

How can **Note Knacks** help your students achieve the Maryland State Standards?

PRESCHOOL

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) **COMPLEMENTS** Explore a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, and tambourines
 - b) **COMPLEMENTS** Respond to repeated patterns heard in music
 - c) **COMPLEMENTS and MEETS** Respond to changes heard in music: fast/slow, loud/soft(quiet), long/short, high/low
 - d) **COMPLEMENTS** Explore sounds in selected environments such as classroom, playground, field trip, cafeteria
 2. Experience performance through singing, playing instruments, and listening to performances of others
 - a) **COMPLEMENTS** Sing songs that use the voice in a variety of ways
 - b) Listen to examples of adult male voices, adult female voices, and children's voices
 - c) **COMPLEMENTS** Wait and listen before imitating rhythmic and melodic patterns
 - d) **COMPLEMENTS** Explore steady beat through singing, speaking, and playing classroom instruments
 3. Respond to music through movement
 - a) Express music through movement, developing the concept of personal space ("bubble space")
 - b) **COMPLEMENTS** Respond to steady beat through locomotor and non-locomotor movement
 - c) Listen for simple directions or verbal cues in singing games
 - d) **COMPLEMENTS** Explore a variety of locomotor and non-locomotor movements to show meter
 - e) **MEETS AND EXCEEDS** Experiment with standard and individually created symbols to represent sounds
2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) **COMPLEMENTS** Explore music used in daily living
 2. Become acquainted with the roles of music in the lives of people
 - a) Explore a rich repertoire of music representing its roles in the lives of people, such as lullabies
 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **MEETS** Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts
 - b) **MEETS** Participate in music activities that emphasize alphabet recognition, spatial relationships, and counting
 4. Develop knowledge of a wide variety of styles and genres through the study of music history

- a) **COMPLEMENTS** Listen to two versions of the same piece and identify them as same or different, such as a vocal version and a strictly instrumental version
3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 1. Develop confidence in the ability to improvise music through experimentation with sound
 - a) **MEETS** Experiment with sound patterns through exploration of classroom instruments
 - b) **COMPLEMENTS** Use the voice to improvise animal and environmental sounds
 2. Investigate composing music through experimentation with sound and the tools of composition
 - a) **Meet and Exceeds** Explore the use of pictorial representations for sound
 - b) **COMPLEMENTS** Use body percussion to create sound patterns
 4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
 1. Express preferences about selected musical compositions
 - a) Verbalize or use visual representation for at least one reason for musical preference

KINDERGARTEN

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) **COMPLEMENTS** Experiment with a range of classroom instruments such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums
 - b) **COMPLEMENTS** Identify repeated patterns heard in music
 - c) **MEETS AND EXCEEDS** Identify sounds as fast/slow, loud/soft (quiet), long/short, high/low
 - d) **COMPLEMENTS** Explore and discuss sounds heard in selected environments such as classroom, playground, field trip, cafeteria
 2. Experience performance through singing, playing instruments, and listening to performances of others
 - a) **COMPLEMENTS** Experiment with vocal sounds that use a variety of pitches: singing in an age-appropriate range, speaking, whispering, and calling
 - b) Listen to examples of adult male voices, adult female voices, and children's voices
 - c) **COMPLEMENTS** Wait and listen before imitating rhythmic and melodic patterns
 - d) **COMPLEMENTS** Explore steady beat through singing, speaking, and playing classroom instruments
 - e) **COMPLEMENTS** Explore beat groupings (meter) through singing, speaking, and playing classroom instruments
 - f) **COMPLEMENTS** Explore use of simple 2- or 4-beat rhythmic ostinatos
 - g) **COMPLEMENTS** Sing or play in groups, matching tempo (fast and slow)
 - h) **MEETS** Experience as an audience member a variety of concerts, plays, and other age-appropriate programming
 3. Respond to music through movement
 - a) Demonstrate understanding of personal space while moving to music
 - b) **COMPLEMENTS** Explore and recognize steady beat through locomotor and non-locomotor movement
 - c) Follow simple directions or verbal cues in singing games
 - d) **COMPLEMENTS** Use a variety of locomotor and non-locomotor movements to show meter

4. Experiment with standard and individually created symbols to represent sounds
 - a) **MEETS AND EXCEEDS** Interpret picture symbols representing musical characteristics
 - b) **COMPLEMENTS and Exceeds** Interpret stem notation used to represent rhythms
2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) **COMPLEMENTS** Explore music used in the home, school and community
 - b) Sing and listen to music representative of different activities, holidays, and seasons in a variety of world cultures
 2. Become acquainted with the roles of music in the lives of people
 - a) Explore a rich repertoire of children's music that includes singing games and finger play
 - b) Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **MEETS AND EXCEEDS** Explore creative expression through music as it relates to dance, creative dramatics, and the visual arts
 - b) Participate in music activities that emphasize rhyming words and "all about me" themes
 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) **COMPLEMENTS** Listen to music representative of a variety of styles and genres and discuss the differences between them
3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 1. Develop confidence in the ability to improvise music through experimentation with sound
 - a) Sort classroom instruments by sound and playing technique
 - b) Improvise simple text (one or two words) by filling in the blanks of familiar songs with other selected words to create new meaning
 2. Investigate composing music through experimentation with sound and the tools of composition
 - a) **MEETS AND EXCEEDS** Create a sound piece by interpreting visual representations of sound, using a variety of modalities, such as classroom instruments, environmental sounds, the voice, body percussion, and found objects
 - b) **COMPLEMENTS** Create rhythmic sound patterns using body percussion
4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
 1. Express preferences about selected musical compositions
 - a) Verbalize or use visual representation to express musical preferences (e.g., how it makes me feel, what it makes me think about, what it reminds me of)
 2. Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **COMPLEMENTS and MEETS** Use teacher and student identified words to develop a vocabulary bank for evaluating musical performances

FIRST GRADE

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) Classify classroom instruments by sight and sound such as wood blocks, triangles, rhythm sticks, maracas, guiros, jingle bells, sand blocks, cymbals, tambourines, and hand drums
 - b) **MEETS** Identify same and different patterns heard in music
 - c) **MEETS AND EXCEEDS** Compare musical sounds: fast/slow, loud/soft (quiet), long/short, high/low
 - d) Use and simulate environmental sounds
 - e) Listen to and perform music in major and minor modes
 2. Experience performance through singing, playing instruments, and listening to performances of others
 - a) **COMPLEMENTS** Demonstrate vocal qualities, such as head voice and chest voice and sing with high and low vocal sounds, matching pitches within an age-appropriate vocal range
 - b) Distinguish among adult male voices, female voices, and children's voices in aural examples
 - c) **MEETS AND EXCEEDS** Demonstrate ability to echo short rhythmic and melodic patterns (quarter note, two eighths, and quarter rest)
 - d) **MEETS** Practice steady beat through singing, speaking, and playing classroom instruments
 - e) **MEETS AND EXCEEDS** Demonstrate meter through chanting, and playing classroom instruments
 - f) **MEETS AND EXCEEDS** Perform simple 2- or 4-beat rhythmic ostinatos
 - g) Sing a variety of songs with the class or individually, independent of the teacher's or recorded voice(s)
 - h) **MEETS AND EXCEEDS** Sing or play in groups, matching dynamic levels (soft and loud)
 - i) **MEETS** Demonstrate appropriate audience behavior
 3. Respond to music through movement
 - a) Demonstrate musical characteristics through movement to music
 - b) **MEETS** Demonstrate steady beat through locomotor and non-locomotor movement
 - c) Follow musical cues to sequence movement in singing games
 - d) **MEETS** Respond to meter with a variety of locomotor and non-locomotor movements
 4. Experiment with standard and individually created symbols to represent sounds
 - a) **COMPLEMENTS and Exceeds** Use stem notation to read and write rhythm patterns including quarter note, quarter rest, and two eighth notes connected
 - b) **MEETS** Relate melodic contour to standard and non-standard notation
2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) **COMPLEMENTS** Describe how music is used in the home, school, and community
 - b) **COMPLEMENTS** Sing, listen to, and describe music representative of different activities, holidays, and seasons in a variety of world cultures
 2. Become acquainted with the roles of music in the lives of people

- a) Listen to and perform a rich repertoire of music representing its roles in the lives of people, such as work songs
 - b) Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
 - 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **COMPLEMENTS and MEETS** Experiment with creative expression through music as it relates to dance, creative dramatics, and the visual arts
 - b) **MEETS** Connect music content to that of other subject areas, such as science, mathematics, or literature
 - 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) Listen to music representative of a variety of styles and genres and use criteria for "old" or "new" music to explain why each example is classified as "old" or "new"
3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
- 1. Develop confidence in the ability to improvise music through experimentation with sound
 - a) **MEETS AND EXCEEDS** Improvise sounds to enhance stories and songs
 - b) Improvise alternate texts for phrases in familiar songs
 - 2. Investigate composing music through experimentation with sound and the tools of composition
 - a) **MEETS AND EXCEEDS** Create pictorial representations of sounds to form a sound piece
 - b) **MEETS AND EXCEEDS** Use the voice and classroom instruments to create simple rhythmic and melodic patterns
 - c) **MEETS AND EXCEEDS** Create short ostinato patterns to enhance given melodies
4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
- 1. Apply criteria to express preferences about selected musical compositions
 - a) Verbalize or use visual representation to express musical preferences (e.g., how it makes me feel, what it makes me think about, what it reminds me of)
 - 2. Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **MEETS AND EXCEEDS** Discuss teacher-identified criteria for the evaluation of performance and apply to classroom performances

SECOND GRADE

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
- 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) Classify band and orchestra instruments by sight according to methods of sound production such as blow, pluck and bow, strike, and shake
 - b) **COMPLEMENTS** Identify call-and-response and verse-and-refrain when presented aurally
 - c) **COMPLEMENTS and MEETS** Listen to, perform, and describe music that illustrates fast/slow, loud/soft (quiet), long/short, high/low
 - d) Identify and describe environmental sounds
 - e) Listen to, perform and describe music in major and minor modes
 - 2. Experience performance through singing, playing instruments, and listening to performances of others

- a) **COMPLEMENTS** Use the head voice to sing a varied repertoire of songs, singing games, and songs with instrumental accompaniment, matching pitches within an age-appropriate vocal range
 - b) Describe the differences among adult male voices, adult female voices, and children's voices
 - c) **MEETS AND EXCEEDS** Echo a variety of short rhythmic and melodic patterns (quarter note, two eighths connected, half note, whole note, and quarter rest)
 - d) **MEETS** Demonstrate the ability to maintain a steady beat through singing, speaking, and playing classroom instruments
 - e) **MEETS AND EXCEEDS** Perform and identify simple and compound meters
 - f) Sing one part of a 2-part round while the teacher sings the other part
 - g) **MEETS AND EXCEEDS** Perform an ostinato while other students perform a contrasting ostinato
 - h) **COMPLEMENTS** Use good singing and playing posture as demonstrated by the teacher
 - i) Sing from memory a varied repertoire of songs representing genres and styles from diverse world cultures
 - j) Listen to a group of voices singing and differentiate between blending voices and voices which are not blending
 - k) **MEETS** Describe and demonstrate appropriate audience behavior
3. Respond to music through movement
- a) **MEETS** Create movement patterns for music and describe the relationships of movement to music
 - b) **MEETS** Demonstrate ability to maintain steady beat through locomotor and non-locomotor movement
 - c) Demonstrate sequences of movement in singing games
 - d) **COMPLEMENTS and MEETS** Identify meter in aural music examples and convey the meter through movement
4. Experiment with standard and individually created symbols to represent sounds
- a) **MEETS AND EXCEEDS** Identify and apply 2, 3, 4, and 6 as representing meter in aural and visual examples
 - b) **MEETS AND EXCEEDS** Experiment with standard and non-standard notation to represent simple melodies or melodic patterns

2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*

- 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) **COMPLEMENTS** Describe characteristics that make certain music suitable for different uses, such as children's games, celebrations, and parades
 - b) Sing, listen to, and examine music representative of different activities, holidays, and seasons in a variety of world cultures
- 2. Become acquainted with the roles of music in the lives of people
 - a) Listen to and perform a rich repertoire of music that reflects different roles music plays in the lives of people, such as patriotic songs, spirituals, and songs of celebration
 - b) Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
- 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **COMPLEMENTS** Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts

- b) **MEETS AND EXCEEDS** Participate in music activities that relate music content, processes, and skills with those in other subjects taught in the school, such as cumulative songs for mathematics and regions of the world for social studies
- 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) **COMPLEMENTS** Listen to and describe similarities and differences in more than one version of the same piece, including examples representative of a variety of styles and genres, both historical and contemporary
- 3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 - 1. Develop confidence in the ability to improvise music through experimentation with sound
 - a) **MEETS AND EXCEEDS** Improvise instrumental sounds to enhance stories and songs
 - b) Use the voice to improvise simple melodic phrases, such as scat singing, street calls, and blues
 - 2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition
 - a) **MEETS AND EXCEEDS** Interpret iconic representation for sound in sound pieces and song accompaniments
 - b) **MEETS AND EXCEEDS** Create simple rhythmic and melodic patterns, using the voice or classroom instruments
 - c) **MEETS AND EXCEEDS** Compose and use non-traditional notation to preserve ostinatos which enhance given melodies
- 4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
 - 1. Apply established criteria to express preferences about selected musical compositions
 - a) **MEETS AND EXCEEDS** Create a hierarchy of musical preference based on teacher-identified criteria
 - 2. Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **MEETS AND EXCEEDS** Apply teacher-identified criteria for the evaluation of performances

THIRD GRADE

- 1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
 - 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) Categorize band and orchestra instruments by sight and sound according to the string, woodwind, brass, or percussion family
 - b) **MEETS AND EXCEEDS** Identify ABA and call-and-response musical forms, when presented aurally
 - c) **MEETS AND EXCEEDS** Read music notation including dynamics (p, f), tempo (allegro, adagio), and meter (2/2, 2/4, 4/4, 3/4, and 6/8)
 - d) **COMPLEMENTS** Describe environmental sounds heard, with attention to tempo, dynamics, and pitch
 - e) Distinguish between major and minor modes presented aurally
 - 2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others

- a) **MEETS AND EXCEEDS** Perform accurately simple rhythms at sight from standard notation: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected
 - b) **COMPLEMENTS** Sing and play a variety of music at a given tempo, using correct posture and clear diction or articulation
 - c) **COMPLEMENTS and Exceeds** Sing two- and three-part rounds accurately
 - d) **COMPLEMENTS and Exceeds** Perform ostinatos to support given melodies
 - e) **MEETS** Explain appropriate performance behavior
3. Respond to music through movement
 - a) **MEETS** Create movement patterns to communicate meaning or feeling in music and describe the relationships of movement to music
 - b) **MEETS AND EXCEEDS** Conduct music in two meter
 - c) **COMPLEMENTS** Create movement patterns to demonstrate aspects of music, such as melodic contour, form, and dynamics
 4. Experiment with standard and individually created symbols to represent sounds
 - a) Indicate occurrences of chord changes presented aurally (I and V chords)
 - b) **MEETS AND EXCEEDS** Write simple rhythm patterns from dictation using quarter notes, two connected eighth notes, half notes, and corresponding rests in 4/4 time (2 measures)
 - c) **COMPLEMENTS and MEETS** Create and notate short melodies using non-standard symbols such as icons, dashes and dots, or any system created by and meaningful to the student (2 measures)
2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) **COMPLEMENTS** Describe how music reflects daily experience in the local community
 - b) Listen to and perform folk and composed music that is used to celebrate holidays in various world cultures
 - c) **COMPLEMENTS** Listen to music examples from various world cultures and describe how tempo, dynamics, and pitch are used
 - d) Identify and describe roles of musicians in the local community
 - e) **COMPLEMENTS** Use movement to describe aural musical examples
 - f) Discuss ways in which creating and performing music bring personal satisfaction
 - g) **MEETS** Demonstrate audience behaviors that are respectful of the performer(s)
 2. Become acquainted with the roles of music in the lives of people
 - a) Listen to and describe a variety of musical works and relate them to specific historical events
 - b) Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
 - c) Listen to and describe musical examples that represent styles and traditions from various historical periods and world cultures
 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **COMPLEMENTS** Experiment with individual creative expression through music as it relates to dance, creative dramatics, and the visual arts
 - b) **MEETS AND EXCEEDS** Demonstrate ways that relate music content, processes, and skills with those of other subjects taught in the school
 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) Demonstrate an awareness of music history by performing songs, games, and dances representing a variety of composers, styles, genres, and world cultures

3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 1. Demonstrate the ability to improvise music through experimentation with sound
 - a) **MEETS AND EXCEEDS** Use selected classroom instruments or voices to improvise short melodies that answer in the same style to given rhythmic and melodic phrases (Q & A)
 - b) **COMPLEMENTS** Improvise vocal or instrumental music using nontraditional sounds (e.g., environmental, standard instrument being used in non-traditional ways)
 2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition
 - a) **MEETS** Use environmental sounds to enhance the mood and /or words of a musical composition
 - b) **MEETS AND EXCEEDS** Create simple rhythm patterns which show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected (2 measures)
 - c) **MEETS AND EXCEEDS** Compose and use traditional notation to preserve ostinatos that enhance given melodies

4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
 1. Evaluate selected musical compositions using established criteria
 - a) **COMPLEMENTS** Discuss musical characteristics as they relate to the listener's feelings and preferences
 2. Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **COMPLEMENTS** Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo, and effective expression

FOURTH GRADE

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) Explain characteristics of band and orchestra instruments to support their belonging to the string, woodwind, brass, or percussion family
 - b) Identify theme and variation form in music when presented aurally
 - c) **MEETS AND EXCEEDS** Read music notation including dynamics (p, f, mp, and mf), tempo (allegro, adagio, and moderato), and meter (2/2, 2/4, 4/4, 3/4, 6/8, and 5/4)
 - d) **COMPLEMENTS** Describe environmental sounds heard, with attention to rhythm
 - e) Listen to and distinguish among voices as children's, adult male, and adult female
 2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others
 - a) **COMPLEMENTS** Perform accurately simple rhythms at sight from standard notation: tied notes (whole, half, and quarter combinations)
 - b) Sing and play a variety of music with accurate intonation and characteristic timbre
 - c) Sing partner songs and songs with descants accurately
 - d) **MEETS AND EXCEEDS** Perform rhythmically and melodically correct ostinatos or chordal accompaniment patterns while other students sing or play contrasting parts
 - e) **MEETS** Exhibit appropriate performance behavior
 3. Respond to music through movement
 - a) Perform singing games and traditional dances from a variety of world cultures

- b) **MEETS AND EXCEEDS** Conduct music in four meter
 - 4. Experiment with standard and individually created symbols to represent sounds
 - a) Read standard chord symbols and play the represented chords on classroom instruments (I and V chords)
 - b) **MEETS AND EXCEEDS** Write simple rhythm patterns from dictation using quarter, notes, two connected eighth notes, half notes, whole notes and corresponding rests in 2/4 and 3/4 time
 - c) **COMPLEMENTS** Create and notate short melodies on the treble staff, using standard notation (2 measures)
 - d) **COMPLEMENTS and MEETS** Read and perform simple pitch and rhythm notation on the treble staff in the key of C major, using solfeggio or a comparable system

- 2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 - 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) Describe how music reflects daily experience in Maryland
 - b) Listen to, perform, and discuss how music is used to celebrate holidays in various world cultures
 - c) **COMPLEMENTS** Listen to music examples from various world cultures and describe how rhythm is used
 - d) Identify and describe roles of musicians in Maryland
 - e) Use body movement to describe aural musical examples
 - f) **MEETS AND EXCEEDS** Compare ways in which creating and performing music bring satisfaction
 - 2. Become acquainted with the roles of music in the lives of people
 - a) Listen to and discuss how selected works from standard music literature correspond to specific historical events
 - b) Perform authentic songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
 - c) Listen to and describe musical examples that represent styles and traditions from various historical periods and world cultures
 - 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) Characterize music using techniques from dance, drama, and the visual arts
 - b) **MEETS** Identify ways to relate music content, processes, and skills with those of other subjects taught in the school
 - 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) Listen to and identify music from various periods in music history, world cultures, and works written by exemplary composers
 - b) Identify specific musical instruments that are used in a variety of musical styles and genres throughout history

- 3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 - 1. Demonstrate the ability to improvise music through experimentation with sound
 - a) **MEETS AND EXCEEDS** Use instruments or voices to improvise simple rhythmic and melodic ostinato accompaniments
 - b) **COMPLEMENTS** Improvise vocal or instrumental music using at least three traditional sounds
 - 2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition

- a) **COMPLEMENTS** Compose and notate graphically a sound composition using environmental sounds
 - b) **MEETS AND EXCEEDS** Create simple melodic patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, tied notes (2 measures)
 - c) **COMPLEMENTS** Compose and use traditional notation to preserve descants that enhance given melodies
4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*
- 1. Evaluate selected musical compositions using established criteria
 - a) **COMPLEMENTS** Discuss how changes in performance such as dynamics, tempo, and phrasing affect the listener's reaction to musical works
 - 2. **COMPLEMENTS and Exceeds** Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **COMPLEMENTS and Exceeds** Discuss self-established criteria and apply them to one's own improvisations, compositions, and performance

FIFTH GRADE

1. *Perceiving, Performing, and Responding: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.*
- 1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment
 - a) Identify a variety of instruments by sight and sound, including the flute, clarinet, saxophone, trumpet, trombone, tuba, violin, cello, tympani, bass drum, snare drum, cymbals, and xylophone
 - b) **COMPLEMENTS** Identify rondo form in music when presented aurally
 - c) **MEETS AND EXCEEDS** Read music notation including dynamics (p, f, mp, mf, pp, and ff), tempo (allegro, adagio, moderato, and andante), and meter (2/2, 2/4, 4/4, 3/4, 6/8, 5/4, and 12/8)
 - d) Describe environmental sounds heard, with attention to tone color and intervals (same, step, skip)
 - e) Listen to and identify adult voices as soprano, alto, tenor, or bass
 - f) Listen to and identify instruments from various world cultures, such as the steel drum, pan pipes, conga drum, gong, tabla, sitar, and guitar
 - 2. Experience performance through singing, playing instruments in general, vocal, and instrumental settings, and listening to performances of others
 - a) **MEETS AND EXCEEDS** Perform accurately simple rhythms at sight from standard notation: four sixteenth notes, eighth rests
 - b) Sing and play a varied repertoire of music representing diverse genres, styles, and world cultures, adhering to given expression markings
 - c) **COMPLEMENTS** Sing songs accurately in simple two-part harmony using two-staff systems
 - d) **COMPLEMENTS** Perform accurately and independently instrumental parts while other students sing or play contrasting parts
 - e) **COMPLEMENTS** Sing or play in groups, blending timbres, matching dynamic levels, and responding to the conducting cues of the teacher
 - 3. Respond to music through movement
 - a) Perform improvised movement to communicate meaning or feeling in music
 - b) **MEETS AND EXCEEDS** Conduct music in three meter

4. Experiment with standard and individually created symbols to represent sounds
 - a) Read standard chord symbols and play the represented chords on classroom instruments (I, IV, and V chords)
 - b) **MEETS AND EXCEEDS** Write simple melodic patterns from dictation using quarter, eighth, half, whole, dotted half, four sixteenth notes, and corresponding rests (melodic range of five notes, 2 measures)
 - c) **COMPLEMENTS** Create and notate melodies on the treble staff using standard notation (4 measures)
 - d) **COMPLEMENTS and MEETS** Read and perform simple pitch and rhythm notation on the treble staff in the keys of F and G major, using solfeggio or a comparable system

2. *Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.*
 1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression
 - a) Describe how music reflects daily experience in North America
 - b) Listen to, perform, and compare how music is used to celebrate holidays in various world cultures
 - c) Listen to music examples from various world cultures and describe how form is used
 - d) Identify and describe roles of musicians in North America
 - e) Use oral and written language to describe aural musical examples as both personal and societal expression, and convey what those examples express
 - f) **COMPLEMENTS** Describe various careers in music and ways that they may provide personal satisfaction
 2. Become acquainted with the roles of music in the lives of people
 - a) Listen to, explain, and provide supporting evidence of ways in which selected works from standard music literature correspond to specific historical events
 - b) Perform authentic songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
 - c) Listen to and compare musical examples that represent styles and traditions from various historical periods and world cultures
 3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines
 - a) **COMPLEMENTS** Describe similarities and differences in the meanings of terms that music, dance, drama, and the visual arts have in common
 - b) **MEETS AND EXCEEDS** Describe ways to relate music content, processes, and skills with those of other subjects areas taught in the school
 4. Develop knowledge of a wide variety of styles and genres through the study of music history
 - a) Listen to and compare music from various periods in music history, world cultures, and works written by exemplary composers
 - b) Describe how specific instruments are used in a variety of musical styles and genres throughout history

3. *Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively*
 1. Demonstrate the ability to improvise music through experimentation with sound
 - a) **COMPLEMENTS** Improvise countermelodies, using familiar repertoire
 - b) Improvise vocal or instrumental music, using current technology
 2. Develop the ability to compose and arrange music by experimenting with sound and the tools of composition
 - a) **MEETS AND EXCEEDS** Compose , arrange, and notate music to accompany readings or dramatizations

- b) **MEETS AND EXCEEDS** Create simple rhythmic and melodic patterns that show contrast: whole notes and whole rests, half notes and half rests, quarter notes and quarter rests, two eighth notes connected, sixteenth notes, and tied notes (4 measures)
- c) Compose and use traditional notation to preserve chordal patterns that enhance given melodies

4. *Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments.*

- 1. Evaluate selected musical compositions using established criteria
 - a) **COMPLEMENTS** Explain personal preferences for specific musical works and styles, using music terminology
- 2. Develop and apply personal aesthetic criteria for evaluating musical performances
 - a) **COMPLEMENTS** Devise and apply criteria to evaluate class and individual performances