may include categories such as tone quality, diction and expression;
- Begin to work independently to develop criteria to evaluate music, criteria may include categories such as tone quality, diction and expression;
- Evaluate music through writing or art work;
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing;
- Evaluate the quality and effectiveness of their own and others' performances and compositions, by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to evaluate music using appropriate terminology and their personal preferences for specific works and styles;
- Continue to work in small groups and independently to develop criteria to evaluate music, criteria may include categories such as tone quality, diction and expression;
- Evaluate music through writing or art work;
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing;
- Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement.

MUSIC

CONTENT STANDARD 8: Connections

Students will make connections between music, other disciplines and daily life.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Make connections between music and art by demonstrating the use of the word “color”.
- Distinguish the tone color of individual and solo voices in song games.

Educational Experiences in **Grade 1** will ensure that students:

- Make connections between music and art by demonstrating the use of the word “color”.
- Distinguish the tone color of solo voices in singing guessing games determining which student sang first and second.
- Work creatively on interdisciplinary projects with other curriculum areas whenever possible.

MUSIC

CONTENT STANDARD 8 Connections

Students will make connections between music, other disciplines and daily life.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Distinguish tone color of solo and group voices in singing songs.
- Work creatively on interdisciplinary projects in other curriculum areas whenever possible.
- Make connections between music and theatre with emphasis on musical enhancement.

Educational Experiences in **Grade 3** will ensure that students:

- Describe and demonstrate the use of the word “color” in music, art and theatre.
- Work creatively on interdisciplinary projects in other curriculum areas whenever possible.
- Make connections between music, theatre and physical education in relationship to movement, posture and stage presence as a solo or group team ensemble.

MUSIC

CONTENT STANDARD 8: Connections

Students will make connections between music, other disciplines and daily life.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Identify patterns in notation and number sequences as a way to solve musical and mathematical problems.
- Illustrate patterns of notation, number sequences using objects, lines or shapes.
- Illustrate, through live performance, a piece of music through movement, form and ensemble (team) effort.
- Locate, create, label and move to simple AB rhythm patterns and identify other AB patterns in mathematics, i.e., when counting by fives, every other number ends in a five.
- Work creatively on interdisciplinary projects with other curriculum areas whenever possible.
- Make connections between music, theatre, physical education and visual art in relationship to movement, repeated patterns, posture, direction and stage presence as a solo or group (team) ensemble.

CONTENT STANDARD 8: Connections

Students will make connections between music, other disciplines and daily life.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to identify patterns in notation and number sequences as a way to solve musical and mathematical problems;
- Locate, create and label simple AB rhythm patterns;
- Work creatively on interdisciplinary projects with other curriculum areas when possible;
- Make connections within the fine arts;
- Compare how the characteristic sounds of music can be used to transform events, scenes, emotions or ideas into works of art.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to identify patterns in notation and number sequences as a way to solve musical and mathematical problems;
- Locate, create and label simple AB, ABA and rondo rhythm patterns;
- Work creatively on interdisciplinary projects with other curriculum areas when possible;
- Make connections within the fine arts;
- Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art.

CONTENT STANDARD 8: Connections

Students will make connections between music, other disciplines and daily life.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to identify patterns in notation and number sequences as a way to solve musical and mathematical problems;
- Locate, create and label simple AB, ABA and rondo rhythm patterns;
- Work creatively on interdisciplinary projects with other curriculum areas when possible;
- Make connections within the fine arts;
- Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art;
- Identify a variety of music-related careers.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to identify patterns in notation and number sequences as a way to solve musical and mathematical problems;
- Locate, create and label simple AB, ABA and rondo rhythm patterns;
- Work creatively on interdisciplinary projects with other curriculum areas when possible;
- Make connections within the fine arts;
- Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art;
- Describe ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated;
- Identify a variety of music related careers.

MUSIC

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

Grades Kindergarten and 1 PERFORMANCE STANDARDS

Educational Experiences in **Kindergarten** will ensure that students:

- Appreciate music from various cultures and historical periods.
- Describe the role of musicians in various musical settings.
- Demonstrate appropriate audience behavior at all school events in context and style of the performance.
- Demonstrate an awareness of music as part of daily life.

Educational Experiences in **Grade 1** will ensure that students:

- Appreciate music from various cultures and historical periods.
- Demonstrate appropriate audience behavior at all school events in context and style of the performance.
- Demonstrate awareness of music as part of daily life.

MUSIC

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

Grades 2 and 3 PERFORMANCE STANDARDS

Educational Experiences in **Grade 2** will ensure that students:

- Appreciate music from various cultures and historical periods.
- Describe the roles of musicians and other performers in various musical settings.
- Demonstrate appropriate audience behavior at all school events in context and style of the performance.
- Demonstrate an awareness of music as part of daily life.
- Explore the sounds of stringed, wind or percussion instruments in the music of other cultures.

Educational Experiences in **Grade 3** will ensure that students:

- Appreciate and understand music of various cultures and historical periods.
- Describe the roles of musicians in various musical settings (ex: Drummer – Native American, Jazz, Symphonic or rock band).
- Demonstrate appropriate audience behavior at all school events in context and style of the performance.
- Explore the sound of stringed, wind or percussion instruments in the music of other cultures.
- Listen to music of Native American music and play various accented patterns on drums, maraches, rasping sticks and jingles.
- Recognize that music is found throughout the community and is part of daily life.

MUSIC

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

Grade 4 PERFORMANCE STANDARDS

Educational Experiences in **Grade 4** will ensure that students:

- Appreciate and understand music of various cultures and historical periods.
- Describe the roles of musicians in various musical settings.
- Demonstrate appropriate audience behavior at all school events in context and style of the performance.
- Explore the sound of stringed, wind and percussion instruments in music in various cultures.
- Describe audience behavior of two styles of music (ex: string quartet, bluegrass, mariachi, folk ensemble. Broadway, opera, orchestral and ballet) and describe similarities and differences between them.
- Recognize that music is found throughout the community and is part of daily life.

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

GRADES 5&6 PERFORMANCE STANDARDS

Educational Experiences in **Grade 5** will ensure that students:

- Continue to appreciate and understand the music of various cultures and historical periods;
- Describe the role of musicians in various musical settings;
- Explore the sound and use of stringed, wind and percussion instruments in music of various cultures;
- Recognize that music is found throughout the world and in each culture and understand the important role it plays;
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.

Educational Experiences in **Grade 6** will ensure that students:

- Continue to appreciate and understand the music of various cultures and historical periods;
- Describe the role of musicians in various musical settings;
- Explore the sound and use of stringed, wind and percussion instruments in music of various cultures;
- Recognize that music is found throughout the world and in each culture and understand the important role it plays;
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures;
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.

CONTENT STANDARD 9: History and Cultures

Students will understand music in relation to history and culture.

GRADES 7&8 PERFORMANCE STANDARDS

Educational Experiences in **Grade 7** will ensure that students:

- Continue to appreciate and understand the music of various cultures and historical periods;
- Describe the role of musicians in various musical settings;
- Explore the sound and use of stringed, wind and percussion instruments in music of various cultures;
- Recognize that music is found throughout the world and in each culture and understand the important role it plays;
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures;
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.

Educational Experiences in **Grade 8** will ensure that students:

- Continue to appreciate and understand the music of various cultures and historical periods;
- Describe the role of musicians in various musical settings;
- Explore the sound and use of stringed, wind and percussion instruments in music of various cultures;
- Recognize that music is found throughout the world and in each culture and understand the important role it plays;
- Describe distinguishing characteristics of representative music genres and styles from a variety of cultures;
- Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed;
- Classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high-quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary.

MUSIC

Grade 4 Chorus

Students will sing, alone and with others, a varied repertoire of choral music, with independence, accuracy and expressiveness.

Educational Experiences in **Grade 4** will ensure that students will:

- Explore and describe the singing voice using a common musical vocabulary.
- Continue to identify by sound and diction for pure vowel sound.
- Perform with good breadth control throughout their singing range.
- Develop definitions and descriptions and be able to aurally identify a variety of tone qualities.
- Sing in ensembles, blending vocal tone quality and balance, while responding to the cues of the conductor.
- Perform music in two part partner songs and or simple harmony at two concerts and two school assemblies throughout the year.
- Develop the ability to maintain musical independence on a part when singing music of two parts.
- Develop characteristics for a quality performance in terms of musical accuracy, stage presence, vocal quality and expressiveness.
- Provide opportunities to prepare and perform solo and ensemble singing.
- Perform from memory, music from a variety of genres, cultures and languages.
- Describe musical characteristics that make certain songs appropriate for specific situations.

PERFORMANCE ENSEMBLES

Choral

Students will sing, alone and with others, a varied repertoire of choral music, in a performance setting.

GRADES 5-8 PERFORMANCE STANDARDS

Educational Experiences in **Grades 5 & 6** will ensure that students:

- Students will sing with expression a varied repertoire of vocal literature with a difficulty level of 2 or 3, on a scale of 1 to 6;
- Students will continue to develop their ability to sing with good posture and proper breathing techniques;
- Students will continue to develop their ability to sing music written in two-part harmony;
- Students will continue to sing with uniform vowel formation to create a pure tone;
- Students will sight-sing music with a difficulty level of 1-2, on a scale of 1 to 6;
- Students will continue to develop musical independence when singing music with more than one part;
- Students will continue to develop their ability to respond to a conductor;
- Students will perform, from memory, music from a variety of genres, cultures and languages.

Educational Experiences in **Grades 7 & 8** will ensure that students:

- Students will sing with expression a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6.
- Students will continue to develop their ability to sing with good posture, proper breathing techniques and technical accuracy.
- Students will continue to develop their ability to sing music written in two-part and three-part harmony.
- Students will continue to sing with uniform and proper vowel formation to create a pure and open tone;
- Students will sight-sing music with a difficulty level of 2, on a scale of 1 to 6;
- Students will continue to develop musical independence when singing music with more than one part;
- Students will continue to develop their ability to respond to a conductor;
- Students will perform, from memory, music from a variety of genres, cultures and languages.

PERFORMANCE ENSEMBLES

Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music, in a performance setting.

5-8 PERFORMANCE STANDARDS

Educational Experiences in **Grades 5 & 6** will ensure that students:

- Students will play with expression a varied repertoire of instrumental literature with a difficulty level of 2 or 3, on a scale of 1 to 6;
- Students will continue to develop their ability to play with good posture, proper breathing techniques and technical accuracy;
- Students will continue to develop the ability to play with good tone;
- Students will continue to develop musical independence;
- Students will continue to develop their ability to respond to a conductor;
- Students will perform, from memory, music from a variety of genres, cultures and languages.

Educational Experiences in **Grades 7 & 8** will ensure that students:

- Students will play with expression a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6;
- Students will continue to develop their ability to play with good posture, proper breathing techniques and technical accuracy;
- Students will continue to develop their ability to play by ear simple melodies on a melodic instrument, and simple accompaniments on a harmonic instrument;
- Students will continue to develop the ability to play with good tone;
- Students will continue to develop musical independence;
- Students will continue to develop their ability to respond to a conductor;
- Students will perform, from memory, music from a variety of genres, cultures and languages.