

Music

Grade Level Expectations at a Glance

Standard	Grade Level Expectation
High School – Performance Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale 2. Perform music accurately and expressively at the first reading at the minimal level of 2 on the difficulty rating scale 3. Participate appropriately as an ensemble member while performing music at the minimal level of 3 on the difficulty rating scale 4. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise a stylistically appropriate vocal or instrumental solo over a given harmonic progression 2. Compose complex music in several distinct styles 3. Arrange selections for voices and/or instruments other than those for which they were written in ways that preserve and enhance the expressive effect of the music
3. Theory of Music	<ol style="list-style-type: none"> 1. Interpretation of musical elements and ideas 2. Classification by genre, style, historical period or culture 3. Evaluation of music using critical, informed analysis
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Evaluation of the quality and effectiveness of musical performances 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Knowledge of available musical opportunities for continued musical growth and professional development
High School – Generalist Pathway	
1. Expression of Music	<ol style="list-style-type: none"> 1. Present music expressively using appropriate technology 2. Demonstrate informed participation in music-making activities
2. Creation of Music	<ol style="list-style-type: none"> 1. Extended improvisation over varied harmonic progressions 2. Create original music, or arrange the music of others, using appropriate technology
3. Theory of Music	<ol style="list-style-type: none"> 1. Discernment of musical elements 2. Classification by genre, style, historical period, or culture
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Knowledge of available musical opportunities for continued musical growth and professional development 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Informed judgments through participation, performance, and the creative process

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Eighth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading 3. Demonstrate contrasting modalities through performance
2. Creation of Music	<ol style="list-style-type: none"> 1. Create music using melodic and harmonic sequences 2. Arrange a simple existing composition 3. Improvise over simple harmonic progressions
3. Theory of Music	<ol style="list-style-type: none"> 1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures 2. Notation of level 2 compositions 3. Identification of musical elements in a level 2 composition or performance
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Evaluation of musical performances and compositions using advanced criteria 2. Articulation of music's role and cultural tradition in American history and society
Seventh Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member 3. Demonstrate understanding of modalities
2. Creation of Music	<ol style="list-style-type: none"> 1. Sequence four to eight measures of music melodically and rhythmically 2. Improvise short melodic phrases over accompaniment
3. Theory of Music	<ol style="list-style-type: none"> 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music 2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice 3. Analysis of musical elements in a level 1 composition or performance
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary 2. Articulation and analysis of individual experiences in music

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Sixth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale 2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading 3. Demonstrate major and minor scales
2. Creation of Music	<ol style="list-style-type: none"> 1. Create melodic and rhythmic patterns 2. Improvise call-and-response patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Identification of rhythmic and melodic patterns in musical examples 2. Notation of level .5 using the appropriate clef for instrument and/or voice 3. Analysis of a beginning level composition or performance using musical elements
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Determination of strengths and weaknesses in musical performances according to specific criteria 2. Description of music's role in the human experience, and ways music is used and enjoyed in society
Fifth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform using enhanced musical techniques 2. Perform more complex rhythmic, melodic, and harmonic patterns 3. Perform melodies using traditional notation
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise question and answer and basic musical phrases 2. Notate simple compositions
3. Theory of Music	<ol style="list-style-type: none"> 1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze aurally and visually notation of form in music 3. Analyze more complex instrumental and vocal examples 4. Comprehension and application of melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Explain and defend personal preferences for specific music 2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses

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Fourth Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform using accurate production techniques 2. Perform a variety of rhythmic, melodic, and harmonic patterns 3. Perform extended melodies from the treble staff using traditional notation
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise simple musical phrases 2. Notate simple musical selections
3. Theory of Music	<ol style="list-style-type: none"> 1. Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Identification of aural and visual notations of basic musical forms 3. Analyze vocal and instrumental examples 4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Explain personal preferences for specific music 2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning
Third Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform from memory and use simple traditional notation 2. Perform extended rhythmic, melodic, and harmonic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Short musical phrases and patterns 2. Notate music using basic notation structure
3. Theory of Music	<ol style="list-style-type: none"> 1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary 2. Analyze simple notational elements and form in music 3. Identify vocal and instrumental tone colors 4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Identify personal preferences for specific music 2. Respond to, and make informed judgments about, music through participation, performance, and the creative process 3. Articulate music's significance within an individual musical experience

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Second Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform simple songs in small groups or independently 2. Perform simple rhythmic, melodic, and harmonic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Create musical phrases in the form of simple questions and answers alone and in small groups 2. Identify rhythmic and melodic notation patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation 2. Comprehension of beginning notational elements and form in music 3. Comprehension of vocal and instrumental tone colors 4. Comprehension of beginning melodic and rhythmic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for individual, group, and self-contributions in a musical setting 2. Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement 3. Demonstrate increased awareness of music in daily life or special events
First Grade	
1. Expression of Music	<ol style="list-style-type: none"> 1. Expressively perform in groups or independently 2. Perform basic rhythmic and melodic patterns
2. Creation of Music	<ol style="list-style-type: none"> 1. Demonstrate creation of short, independent musical phrases and sounds alone and with others 2. Identify musical patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension of gradual changes in dynamics and tempo 2. Aurally identify components of musical form 3. Comprehension of basic vocal and instrumental tone colors 4. Comprehension of basic rhythmic and melodic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for the contributions of self and others in a musical setting 2. Comprehension of basic components of music and musical performance at a beginning level 3. Identify music as an integral part of everyday life

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Kindergarten	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform independently 2. Respond to music with movement
2. Creation of Music	<ol style="list-style-type: none"> 1. Create music through a variety of experiences 2. Identify simple musical patterns
3. Theory of Music	<ol style="list-style-type: none"> 1. Comprehension of musical opposites 2. Comprehension of basic elements of musical form 3. Identify different vocal and instrumental tone colors 4. Identify simple rhythmic patterns
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for the contribution of others in a musical setting 2. Respond to musical performance at a basic level 3. Identify and discuss music and celebrations in daily life
Preschool	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform expressively 2. Respond to rhythmic patterns and elements of music using expressive movement
2. Creation of Music	<ol style="list-style-type: none"> 1. Improvise movement and sound responses to music
3. Theory of Music	<ol style="list-style-type: none"> 1. Describe and respond to musical elements 2. Recognition of a wide variety of sounds and sound sources
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Demonstrate respect for music contributions 2. Express feeling responses to music 3. Recognition of music in daily life