



Gifted Characteristics: Music

Age	Typical Peer Group	Gifted Student
<p><b>Early Childhood</b></p>	<p>Students of this age:</p> <ul style="list-style-type: none"> <li>• Participate in music classes that include simple, repetitive phrases and patterns.</li> <li>• Engaged in social development by performing simple melodies and rhythms that encourages expressions of feelings in movement.</li> <li>• Improvise movement or musical phrases alone or with a partner, that translates into simple ideas of imagery, stories, sounds, words, or games to build articulation and confidence.</li> <li>• Observe/listen to different musical styles from around the world and share their feelings about the music.</li> <li>• Demonstrate appropriate etiquette at a musical performance.</li> </ul>	<p>Gifted students of this age:</p> <ul style="list-style-type: none"> <li>• Identify and are aware of the differences between musical sounds and listens with intent and focus when music is present in their environment.</li> <li>• Understand and remember melodies and rhythms and can repeat them accurately.</li> <li>• Experiment with sounds and musical materials.</li> <li>• Observe and reflect upon the feeling that is communicated through various musical pieces.</li> <li>• Confidently performs music.</li> <li>• Recognizes music from different cultures.</li> <li>• Finds music a language of communication.</li> </ul>
<p><b>Elementary K-2</b></p>	<p>Students of this age:</p> <ul style="list-style-type: none"> <li>• Expand upon the elements of music (melody, harmony, rhythm, and expression) learned in early childhood, by performing simple music pieces that explore moods and feelings.</li> <li>• Execute isolated as well as coordinated musical phrases maintaining accuracy in musical elements.</li> <li>• Create short musical pieces alone or with others.</li> <li>• Compare and contrast different music styles.</li> <li>• Performance with duets, trios, and small groups that strengthen emotional and social awareness and foster confidence.</li> </ul>	<p>Gifted students of this age:</p> <ul style="list-style-type: none"> <li>• Remember and perform music from at least two different styles or genres using basic, accurate performance skills.</li> <li>• Understand simple compositional elements and create music using these elements, including revising their work.</li> <li>• Experiment with sounds and musical materials.</li> <li>• Understand and use basic vocabulary to analyze musical works.</li> <li>• Exhibits unique/noteworthy characteristics when performing.</li> <li>• Recognize different musical styles and traditions.</li> <li>• Incorporate personal background or preferences when listening to, performing and/or discussing music.</li> <li>• Use music as a language of communication.</li> </ul>



<p><b>Elementary</b> 3-5</p>	<p>Students of this age:</p> <ul style="list-style-type: none"> <li>• Perform musical pieces from at least two different styles or genres using basic, accurate performance skills.</li> <li>• Create short solo and small group musical performances.</li> <li>• Recognize styles in major musical pieces.</li> <li>• Understand music as a means of communication.</li> <li>• Performance in duets, trios, and small groups that strengthen emotional and social awareness and foster confidence in grade level repertoire.</li> </ul>	<p>Gifted students of this age:</p> <ul style="list-style-type: none"> <li>• Identify and are aware of the differences between musical sounds and listens with intent and focus, beginning to discern separate musical elements.</li> <li>• Accurately senses a rhythmic pulse in music and easily responds to subtle changes.</li> <li>• Learn musical elements/sequences quickly and intuitively strives to improve physical/technical musical skills.</li> <li>• Understand simple compositional elements and create music using these elements, including revising their work.</li> <li>• Experiment with sounds and musical materials.</li> <li>• Are capable of and interested in working independently.</li> <li>• Demonstrates perseverance in musical tasks with focused concentration, energy, and internal motivation.</li> <li>• Constructively and appropriately critiques the musical work of others and self.</li> </ul>
<p><b>Middle School</b></p>	<p>Students of this age:</p> <ul style="list-style-type: none"> <li>• Are able to perform a basic warm-up.</li> <li>• Demonstrate skills in foundational musical styles (e.g., popular, country, jazz etc.).</li> <li>• Articulate creative choices required to develop musical intent.</li> <li>• Work collaboratively in ensembles.</li> <li>• Observe and participate in a variety of musical forms from around the world.</li> <li>• Comprehend that formal music critiques demonstrate an understanding of music making.</li> </ul>	<p>Gifted students of this age:</p> <ul style="list-style-type: none"> <li>• Perceive melodies and rhythms and are able to accurately recall and manipulate sounds.</li> <li>• Accurately sense evident and non-evident rhythmic pulse and are able to respond to subtle changes.</li> <li>• Intuitively experiments with musical sound and purposefully extends, manipulates, and improvises ideas.</li> <li>• Are capable of and interested in working independently.</li> <li>• Demonstrate interpretive sensitivity in performing and evaluating music.</li> <li>• Regularly strives to improve and refine a musical product.</li> <li>• Constructively and appropriately critiques the musical work of others as well as their own.</li> </ul>



<b>High School</b>	<p>Students of this age:</p> <ul style="list-style-type: none"><li>• Recall melodies and rhythms and can repeat them accurately (audiation).</li><li>• Follow a rhythmic pulse in a fluid manner in appropriate grade level repertoire.</li><li>• Notice and attend to differences in melodies, rhythms, and sounds.</li><li>• Experiment with sounds improvises musical phrases</li><li>• Attend to aesthetic elements of music in performance, appreciation, and critique: mood, dynamics, style, instrumental timbre.</li><li>• Practice and revise musical ideas.</li><li>• Perform and react to music with personal expression and shows intensity and involvement with the music.</li></ul>	<p>Gifted students o this age:</p> <ul style="list-style-type: none"><li>• Accurately sense evident and non-evident rhythmic pulse and are able to respond to subtle changes.</li><li>• Discern evident and subtle differences in melodies, rhythms, and tone color and is able to compare and contrast.</li><li>• Are aware of aesthetic elements of music (e.g., mood, dynamics, style, instrumental timbre) and are able to demonstrate sensitivity in performing, creating, and responding.</li><li>• Are capable of and interested in working independently.</li><li>• Create, perform, and respond to music with passion, and indicates a personal affinity for a musical product.</li><li>• Quickly develop and intuitively strive to improve physical/technical musical skills.</li><li>• Demonstrate perseverance in musical tasks and works with focused concentration, energy, and personal motivation.</li><li>• Are confident risk-takers and set high personal goals.</li><li>• Constructively and appropriately critique the musical work of others as well as their own.</li></ul>
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