

Create

Students will identify and use the creative process to develop works of art.

Create Performance Indicators

K-5	6-8	9-12
<ul style="list-style-type: none"> A. Create and arrange music to accompany readings or dramatizations. B. Create and arrange short songs and instrumental pieces within specified guidelines. C. Use a variety of sound sources when composing. D. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures. E. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys. F. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. G. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. 	<ul style="list-style-type: none"> A. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance. B. Arrange simple pieces for voices or instruments other than those for which the pieces were written. C. Use traditional and nontraditional sound sources and electronic media when composing and arranging. D. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures. E. Read at sight simple melodies in both the treble and bass clefs. F. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. G. Use standard notation to record their musical ideas and the musical ideas of others. 	<ul style="list-style-type: none"> A. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect. B. Arrange pieces 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. C. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources. D. Compose music, demonstrating imagination and technical skill in applying the principles of composition. E. Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used. F. Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs. G. Interpret nonstandard notation symbols used by twentieth-century composers

Present/Perform/Produce

Students will demonstrate skills through presentation and/or performance.

Present/Perform/Produce Performance Indicators

K-5	6-8	9-12
<ul style="list-style-type: none"> A. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. B. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. C. Perform expressively a varied repertoire of music representing diverse genres and styles. D. Echo short rhythms and melodic patterns. E. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. F. Perform independent instrumental parts while other students sing or play contrasting parts. G. Improvise “answers” in the same style to given rhythmic and melodic phrases. H. Improvise simple rhythmic and melodic ostinato accompaniments. I. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. J. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means. 	<ul style="list-style-type: none"> A. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, and good breath, bow, or stick control. B. 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. C. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. D. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. E. Improvise simple harmonic accompaniments. F. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. G. Improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality. 	<ul style="list-style-type: none"> A. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6. B. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills. C. Perform in small ensembles with one student on a part. D. Improvise stylistically appropriate harmonization/homophonic parts. E. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. F. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Respond

Students will apply criteria to evaluate and/or interpret artistic work.

Respond Performance Indicators

K-5	6-8	9-12
<ul style="list-style-type: none"> A. Identify simple music forms when presented aurally. A. Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures. B. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances. C. Identify the sounds of different instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices. D. Respond through purposeful movement to selected prominent features in a piece of music. E. Devise criteria for evaluating performances and compositions. F. Explain, using appropriate music terminology, personal preferences for specific musical works and styles 	<ul style="list-style-type: none"> A. Describe specific music events in a given aural example, using appropriate terminology. B. Analyze how elements of music are expressed in diverse genres and cultures. C. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music. D. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their own personal listening and performing. E. 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. 	<ul style="list-style-type: none"> A. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. A. Demonstrate extensive knowledge of the technical vocabulary of music. B. Identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques. C. Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music. D. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.