

# How Can **Note Knacks** Help Your Students Achieve the New York State Standards?

## STANDARD 1: Creating, Performing, and Participating in the Arts

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### **ELEMENTARY STUDENTS:**

- A. **MEETS** Create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard), and nontraditional sound sources (e.g., water-filled glasses)
- B. **MEETS** Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts
- C. **MEETS AND EXCEEDS** Read simple standard notation in performance, and follow vocal or keyboard scores in listening
- D. **MEETS AND EXCEEDS** In performing ensembles, read very easy/easy music (New York State School Music Association NYSSMA] level I-II) and respond appropriately to the gestures of the conductor
- E. **MEETS AND EXCEEDS** Identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others.

### **INTERMEDIATE STUDENTS:**

- A. **MEETS AND EXCEEDS** Compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbre, and dynamic elements
- B. **MEETS** Sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness
- C. **MEETS AND EXCEEDS** Improvise short musical compositions that exhibit cohesiveness and musical expression
- D. **MEETS AND EXCEEDS** In performing ensembles, read moderately easy/moderately difficult music (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor
- E. **MEETS** Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them.

## STANDARD 2: Knowing and Using Arts Materials and Resources

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### **ELEMENTARY STUDENTS:**

- A. **COMPLEMENTS** Use classroom and nontraditional instruments in performing and creating music
- B. Construct instruments out of material not commonly used for musical instruments
- C. Use current technology to manipulate sound
- D. **MEETS** Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used
- E. **MEETS** Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school
- F. **MEETS** Discuss ways that music is used by various members of the community.

### **INTERMEDIATE STUDENTS:**

- A. **COMPLEMENTS** Use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces
- B. Use school and community resources to develop information on music and musicians
- C. Use current technology to create, produce, and record/playback music
- D. Identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role

- E. **COMPLEMENTS** Demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures
- F. Investigate some career options related to their musical interests.

## STANDARD 3: Responding to and Analyzing Works of Art

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### **ELEMENTARY STUDENTS:**

- A. **COMPLEMENTS** Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others'
- B. **MEETS** Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.
- C. **COMPLEMENTS** Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre
- D. **COMPLEMENTS** Describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.)
- E. **COMPLEMENTS** Describe their understandings of particular pieces of music and how they relate to their surroundings.

### **INTERMEDIATE STUDENTS:**

- A. **COMPLEMENTS** Through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events
- B. **MEETS** Use appropriate terms to reflect a working knowledge of the musical elements
- C. **COMPLEMENTS** Demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance
- D. **COMPLEMENTS** Use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events)
- E. Use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived
- F. **MEETS** Use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works.

## STANDARD 4: Understanding the Cultural Dimensions and Contributions of the Arts

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### **ELEMENTARY STUDENTS:**

- A. **COMPLEMENTS** Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world
- B. **COMPLEMENTS** Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections
- C. **COMPLEMENTS** Identify the primary cultural, geographical, and historical settings for the music they listen to and perform.

### **INTERMEDIATE STUDENTS:**

- A. **COMPLIMENTS** Identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world
- B. **COMPLEMENTS** Identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections
- C. **COMPLEMENTS** Discuss the current and past cultural, social, and political uses for the music they listen to and perform
- D. **MEETS** In performing ensembles, read and perform repertoire in a culturally authentic manner.