

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

**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"> <li>A. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.</li> <li>B. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</li> <li>C. Perform expressively a varied repertoire of music representing diverse genres and styles.</li> <li>D. Echo short rhythms and melodic patterns.</li> <li>E. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</li> <li>F. Perform independent instrumental parts while other students sing or play contrasting parts.</li> <li>G. Improvise “answers” in the same style to given rhythmic and melodic phrases.</li> <li>H. Improvise simple rhythmic and melodic ostinato accompaniments.</li> <li>I. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>C. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</li> <li>D. Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</li> <li>E. Improvise simple harmonic accompaniments.</li> <li>F. Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</li> <li>G. Improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>B. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</li> <li>C. Perform in small ensembles with one student on a part.</li> <li>D. Improvise stylistically appropriate harmonization/homophonic parts.</li> <li>E. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.</li> <li>F. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.</li> </ul>

**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"> <li>A. Identify simple music forms when presented aurally.</li> <li>A. Demonstrate perceptual skills by moving to, inquiring about, and describing aural examples of music from various styles representing diverse cultures.</li> <li>B. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</li> <li>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.</li> <li>D. Respond through purposeful movement to selected prominent features in a piece of music.</li> <li>E. Devise criteria for evaluating performances and compositions.</li> <li>F. Explain, using appropriate music terminology, personal preferences for specific musical works and styles</li> </ul>	<ul style="list-style-type: none"> <li>A. Describe specific music events in a given aural example, using appropriate terminology.</li> <li>B. Analyze how elements of music are expressed in diverse genres and cultures.</li> <li>C. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>A. Demonstrate extensive knowledge of the technical vocabulary of music.</li> <li>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.</li> <li>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.</li> <li>D. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</li> </ul>