

Grade 3-5 Music Standards and Benchmarks

Standard 1: Sings alone and with others a varied repertoire of music

Benchmarks:

Level 2 (Grade 3 – 5)

- 1.2.1: Sings on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo
- 1.2.2: Sings expressively with appropriate dynamics, phrasing and interpretation
- 1.2.3: Blends vocal timbres, matches dynamic levels and responds to the cues of a conductor when singing as part of a group
- 1.2.4: Knows songs representing genres (e.g. march, lullaby, folk song) and styles (e.g. of various composers, nations) from diverse cultures

Standard 2: Performs on instruments, alone and/or with others, a varied repertoire of music.

Benchmarks:

Level 2 (Grade 3-5)

- 2.2.1: Performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.
- 2.2.2: 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)
- 2.2.3: Students will know a varied repertoire of music representing diverse genres and styles
- 2.2.4: Students will perform in groups (e.g. blends instrumental timbres, matches dynamic levels, responds to the cues of a conductor)
- 2.2.5: 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

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Standard 3: Improvises melodies, variations, and accompaniments

Benchmarks:

Level 2 (Grade 3- 5)

- 3.2.1: Improvises simple rhythmic and melodic ostinato (repetition of a short musical pattern) accompaniments
- 3.2.2: Students will improvise simple rhythmic variations and simple melodic embellishments on melodies.
- 3.2.3: Improvises short songs and/or 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).

Standard 4: Composes and arranges music with in specific guidelines

Benchmarks:

Level 2 (Grade 3- 5)

- 4.2.1: Creates and arranges music to accompany readings or dramatizations
- 4.2.2: Creates and arranges short songs and/or instrumental pieces within specific guidelines

Standard 5: Reads and notates music

Benchmarks:

Level 2 (Grade 3- 5)

- 5.2.1: Knows standard symbols used to notate meter, rhythm pitch and dynamics in simple patterns
- 5.2.2: Uses a system to read simple pitch notation in the treble clef in major keys
- 5.2.3: 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.
- 5.2.4: Knows symbols and traditional terms referring to dynamics tempo and articulation

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Standard 6:

Knows and applies appropriate criteria to music and music performances

Benchmarks:

Level 2 (Grade 3- 5)

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

Standard 7: Understands the relationship between music and history and culture

Benchmarks:

Level 2 (Grade 3- 5)

- 7.2.1: Identifies music from various historical periods and cultures
- 7.2.2: Knows how basic elements of music are used in music from various cultures of the world.
- 7.2.3: Understands the role of musicians in various music settings and cultures