

PS-12 Standards and Benchmarks MUSIC

Standard 1

Sings alone and with others a varied repertoire of music

Benchmarks:

Level 1 (Grade PS – 2)

1.1: Sings ostinatos (repetition of a short musical pattern) partner songs, and rounds

Level 2 (Grade 3 – 5)

1.1: Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo

1.2: Sings expressively with appropriate dynamics, phrasing and interpretation

1.3: Blends vocal timbres, matches dynamic levels and responds to the cues of a conductor when singing as part of a group

1.4: Knows songs representing genres (e.g. march, lullaby, folk song) and styles (e.g. of various composers, nations) from diverse cultures

Level 3 (Grade 6 – 8)

1.1: Sings with good breath control, expression, and technical accuracy (e.g. Appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and meter

1.2: Sings music written in two and three parts

1.3: Knows music that represents diverse genres (e.g. sonata, madrigal, jazz) and cultures.

Level 4 (Grade 9 – 12)

1.1: Sings a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g. attention to phrasing and interpretation, various meters and rhythm in a variety of keys)

1.2: Sings music written in four parts, with and without accompaniment

1.3: Uses ensemble skills (e.g. balance, intonation, rhythmic unity)

PS-12 Standards and Benchmarks MUSIC

Standard 2

Performs on instruments, alone and/or with others, a varied repertoire of music.

Benchmarks:

Level 1 (Grade PS-2)

2.1: Echoes short rhythms (2-4 measure) and melodic patterns.

Level 2 (Grade 3-5)

2.1: Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.

2.2: Performs a simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments (e.g., recorder-type instruments, percussion instruments, keyboard instruments)

2.3: Students will know a varied repertoire of music representing diverse genres and styles

2.4: Students will perform in groups (e.g. blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)

2.5: Students will perform independent instrumental parts (e.g. simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others play contrasting parts

Level 3 (Grade 6-8)

2.1: Students will perform on an instrument (e.g. band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control

2.2: Students will perform with expression and technical accuracy on a string, wind, percussion a repertoire of instrumental literature that may include modest ranges and changes of tempo, key and meter

2.3: Students will perform music representing diverse genre and culture with expression appropriate for the work being performed

PS-12 Standards and Benchmarks MUSIC

Level 4 (Grade 9-12)

- 2.1: Students will perform with expression (e.g. appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g. attends to phrasing and interpretation, performs various meters and rhythms in a variety of keys)
- 2.2: Students will use ensemble skills (e.g. balance, intonation, rhythmic unity) when performing as part of a group
- 2.3: Students will play by ear simple melodies (e.g. folk songs) on a melodic instrument

PS-12 Standards and Benchmarks MUSIC

Standard 3:

Improvises melodies, variations, and accompaniments

Benchmarks:

Level 1 (Grade K-2)

3.1: Improvises “answers” in the same style to given rhythmic and melodic phrases

Level 2 (Grade 3- 5)

3.1: Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments

3.2: Students will improvise simple rhythmic variations and simple melodic embellishments on melodies.

3.3: Improvises short songs and instrumental pieces using a variety of sound sources, including traditional sound (e.g. voices, instruments), nontraditional sounds (e.g. paper tearing, pencil tapping), body sounds (e.g. hand clapping, finger snapping).

Level 3 (Grades 6-8)

3.1: Students will improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

3.2: Students will improvise short melodies unaccompanied and over a given rhythmic accompaniment in a consistent style, meter and tonality

Level 4 (Grades 9-12)

3.1: Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys

3.2: Improvises original melodies over given chord progressions in a consistent style, meter and tonality

PS-12 Standards and Benchmarks MUSIC

Standard 4:

Composes and arranges music with in specific guidelines

Benchmarks:

Level 1 (Grade PS – 2)

4.1: Uses a variety of sound sources when composing

Level 2 (Grade 3- 5)

4.1: Creates and arranges music to accompany readings or dramatizations

4.2:: Creates and arranges short songs and instrumental pieces within specific guidelines

Level 3 (Grades 6-8)

4.1: Composes short pieces within specific guidelines (e.g. ABA, limited range, simple rhythms)

4.2: Uses the elements of music for expressive effect

Level 4 (Grades 9-12)

4.1: Knows how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions

4.2: Arranges simple pieces for voices or instruments other than those for which the pieces were originally written.

4.3: Uses a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

4.4 Composes music in a variety of distinct styles

4.5: Arranges for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

4.6: Composes and arranges music for voices and various acoustics and electronic instruments.

4.7: Understands the ranges and traditional uses of various sound sources

PS-12 Standards and Benchmarks MUSIC

Standard 5:

Reads and notates music

Benchmarks

Level 2 (Grade 3- 5)

- 5.1: Knows standard symbols used to notate meter, rhythm pitch and dynamics in simple patterns
- 5.2: Uses a system to read simple pitch notation in the treble clef in major keys
- 5.3: Reads whole (semibreve), half (minum), dotted half (dotted minum), Quarter (crochet) and eighth (quaver) notes and rests in 2/4, 3/4, 4/4 meter signatures.
- 5.4: Knows symbols and traditional terms referring to dynamics tempo and articulation

Level 3 (Grades 6-8)

- 5.1: Reads 16th (semiquavers) and dotted notes and rests in 6/8, 3/8, alla breve (2/2) meter signatures
- 5.2: Reads at sight simple melodies in treble and / or bass clefs
- 5.3: Knows standard notation symbols for pitch rhythm dynamics, tempo, articulation and expression

Level 4 (Grades 9-12)

- 5.1: Uses standard notation to record musical ideas
- 5.2: Reads an instrumental or vocal score of up to four staves
- 5.3: Reads music that contains moderate technical demands, expanded ranges and varied interpretive requirements

PS-12 Standards and Benchmarks MUSIC

Standard 6:

Knows and applies appropriate criteria to music and music performances

Benchmarks:

Level 1 (Grade PS-2)

- 6.1: Knows personal preferences for specific musical works and styles
- 6.2: Identifies simple music forms when presented aurally
- 6.3: Responds through purposeful movements to selected prominent music characteristics or to specific music events

Level 2 (Grade 3- 5)

- 6.1: Knows music of various styles representing diverse cultures
- 6.2: Knows appropriate terminology used to explain music, music notation music instruments and voices and music performances
- 6.3: Identifies the sound of a variety of instruments

Level 3 (Grades 6-8)

- 6.1 Identifies specific music events when listening to music
- 6.2: Understands how the elements of music are used in various genres and cultures.
- 6.3: Understands the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions.
- 6.4: Knows the criteria that affect the quality and effectiveness of music performances and compositions

Level 4 (Grades 9-12)

- 6.1: Understands how the elements of music and expressive devices are used in music from diverse genres and cultures
- 6.2: Understands the technical vocabulary of music

PS-12 Standards and Benchmarks MUSIC

- 6.3: Understands compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work.
- 6.4: Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements and improvisations.

PS-12 Standards and Benchmarks MUSIC

Standard 7:

Understands the relationship between music and history and culture

Benchmarks:

Level 1 (Grade PS-2)

7.1: Knows characteristics that make certain music suitable for specific uses.

7.2: Knows appropriate and audience behavior for the context and style of music performed

Level 2 (Grade 3- 5)

7.1: Identifies music from various historical periods and cultures

7.2: Knows how basic elements of music are used in music from various cultures of the world.

7.3: Understands the role of musicians in various music settings and cultures

Level 3 (Grades 6-8)

7.1: Understands distinguishing characteristics of representative music genres and styles from a variety of cultures

7.2: Understands the functions music serves, roles of musicians and conditions under which music is typically performed in various cultures of the world.

Level 4 (Grades 9-12)

7.1: Understands characteristics that cause various musical works to be considered exemplary

7.2: Classifies unfamiliar but representative aural examples of music

7.3: Knows sources or world music genres, the evolution of these genres and musicians associated with them.

7.4: Knows various roles that musicians perform and representative individuals who have functioned in these roles.