

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

## **KINDERGARTEN**

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### **Standard 1.0 Singing**

**Students will sing alone and with others, a varied repertoire of music.**

#### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 1.1** Develop skill in singing simple songs.

**COMPLEMENTS 1.2** Explore high and low pitches.

1.3 Explore upward and downward direction vocally.

#### **Checks for Understanding**

**COMPLEMENTS 1.1** Demonstrate whispering, speaking, shouting, and singing voices.

- Sing a simple song with others (words, pitches, rhythm).

**COMPLEMENTS 1.2** Sing, alone, a so-mi pattern accurately.

1.3 Sing a short melodic pattern that moves in an upward and/or downward direction.

#### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 1.1.1** Demonstrate, vocally, singing and speaking voices.

1.1.2 Sing, with others, a simple song on pitch.

1.1.3 Sing, alone, a simple song on pitch.

**COMPLEMENTS 1.2.1** Demonstrate, vocally, high and low pitches.

**COMPLEMENTS 1.2.2** Sing a so-mi pattern.

**COMPLEMENTS 1.2.3** Sing, matching pitch, a so-mi pattern.

1.3.1 Create vocal sounds that move upward and downward in response to visual and movement cues.

1.3.2 Sing, with a group, short melodic patterns that move upward and downward.

1.3.3 Sing, with a group, a simple song that moves upward and downward.

### **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

#### **Grade Level Expectations (GLEs)**

The students will

**COMPLEMENTS 2.1** Develop skill in reproducing steady beat.

**MEETS AND EXCEEDS 2.2** Explore playing long/short and fast/slow sounds.

**COMPLEMENTS 2.3** Play high and low sounds.

#### **Checks for Understanding**

**COMPLEMENTS 2.1** Imitate a steady beat using their body.

**MEETS AND EXCEEDS 2.2** Perform long and short sounds on instruments.

- Perform fast and slow sounds on instruments.

**COMPLEMENTS 2.3** Perform high and low sounds on instruments from visual or verbal cues.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 2.1.1** Identify a steady beat.

**COMPLEMENTS 2.1.2** Imitate a steady beat using body percussion or instruments.

2.1.3 Maintain a steady beat independently.

**MEETS AND EXCEEDS/ COMPLEMENTS 2.2.1** Identify long/short and fast/slow sounds.

**MEETS AND EXCEEDS/ COMPLEMENTS 2.2.2** Imitate long/short and fast/slow sounds.

**MEETS AND EXCEEDS/ COMPLEMENTS 2.2.3** Choose and play long/short and/or fast/slow sounds appropriate for song, story, poem, or recorded selection.

**COMPLEMENTS 2.3.1** Identify high and low sounds.

**COMPLEMENTS 2.3.2** Perform high and low sounds from visual or verbal cues.

**COMPLEMENTS 2.3.3** Choose and play high or low sounds appropriate for song, story, poem, or recorded selection.

## **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 3.1** Create instrumental sounds to accompany songs, poems, and stories.

**MEETS AND EXCEEDS 3.2** Create vocal sounds to accompany songs, poems, and stories.

3.3 Improvise creative movement to accompany songs, poems, stories, and listening examples.

### **Checks for Understanding**

**MEETS AND EXCEEDS 3.1** Play, on a percussion instrument, an improvised accompaniment for a song, poem, and/or story within specified teacher guidelines.

**MEETS AND EXCEEDS 3.2** Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.

3.3 Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 3.1.1** Explore playing sounds non-rhythmically using body percussion.

3.1.2 Explore playing sounds non-rhythmically using percussion instruments.

**COMPLEMENTS 3.1.3** Select appropriate sounds from teacher-provided instruments.

**COMPLEMENTS 3.2.1** Explore random vocal sounds.

**MEETS AND EXCEEDS 3.2.2** Explore selected vocal sounds.

**MEETS AND EXCEEDS 3.2.3** Improvise vocal sounds appropriate to the teacher-selected song, poem, or story.

3.3.1 Explore movement in response to a given song, poem, story, or listening example.

3.3.2 Explore movements in response to teacher-provided parameters.

3.3.3 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.

## **Standard 4.0 Composing**

**Students will compose and arrange music within specific guidelines.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 4.1** Create short compositions using a variety of sounds.

### **Checks for Understanding**

**MEETS AND EXCEEDS 4.1** Create a composition using a variety of sounds following teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 4.1.1** Explore a variety of sounds.

**MEETS AND EXCEEDS** 4.1.2 Create a composition using a variety of sounds.

**MEETS AND EXCEEDS** 4.1.3 Create and demonstrate a composition using a variety of sounds..

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

**Grade Level Expectations (GLEs)**

The student will

**MEETS** 5.1 Interpret iconic representations of steady beat.

**COMPLEMENTS** 5.2 Interpret iconic representation of melodic direction.

**Checks for Understanding**

**MEETS** 5.1 Perform a steady beat following iconic notation provided by the teacher.

**COMPLEMENTS** 5.2 Perform melodic direction following iconic notation provided by the teacher.

**Student Performance Indicators (SPIs)**

The student is able to

**MEETS** 5.1.1 Recognize iconic notation for steady beat.

**MEETS** 5.1.2 Interpret iconic notation for steady beat.

**COMPLEMENTS** 5.1.3 Interpret iconic notation for beat and no beat.

5.2.1 Recognize iconic notation for melodic direction.

5.2.2 Interpret and perform iconic notation for melodic direction.

**COMPLEMENTS** 5.2.3 Interpret and perform iconic notation for high and low sounds.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS** 6.1 Recognize same and different sections in familiar pieces of music.

**COMPLEMENTS** 6.2 Recognize the difference between voices and instruments.

6.3 Recognize musical characteristics in selected pieces of music.

**Checks for Understanding**

**COMPLEMENTS** 6.1 Demonstrate a moment of stillness before and after performing a song/poem and/or performing movement to a listening example.

- Demonstrate same and different within a musical selection by using contrasting movements.

**COMPLEMENTS** 6.2 Identify a sound in a teacher-provided example as vocal or instrumental.

6.3 Demonstrate fast and slow movements in response to a teacher-provided example.

- Identify musical selections as loud or soft.

**Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS** 6.1.1 Recognize that music has a beginning and an ending.

**COMPLEMENTS** 6.1.2 Respond to same and different within a musical selection.

**COMPLEMENTS** 6.1.3 Recognize same and different sections within a two-section musical selection.

**COMPLEMENTS** 6.2.1 Identify a sound as a voice or an instrument.

**COMPLEMENTS** 6.2.2 Recognize the difference between one voice or instrument and many voices or instruments.

6.2.3 Recognize differences between the voices of men, women, and children.

- Recognize selected instruments by sight and/or sound.

**COMPLEMENTS** 6.3.1 Demonstrate fast, slow, loud, and soft.

**COMPLEMENTS** 6.3.2 Identify a selection as fast or slow.

- Identify a selection as loud or soft.

**COMPLEMENTS** 6.3.3 Identify a selection as fast or slow and loud or soft.

## Standard 7.0 Evaluating

**Students will evaluate music and music performances.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 7.1** Evaluate musical performances based on an age-appropriate criteria.

**MEETS AND EXCEEDS 7.2** Develop and evaluate appropriate audience behaviors during a performance.

### Checks for Understanding

**COMPLEMENTS 7.1** Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance (e.g., fast/slow, loud/soft, standing up straight).

**MEETS AND EXCEEDS 7.2** Demonstrate sitting quietly during a performance.

### Student Performance Indicators (SPIs)

The student is able to

**COMPLEMENTS 7.1.1** Discuss a musical performance using teacher-given criteria.

**COMPLEMENTS 7.1.2** Discuss a musical performance using grade-appropriate music vocabulary.

**MEETS AND EXCEEDS 7.1.3** Discuss what students see and hear during classroom performances using grade appropriate vocabulary.

**MEETS AND EXCEEDS 7.2.1** Discuss appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.2** Demonstrate appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.3** Evaluate audience behaviors exhibited during a performance.

## Standard 8.0 Interdisciplinary Connections

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### Grade Level Expectations (GLEs)

The student will

**MEETS AND EXCEEDS/ COMPLEMENTS 8.1** Experience relationships between music and dance, visual art, and/or theatre.

**COMPLEMENTS 8.2** Experience relationships between music and language arts.

### Checks for Understanding

**MEETS AND EXCEEDS 8.1** Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).

8.2 Identify the sequence of events in a song, poem, or story.

### Student Performance Indicators (SPIs)

The student is able to

8.1.1 Experience music and dance, theatre, and/or visual art.

**MEETS AND EXCEEDS/ COMPLEMENTS 8.1.2** Explore common elements between music and dance, theatre, and/or visual art.

**MEETS AND EXCEEDS/ COMPLEMENTS 8.1.3** Identify common elements between music and dance, theatre, and/or visual art.

**COMPLEMENTS 8.2.1** Experience music and language arts.

**COMPLEMENTS 8.2.2** Explore common elements between music and language arts.

**COMPLEMENTS 8.2.3** Identify common elements between music and language arts.

## Standard 9.0 Historical and Cultural Connections

**Students will understand music in relation to history and culture.**

### Grade Level Expectations (GLEs)

The student will

9.1 Experience music from various historical periods and cultures.

### Checks for Understanding

9.1 Perform a song or singing game from another culture.

## **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Explore musical examples from various historical periods and cultures.
- 9.1.2 Experience songs and singing games from various historical periods and cultures.
- 9.1.3 Recognize that musical examples come from different historical periods and cultures.

# *FIRST GRADE*

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## **Standard 1.0 Singing**

**Students will sing alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 1.1** Develop skill in singing a variety of children's songs.

**COMPLEMENTS 1.2** Reproduce high, middle, and low pitches vocally.

1.3 Reproduce upward and downward directions vocally.

### **Checks for Understanding**

1.1 Sing, with others, a simple song (words, pitches, rhythm).

**COMPLEMENTS 1.2** Sing, alone, a so-mi-la pattern accurately.

1.3 Sing a short melodic pattern that moves in an upward and downward direction.

## **Student Performance Indicators (SPIs)**

The student is able to

1.1.1 Sing, with others, a simple song.

**COMPLEMENTS 1.1.2** Sing a simple song on pitch.

1.1.3 Sing a simple song on pitch in an established key.

**COMPLEMENTS 1.2.1** Perform, vocally, a high-middle-low pattern.

**COMPLEMENTS 1.2.2** Sing a so-mi-la pattern.

**COMPLEMENTS 1.2.3** Sing, matching pitch, a so-mi-la pattern.

1.3.1 Sing, with a group, short melodic patterns that move upward and downward.

1.3.2 Sing, with a group, a simple song that moves upward and downward.

1.3.3 Sing a simple song, accurately reproducing melodic direction.

## **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS 2.1** Reproduce and maintain a steady beat.

**MEETS AND EXCEEDS 2.2** Perform short rhythm patterns.

2.3 Reproduce upward and downward directions of melodies.

### **Checks for Understanding**

**MEETS 2.1** Maintain a steady beat independently.

**MEETS AND EXCEEDS 2.2** Perform, accurately, a four-beat rhythm pattern.

2.3 Perform appropriate glissandi to accompany a song, poem, or story.

## **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 2.1.1** Imitate a steady beat (using body percussion or instruments).

**MEETS AND EXCEEDS 2.1.2** Maintain a steady beat independently.

- MEETS AND EXCEEDS** 2.1.3 Maintain a steady beat at varying tempos.
- MEETS AND EXCEEDS/ COMPLEMENTS** 2.2.1 Imitate long/short and fast/slow sounds.
- MEETS AND EXCEEDS** 2.2.2 Perform short rhythm patterns using body percussion.
- MEETS AND EXCEEDS** 2.2.3 Perform short rhythm patterns using instruments.
- 2.3.1 Identify upward and downward direction on pitched instruments.
- 2.3.2 Demonstrate upward and downward direction on pitched instruments
- 2.3.3 Perform ascending and descending scale songs on pitched instruments.

## Standard 3.0 Improvising

**Students will improvise melodies, variations, and accompaniments.**

### Grade Level Expectations (GLEs)

The student will

- MEETS AND EXCEEDS** 3.1 Create musical sounds to accompany songs, poems, and/or stories.
- COMPLEMENTS** 3.2 Improvise, vocally, sounds and/or short melodic fragments.
- 3.3 Improvise creative movement within a musical context.

### Checks for Understanding

- MEETS AND EXCEEDS** 3.1 Play an improvised accompaniment for a song, poem, and/or story on a percussion instrument within specified teacher guidelines.
- MEETS AND EXCEEDS** 3.2 Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.
- 3.3 Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.

### Student Performance Indicators (SPIs)

The student is able to

- MEETS AND EXCEEDS** 3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.
- MEETS AND EXCEEDS** 3.1.2 Improvise appropriate sounds, from teacher-provided parameters, to accompany a song, poem, or story.
- MEETS AND EXCEEDS** 3.1.3 Improvise appropriate sounds, using voice or classroom instruments, to accompany teacher-selected song, poem, or story.
- COMPLEMENTS** 3.2.1 Explore selected vocal sounds.
- COMPLEMENTS** 3.2.2 Improvise vocal sounds and/or melodic phrases appropriate to the teacher-selected song, poem, or story.
- COMPLEMENTS** 3.2.3 Improvise, vocally, short melodic phrases in response to simple musical questions.
- 3.3.1 Explore movements in response to teacher-provided parameters.
- 3.3.2 Improvise movements appropriate to teacher-selected song, poem, story or listening example.
- 3.3.3 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.

## Standard 4.0 Composing

**Students will compose and arrange music within specific guidelines.**

### Grade Level Expectations (GLEs)

The student will

- MEETS AND EXCEEDS** 4.1 Compose short beat/rhythm patterns.
- COMPLEMENTS** 4.2 Compose short melodies using limited pitches.

### Checks for Understanding

- MEETS AND EXCEEDS** 4.1 Create a four-beat composition using sounds/silence following teacher guidelines.
- MEETS AND EXCEEDS** Create a four-beat composition using long/short sounds following teacher guidelines.
- COMPLEMENTS** 4.2 Create a four-beat composition using high/low sounds following teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS** 4.1.1 Create and demonstrate a composition using sounds/silence.

**MEETS AND EXCEEDS** 4.1.2 Create and demonstrate a composition using long/short sounds.

**MEETS AND EXCEEDS** 4.1.3 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.

**COMPLEMENTS** 4.2.1 Create and demonstrate a composition using up and down sounds.

**COMPLEMENTS** 4.2.2 Create and demonstrate a composition using high and low sounds.

**COMPLEMENTS** 4.2.3 Create and demonstrate a composition using so and mi.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

**Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS** 5.1 Demonstrate an understanding of symbols which represent beat and rhythm patterns.

**COMPLEMENTS** 5.2 Demonstrate an understanding of symbols which represent melodic patterns.

**Checks for Understanding**

**MEETS AND EXCEEDS** 5.1 Perform a steady beat following iconic notation provided by the teacher.

**MEETS AND EXCEEDS** Perform rhythm patterns following iconic notation provided by the teacher.

5.2 Perform a short melody using so-mi following iconic notation provided by the teacher.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS** 5.1.1 Interpret and perform iconic notation for beat and no beat.

**MEETS AND EXCEEDS** 5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.

**MEETS AND EXCEEDS** 5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.

**COMPLEMENTS** 5.2.1 Recognize and perform iconic notation for high and low sounds.

**COMPLEMENTS** 5.2.2 Recognize and perform iconic notation for high, middle, and low sounds.

5.2.3 Read and perform iconic notation for simple melodic patterns.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS** 6.1 Identify the form of simple pieces of music.

**COMPLEMENTS** 6.2 Recognize the differences in tone color of voices and classroom instruments.

**COMPLEMENTS** 6.3 Recognize expressive qualities in selected pieces of music.

**MEETS AND EXCEEDS** 6.4 Recognize same and different in simple rhythmic and melodic patterns and/or phrases.

**Checks for Understanding**

6.1 Demonstrate same and different within a musical selection by using contrasting movements.

6.2 Identify voices as men, women, and/or children (i.e., man/woman/child) in teacher-provided examples.

**COMPLEMENTS** Name selected instruments by sight.

**COMPLEMENTS** Name selected instruments by sound.

Identify how the sound is produced by selected instruments within teacher-provided parameters.

**COMPLEMENTS** 6.3 Describe a selected piece of music using the terms loud/soft and/or fast/slow.

**MEETS AND EXCEEDS 6.4** Identify selected patterns and/or phrases as same or different.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 6.1.1** Respond to same and different within a musical selection.

**COMPLEMENTS 6.1.2** Recognize same and different sections within a two-section musical selection.

**COMPLEMENTS 6.1.3** Recognize same and different sections within extended musical selections (e.g., ABA form, rondo).

**COMPLEMENTS 6.2.1** Recognize the difference between one voice or instrument and many voices or instruments.

**6.2.2** Recognize the differences between the voices of men, women, and children.

- Recognize individual instruments and identify how sound is produced.

**COMPLEMENTS 6.2.3** Recognize classroom instruments, by sight and sound, and classify into families.

**COMPLEMENTS 6.3.1** Identify a selection as fast or slow.

- **COMPLEMENTS** Identify a selection as loud or soft.

**COMPLEMENTS 6.3.2** Describe the mood of music in terms of fast/slow and/or loud/soft.

**COMPLEMENTS 6.3.3** Label fast/slow as tempo and loud/soft as dynamics.

**COMPLEMENTS 6.4.1** Recognize music has patterns and/or phrases.

**COMPLEMENTS 6.4.2** Recognize patterns and/or phrases can be same or different.

**MEETS AND EXCEEDS 6.4.3** Recognize phrases are same and different rhythmically.

- Recognize phrases are same and different melodically.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 7.1** Evaluate musical performances based on an age-appropriate criteria.

**MEETS AND EXCEEDS 7.2** Develop and evaluate appropriate audience behaviors during a performance.

### **Checks for Understanding**

**COMPLEMENTS 7.1** Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance. (e.g., fast/slow, loud/soft, standing up straight).

**MEETS AND EXCEEDS 7.2** Demonstrate sitting quietly during a performance and applauding at appropriate times.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 7.1.1** Discuss a musical performance using teacher-given criteria.

**COMPLEMENTS 7.1.2** Discuss a musical performance using grade-appropriate music vocabulary.

**COMPLEMENTS 7.1.3** Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.

**MEETS AND EXCEEDS 7.2.1** Discuss appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.2** Demonstrate appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.3** Evaluate audience behaviors exhibited during a performance.

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand music between music, the other arts, and disciplines outside the arts.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS/ MEETS AND EXCEEDS 8.1** Identify connections between music and dance, theatre, and/or visual arts.

**COMPLEMENTS 8.2** Identify connections between music and language arts.



### **Checks for Understanding**

**MEETS** 8.1 Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).

8.2 Identify rhyming words in a song, poem, and/or story.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS/ MEETS AND EXCEEDS** 8.1.1 Experience music and dance, theatre, and/or visual art.

**COMPLEMENTS/ MEETS AND EXCEEDS** 8.1.2 Explore common elements between music and dance, theatre, and/or visual art.

**COMPLEMENTS/ MEETS AND EXCEEDS** 8.1.3 Identify common elements between music and dance, theatre, and/or visual art.

**COMPLEMENTS** 8.2.1 Experience music and language arts.

**COMPLEMENTS** 8.2.2 Explore common elements between music and language arts.

**COMPLEMENTS** 8.2.3 Identify common elements between music and language arts.

## **Standard 9.0 Historical and Cultural Connections**

**Students will understand music in relation to history and culture.**

### **Grade Level Expectations (GLEs)**

The student will

9.1 Experience music from various historical periods and cultures.

### **Checks for Understanding**

9.1 Perform a song or singing game from another culture.

### **Student Performance Indicators (SPIs)**

The student is able to

9.1.1 Experience music examples from various historical periods and cultures.

9.1.2 Experience songs and singing games from various historical periods and cultures.

9.1.3 Recognize that musical examples come from different historical periods and cultures.

## **SECOND GRADE**

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### **Standard 1.0 Singing**

**Students will sing alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS** 1.1 Develop skill in singing, alone and with others, major/minor pentatonic and major/minor diatonic songs.

**COMPLEMENTS** 1.2 Develop proper vocal technique.

**COMPLEMENTS** 1.3 Develop skill in speaking/singing simple ostinati to produce harmony.

### **Checks for Understanding**

**COMPLEMENTS AND EXCEEDS** 1.1 Sing, with others, a simple pentatonic song (words, pitches, rhythm).

- Sing, alone, a simple pentatonic song (words, pitches, rhythm).

**COMPLEMENTS** 1.2 Sing a song exhibiting good posture and an open mouth.

**COMPLEMENTS AND EXCEEDS** 1.3 Speak, in a group, a vocal ostinato while the teacher speaks a poem.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 1.1.1** Sing pentatonic songs accurately.

**COMPLEMENTS 1.1.2** Sing pentatonic and diatonic songs accurately.

**COMPLEMENTS 1.1.3** Sing pentatonic and diatonic songs accurately with good vocal technique (e.g., posture, breathing, blending).

**COMPLEMENTS 1.2.1** Exhibit correct singing posture.

**COMPLEMENTS 1.2.2** Exhibit correct singing posture and open mouth.

**COMPLEMENTS 1.2.3** Exhibit correct singing posture, open mouth, and good tone.

**COMPLEMENTS AND EXCEEDS 1.3.1** Speak, in a group, a vocal ostinato to accompany a poem or song.

**COMPLEMENTS AND EXCEEDS 1.3.2** Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.

**COMPLEMENTS AND EXCEEDS 1.3.3** Sing, in a group, a vocal ostinato while the teacher sings a melody.

## Standard 2.0 Playing Instruments

**Students will perform on instruments, alone and with others, a varied repertoire of music. Grade Level**

**Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 2.1** Perform steady beat and simple rhythm patterns in duple meter.

**COMPLEMENTS 2.2** Play instruments using correct technique.

**MEETS AND EXCEEDS 2.3** Play a simple ostinato to accompany a poem/song.

**Checks for Understanding**

**MEETS AND EXCEEDS 2.1** Maintain a steady beat independently.

- **MEETS AND EXCEEDS** Play, accurately, an eight-beat rhythm pattern.

**COMPLEMENTS 2.2** Demonstrate correct technique for playing selected instruments.

**MEETS AND EXCEEDS 2.3** Play, in a group, a rhythm ostinato to accompany a poem.

**Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 2.1.1** Maintain a steady beat independently.

**MEETS AND EXCEEDS 2.1.2** Play simple rhythm patterns in duple meter.

**MEETS AND EXCEEDS 2.1.3** Maintain a steady beat in group A while group B plays a simple rhythm.

**COMPLEMENTS 2.2.1** Demonstrate correct technique for holding instruments and/or mallets.

**COMPLEMENTS 2.2.2** Demonstrate correct technique for playing instruments.

**COMPLEMENTS 2.2.3** Play instruments with correct technique producing a good tone.

**MEETS AND EXCEEDS 2.3.1** Play a simple ostinato.

**MEETS AND EXCEEDS 2.3.2** Play a simple ostinato in a group to accompany a poem/song.

**COMPLEMENTS 2.3.3** Play a melodic ostinato to accompany a song.

## Standard 3.0 Improvising

**Students will improvise melodies, variations, and accompaniments.**

**Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 3.1** Improvise using the word rhythms of songs, poems, and stories.

**COMPLEMENTS 3.2** Improvise, vocally, short melodic phrases.

**3.3** Improvise creative movement within a musical context.

**Checks for Understanding**

**MEETS AND EXCEEDS 3.1** Improvise, using a given rhythm, vocally or on a barred instrument set up in a pentatonic scale.

**COMPLEMENTS 3.2** Improvise, vocally, short melodic phrases in response to simple musical questions sung by the teacher.

3.3. Improvise appropriate movements to show changes in a musical selection.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 3.1.1** Improvise appropriate sounds using voice, body percussion, or classroom instruments within teacher-provided parameters to accompany a song, poem, or story.

**MEETS AND EXCEEDS 3.1.2** Improvise, on pitched instruments (pentatonic) and/or vocally, using a given rhythm pattern.

**MEETS AND EXCEEDS 3.1.3** Improvise, on pitched instruments (pentatonic) and/or vocally, using the rhythm of a song or poem.

**COMPLEMENTS 3.2.1** Improvise vocal sounds and/or melodic phrases appropriate to a teacher-selected song, poem, or story.

**COMPLEMENTS 3.2.2** Improvise, vocally, short melodic phrases in response to simple musical questions.

**COMPLEMENTS 3.2.3** Improvise a vocal phrase within teacher-given parameters.

3.3.1 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.

3.3.2 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.

3.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities.

## **Standard 4.0 Composing**

**Students will compose and arrange music within specific guidelines.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 4.1** Compose short rhythm patterns.

**MEETS AND EXCEEDS 4.2** Compose short melodies using pitches from the pentatonic scale.

**MEETS AND EXCEEDS 4.3** Compose simple introductions and codas.

### **Checks for Understanding**

**MEETS AND EXCEEDS 4.1** Create, and repeat, a four-beat rhythm composition, following teacher guidelines.

**MEETS AND EXCEEDS 4.2** Create, and repeat, a four-beat melodic composition, following teacher guidelines.

**MEETS AND EXCEEDS 4.3** Create an introduction for a song or poem, following teacher guidelines.

**MEETS AND EXCEEDS** Create a coda for a song or poem, following teacher guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 4.1.1** Create and demonstrate a four-beat rhythm pattern.

**MEETS AND EXCEEDS 4.1.2** Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.

**MEETS AND EXCEEDS 4.1.3** Create and demonstrate an eight-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.

**COMPLEMENTS 4.2.1** Create and demonstrate a composition using high and low sounds.

**COMPLEMENTS 4.2.2** Create and demonstrate a composition using so and mi.

**COMPLEMENTS 4.2.3** Create and demonstrate a composition using so, mi, and la.

**COMPLEMENTS 4.3.1** Create a simple introduction for a given piece.

**COMPLEMENTS 4.3.2** Create a simple coda for a given piece.

**COMPLEMENTS 4.3.3** Create a simple introduction and coda for a given piece.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 5.1** Read rhythm patterns written in traditional notation.

**COMPLEMENTS 5.2** Read simple melodic patterns.

**MEETS AND EXCEEDS 5.3** Notate simple rhythm patterns.

### Checks for Understanding

**MEETS AND EXCEEDS 5.1** Read and perform an eight-beat rhythm pattern written in traditional notation using quarter notes, paired eighth notes, and/or quarter rests.

**COMPLEMENTS 5.2** Perform a short melody using so-mi-la following iconic notation provided by the teacher.

**MEETS AND EXCEEDS 5.3** Notate, using **manipulatives** to represent traditional notation, a four-beat rhythm pattern (quarter notes, paired eighth notes, and/or quarter rests).

### Student Performance Indicators (SPIs)

The student is able to

**MEETS AND EXCEEDS 5.1.1** Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.

**MEETS AND EXCEEDS 5.1.2** Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.

**MEETS AND EXCEEDS 5.1.3** Read and perform traditional notation for quarter note, paired eighth notes, half notes, and quarter rest.

**COMPLEMENTS 5.2.1** Recognize and perform iconic notation for high, middle, and low sounds.

**COMPLEMENTS 5.2.2** Read and perform iconic notation for simple melodic patterns.

**COMPLEMENTS 5.2.3** Read and perform traditional notation for simple melodic patterns.

**MEETS AND EXCEEDS 5.3.1** Notate, with iconic notation, rhythm patterns containing one sound on a beat, two sounds on a beat, and no sound on a beat.

**MEETS AND EXCEEDS 5.3.2** Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, and quarter rest.

**MEETS AND EXCEEDS 5.3.3** Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, half note, and quarter rest.

## Standard 6.0 Listening and Analyzing

**Students will listen to, analyze, and describe music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 6.1** Recognize and label, as same and different, sections of music.

**COMPLEMENTS 6.2** Recognize musical instruments and classify into families.

**COMPLEMENTS 6.3** Describe the tempo and dynamics of musical selections.

**COMPLEMENTS 6.4** Recognize and identify same and different phrases in a song.

### Checks for Understanding

**COMPLEMENTS 6.1** Label, using **manipulatives**, sections within a musical selection as same or different.

**COMPLEMENTS 6.2** Identify, by sight, selected instruments.

- Identify, by sound, selected instruments.
- Classify selected percussion instruments into families (e.g., wood/metal, strike/shake/scrape, pitched/un-pitched) as determined by the teacher.

**COMPLEMENTS 6.3** Identify the tempo of a music selection as fast/slow in response to the teacher prompt of “Describe the tempo...”

- Identify the dynamics of a music selection as loud/soft in response to the teacher prompt of “Describe the dynamics...”

**MEETS AND EXCEEDS 6.4** Identify selected phrases as same or different rhythmically.

- Identify selected phrases as same or different melodically.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 6.1.1** Respond to same and different within a musical selection.

**COMPLEMENTS 6.1.2** Recognize as same or different sections within a two-section musical selection.

**COMPLEMENTS 6.1.3** Recognize as same or different sections within extended musical selections (e.g., ABA form, rondo).

**COMPLEMENTS 6.2.1** Recognize individual instruments and identify how sound is produced.

**COMPLEMENTS 6.2.2** Recognize classroom instruments, by sight and sound, and classify into families.

**6.2.3** Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

**COMPLEMENTS 6.3.1** Describe how fast/slow and/or loud/soft affect the mood of music.

**COMPLEMENTS 6.3.2** Label tempo as fast/slow and dynamics as loud/soft.

**COMPLEMENTS 6.3.3** Identify and use musical terminology to describe expressive qualities.

**COMPLEMENTS 6.4.1** Recognize phrases.

**COMPLEMENTS 6.4.2** Recognize that phrases are same or different rhythmically.

- Recognize that phrases are the same or different melodically.

**MEETS AND COMPLEMENTS 6.4.3** Recognize that phrases are the same or different rhythmically and melodically.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

**Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 7.1** Evaluate musical performances based on grade-appropriate criteria.

**MEETS AND EXCEEDS 7.2** Develop and evaluate appropriate audience behaviors during a performance.

### **Checks for Understanding**

**COMPLEMENTS 7.1** Identify several features, selected from options provided by the teacher, observed and/or heard during a performance (e.g., fast/slow, loud/soft, standing up straight, instruments).

**MEETS AND EXCEEDS 7.2** Demonstrate sitting quietly, listening attentively, and applauding at appropriate times during a performance.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 7.1.1** Discuss a musical performance using teacher-given criteria.

**MEETS AND EXCEEDS 7.1.2** Discuss a musical performance using grade-appropriate music vocabulary.

**MEETS AND EXCEEDS 7.1.3** Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.

**MEETS AND EXCEEDS 7.2.1** Discuss appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.2** Demonstrate appropriate audience behaviors during a performance.

**MEETS AND EXCEEDS 7.2.3** Evaluate audience behaviors exhibited during a performance.

## **Standard 8.0 Interdisciplinary Connections**

**Students will understand music between music, the other arts, and disciplines outside the arts.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 8.1** Recognize connections between music and dance, theatre, and/or visual art.

**COMPLEMENTS 8.2** Recognize connections between music and language arts.

### **Checks for Understanding**

**COMPLEMENTS 8.1** Identify common elements between music and other arts disciplines (e.g., pattern, movement, sequence).

**8.2** Identify rhyming words in a song, poem, and/or story.

**MEETS AND EXCEEDS** Identify the number of syllables in selected words from a song, poem, or spoken ostinato.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 8.1.1** Explore common elements between music and dance, theatre, and/or visual art.

**COMPLEMENTS 8.1.2** Identify common elements between music and dance, theatre, and/or visual art.

**COMPLEMENTS 8.1.3** Recognize similarities and differences between music and dance, theatre, and/or visual arts.

**COMPLEMENTS 8.2.1** Explore common elements between music and language arts.

**COMPLEMENTS 8.2.2** Identify common elements between music and language arts.

**COMPLEMENTS 8.2.3** Recognize similarities and differences between music and language arts.

## **Standard 9.0 Historical and Cultural Connections**

**Students will understand music in relation to history and culture.**

### **Grade Level Expectations (GLEs)**

The student will

9.1 Perform and describe music of various historical periods and cultures.

### **Checks for Understanding**

9.1 Recognize that a given song comes from another culture and appropriately identify.

### **Student Performance Indicators (SPIs)**

The student is able to

9.1.1 Perform songs and singing games from various historical periods and cultures.

9.1.2 Recognize that musical examples come from different historical periods and cultures.

9.1.3 Discuss and understand the cultural/historical context of a musical example.

# *THIRD GRADE*

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## **Standard 1.0 Singing**

**Students will sing, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 1.1** Sing melodies, expressively, with accurate rhythm and pitch (solfege and/or lyrics).

**COMPLEMENTS 1.2** Demonstrate proper vocal technique.

1.3 Develop skills for singing harmony.

### **Checks for Understanding**

**COMPLEMENTS 1.1** Sing a given melody, alone, with accurate rhythm and pitch (solfege and/or lyrics).

- Sing a given melody, with others, with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate given terraced dynamic levels while singing a melody.
- Demonstrate the ability to use proper breath support to sing a given two- to four-measure phrase at varying tempos.

**COMPLEMENTS 1.2** Demonstrate grade-appropriate vocal technique by singing a given melody alone.

- Demonstrate grade-appropriate vocal technique by singing a given melody with others.
- Demonstrate the difference between head and chest tones.
- Sing a given melody transitioning appropriately between head and chest tones.

**COMPLEMENTS 1.3** Speak, with others, a given ostinato as an accompaniment to a melody.

- Sing, with others, a given ostinato as an accompaniment to a melody.

- Sing, with others, given partner songs that are grade appropriate.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 1.1.1** Sing a melody with accurate rhythm and pitch (solfege and/or lyrics).

**COMPLEMENTS 1.1.2** Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), and dynamics.

**COMPLEMENTS 1.1.3** Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo.

**COMPLEMENTS 1.2.1** Exhibit good posture, grade-appropriate diction, and breath control.

**COMPLEMENTS 1.2.2** Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.

**COMPLEMENTS 1.2.3** Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

**COMPLEMENTS 1.3.1** Speak simple ostinati in small and/or large groups.

**COMPLEMENTS 1.3.2** Sing simple ostinati in small and/or large groups.

**1.3.3** Sing partner songs in small and/or large groups.

## **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 2.1** Play rhythmic patterns on non-pitched instruments.

**COMPLEMENTS 2.2** Play melodies on pitched instruments.

**MEETS AND EXCEEDS 2.3** Play rhythmic and/or melodic accompaniments.

**COMPLEMENTS 2.4** Play, using appropriate expressive markings.

### **Checks for Understanding**

**MEETS AND EXCEEDS 2.1** Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, rhythms, on non-pitched instruments.

- Demonstrate, with others, teacher-selected, developmentally and/or grade-appropriate rhythms, on non-pitched instruments.

**2.2** Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate, technique and correct notes on pitched instruments.

- Demonstrate, with others, teacher-selected, developmentally and/or grade appropriate, technique and correct notes on pitched instruments.

**MEETS AND EXCEEDS 2.3** Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate, rhythmic accompaniment.

- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate, melodic accompaniment.
- Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate, rhythmic accompaniment.
- Demonstrate, with others, a teacher-selected, developmentally and/or grade-appropriate, melodic accompaniment.

**COMPLEMENTS 2.4** Identify tempo markings.

- Demonstrate ability to follow the tempo markings in a given music selection or as set by the conductor.
- Demonstrate developmentally and/or grade-appropriate use of expressive markings in a given music selection.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 2.1.1** Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS 2.1.2** Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.

- MEETS AND EXCEEDS 2.1.3** Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.
- COMPLEMENTS 2.2.1** Perform, in small or large groups, basic melodies on a pentatonic scale (four-measure minimum).
- COMPLEMENTS 2.2.2** Perform, alone, basic melodies on a pentatonic scale (four-measure minimum).
- COMPLEMENTS 2.2.3** Perform, alone and/or in small or large groups, basic melodies based on a major scale including steps, skips, leaps, and repeated notes (four-measure minimum).
- MEETS AND EXCEEDS 2.3.1** Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.
- MEETS AND EXCEEDS 2.3.2** Demonstrate a basic accompaniment in duple meter on pitched (two-note chords, broken two-note chords and three-note chords) and non-pitched (steady beat) instruments.
- MEETS AND EXCEEDS 2.3.3** Demonstrate an accompaniment in duple and triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords and/or arpeggios) and varying rhythm patterns (half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.
- COMPLEMENTS 2.4.1** Use dynamic markings on a given melody or rhythm pattern.
- COMPLEMENTS 2.4.2** Maintain a tempo by following the conductor.
- COMPLEMENTS 2.4.3** Demonstrate tempo and dynamic changes.

## Standard 3.0 Improvising

**Students will improvise melodies, variations, and accompaniments.**

### Grade Level Expectations (GLEs)

The students will

- COMPLEMENTS 3.1** Improvise melodies using a pentatonic scale.
- MEETS AND EXCEEDS 3.2** Improvise rhythm patterns.
- MEETS AND EXCEEDS 3.3** Improvise question and answer phrases.
- MEETS AND EXCEEDS 3.4** Improvise, vocally or instrumentally, a simple accompaniment or ostinato.

### Checks for Understanding

- COMPLEMENTS 3.1** Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale.
- MEETS AND EXCEEDS 3.2** Improvise a developmentally and/or grade-appropriate rhythm using body percussion, pitched, and/or non-pitched instruments.
- MEETS AND EXCEEDS 3.3** Improvise developmentally and/or grade-appropriate question and answer phrases.
- MEETS AND EXCEEDS 3.4** Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato on a non-pitched instrument.

### Student Performance Indicators (SPIs)

The student is able to

- MEETS AND EXCEEDS 3.1.1** Improvise a four-beat melody using a pentatonic scale within teacher-given parameters.
- MEETS AND EXCEEDS 3.1.2** Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.
- MEETS AND EXCEEDS 3.1.3** Improvise an eight-beat melody using a pentatonic scale.
- MEETS AND EXCEEDS 3.2.1** Improvise an eight-beat rhythm pattern consisting of quarter notes, paired eighth notes, and/or quarter rests using body percussion or non-pitched instruments.
- MEETS AND EXCEEDS 3.2.2** Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.
- MEETS AND EXCEEDS 3.2.3** Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and quarter rests.
- MEETS AND EXCEEDS 3.3.1** Improvise an answer to a teacher-given four-beat question using body percussion or non-pitched instruments.
- MEETS AND EXCEEDS 3.3.2** Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments.
- MEETS AND EXCEEDS 3.3.3** Improvise, in pairs, a four- or eight-beat question and answer using body percussion or non-pitched instruments.



**MEETS AND EXCEEDS** 3.4.1 Improvise a simple four-beat accompaniment on body percussion within teacher-given parameters.

**MEETS AND EXCEEDS** 3.4.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters.

**MEETS AND EXCEEDS** 3.4.3 Improvise a simple eight-beat accompaniment, vocally or on body percussion or non-pitched instruments within teacher-given parameters.

## Standard 4.0 Composing

**Students will compose and arrange music within specified guidelines.**

### Grade Level Expectations (GLEs)

The student will

**MEETS AND EXCEEDS** 4.1 Create a rhythmic composition.

**COMPLEMENTS** 4.2 Compose a simple melody.

**COMPLEMENTS** 4.3 Compose a short melodic, vocal or instrumental, introduction, interlude, and/or coda.

### Checks for Understanding

**MEETS AND EXCEEDS** 4.1 Demonstrate an understanding of time (meter) signatures (2/4, 3/4, and 4/4).

- **MEETS AND EXCEEDS** Create a one measure rhythm pattern.
- **MEETS AND EXCEEDS** Create and perform a one-measure rhythm pattern
- **MEETS AND EXCEEDS** Create and perform a two- to four- measure rhythmic composition using a combination of note/rest values.

**COMPLEMENTS** 4.2 Create a teacher-guided, short, notated classroom melody based on the first three pitches of the pentatonic scale.

- Create, in a small group, a teacher-guided, short, notated (with or without **manipulatives**) melody based on the first three pitches of the pentatonic scale.
- Create a teacher-guided, short, notated (with or without **manipulatives**) individual melody based on the first three pitches of the pentatonic scale.
- Create a teacher-guided, four-measure, notated classroom composition based on a pentatonic scale.
- Create, in a small group, a teacher-guided, four-measure, notated (with or without **manipulatives**) melody based on a pentatonic scale.
- Create a teacher-guided, eight-measure, notated (with or without **manipulatives**) classroom melody based on a pentatonic scale.

**MEETS AND EXCEEDS** 4.3 Create a short introduction, interlude, and/or coda for a teacher-given music example.

### Student Performance Indicators (SPIs)

The student is able to

**MEETS AND EXCEEDS** 4.1.1 Create and demonstrate a four-measure rhythmic composition consisting of quarter notes, paired eighth notes, and/or quarter rests.

**MEETS AND EXCEEDS** 4.1.2 Create and demonstrate a four-measure rhythmic composition consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.

**MEETS AND EXCEEDS** 4.1.3 Create and demonstrate a four-measure rhythmic composition that consists of half notes, quarter notes, paired eighth notes, and quarter rests.

**COMPLEMENTS** 4.2.1 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale.

**COMPLEMENTS AND MEETS** 4.2.2 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale while maintaining a steady tempo.

**COMPLEMENTS AND MEETS** 4.2.3 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale, using dynamic contrast while maintaining a steady tempo.

**COMPLEMENTS AND MEETS** 4.3.1 Create and demonstrate a short introduction to a given melody.

**COMPLEMENTS AND MEETS** 4.3.2 Create and demonstrate a short introduction and coda to a given melody.

**COMPLEMENTS AND MEETS** 4.3.3 Create and demonstrate a short introduction, interlude, and coda to a given melody.

## Standard 5.0 Reading and Notating

**Students will read and notate music.**

### Grade Level Expectations (GLEs)

The student will

**MEETS AND EXCEEDS 5.1** Identify and explain symbols represented in rhythm and melody.

**MEETS AND EXCEEDS 5.2** Use symbols to read, notate, and perform.

**COMPLEMENTS 5.3** Identify and interpret terms and symbols referring to musicality.

### Checks for Understanding

**COMPLEMENTS 5.1** Demonstrate, through the use of **manipulatives** or movement, an understanding of given notes on lines and spaces of the treble clef staff.

- Demonstrate, by notating, an understanding of given notes on lines and spaces of the treble clef staff.

**COMPLEMENTS 5.2** Demonstrate, through movement, an understanding of time signature/meter (duple and triple).

- Identify the placement of a time signature/meter on the staff.
- Determine the meter of a given music example by identifying the number of beats in each measure.
- Sing and/or play a simple three-note melody using teacher-given solfege.

**COMPLEMENTS 5.3** Identify dynamic markings through a teacher-guided classroom activity.

- Identify directional markings through a teacher-guided classroom activity.
- Follow dynamic markings in a teacher-given listening example.
- Follow directional markings in a teacher-given listening example.
- Demonstrate, vocally, an understanding of dynamic markings.
- Demonstrate, instrumentally, an understanding of dynamic markings.
- Demonstrate, vocally, an understanding of directional markings.
- Demonstrate, instrumentally, an understanding of directional markings.

### Student Performance Indicators (SPIs)

The student is able to

5.1.1 Identify notes represented on lines and spaces on a treble clef staff.

**MEETS AND EXCEEDS 5.1.2** Identify meters (duple and triple), note names on treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.

**MEETS AND EXCEEDS 5.1.3** Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).

**MEETS AND EXCEEDS 5.2.1** Notate rhythmic patterns in traditional notation by using **manipulatives**.

**MEETS AND EXCEEDS 5.2.2** Notate and demonstrate rhythmic patterns in traditional notation by using **manipulatives**.

5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher.

**COMPLEMENTS 5.3.1** Identify various dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).

**COMPLEMENTS 5.3.2** Identify and demonstrate dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.

**COMPLEMENTS 5.3.3** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.

## Standard 6.0 Listening and Analyzing

**Students will listen to, analyze and describe music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 6.1** Demonstrate same and different sections of music through varying methods.

6.2 Identify and classify orchestral instrument families, visually and aurally.

**COMPLEMENTS 6.3** Describe characteristics of musical selections (vocal and instrumental).

**COMPLEMENTS 6.4** Identify various styles and/or genres (vocal and instrumental) of music.

### **Checks for Understanding**

6.1 Demonstrate, through movement, an understanding of different sections in a given musical selection.

**COMPLEMENTS AND MEETS** Demonstrate an understanding of different sections in a given musical selection by using listening maps, **manipulatives**, and/or technology.

6.2 Classify given instruments into their orchestral families either visually or aurally.

**COMPLEMENTS AND MEETS 6.3** Select appropriate vocabulary, from a word bank, to describe a musical selection.

Compare and contrast musical selections by using a graphic organizer.

6.4 Classify given styles of music through listening examples.

Classify given genres of music through listening examples

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 6.1.1** Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement.

**COMPLEMENTS 6.1.2** Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives.

**COMPLEMENTS 6.1.3** Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations).

6.2.1 Identify, by sight and sound, classroom instruments and classify into families.

6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families.

**COMPLEMENTS 6.3.1** Discuss a listening example through teacher-guided questioning.

**COMPLEMENTS 6.3.2** Describe a listening example by using teacher-given characteristics.

**COMPLEMENTS 6.3.3** Classify the elements of music, using teacher-given vocabulary, for a listening example.

6.4.1 Discuss a variety of regional, national, and/or global styles and/or genres of music (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, various ethnic music).

**COMPLEMENTS 6.4.2** Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.

**COMPLEMENTS 6.4.3** Classify styles and/or genres of selected music using teacher-given vocabulary.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 7.1** Devise and apply criteria for evaluating music and music performances.

**MEETS AND EXCEEDS 7.2** Demonstrate proper audience etiquette and evaluate audience behavior.

### **Checks for Understanding**

**COMPLEMENTS 7.1** Describe a music selection by using opposites (i.e. fast-slow, loud-soft).

- Describe a music selection by using a teacher-created word bank.
- Discuss the elements of a music selection within teacher-given parameters.

**MEETS AND EXCEEDS 7.2** Discuss and create, as a class, guidelines for audience etiquette.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 7.1.1** Discuss a music selection or performance using teacher-given criteria.

**MEETS AND EXCEEDS 7.1.2** Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.

**MEETS AND EXCEEDS 7.1.3** Discuss a student performance using grade-appropriate music vocabulary and teacher-given criteria.

**MEETS AND EXCEEDS 7.2.1** Discuss appropriate audience member behavior in a classroom setting.

**MEETS AND EXCEEDS 7.2.2** Discuss and demonstrate appropriate audience member behavior in a classroom setting.

**MEETS AND EXCEEDS 7.2.3** Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).

## Standard 8.0 Interdisciplinary Connections

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 8.1** Experience and recognize elements of music as they relate to other arts disciplines.

**COMPLEMENTS AND MEETS 8.2** Examine ways in which music interrelates with other academic disciplines.

### Checks for Understanding

8.1 Identify elements of music also found in dance.

- Identify common themes found in music and visual art (e.g., *Apple Tree* [speech song] and *Gathering Apples* by Lajos Karcsay) using examples from textbooks or websites.

8.2 Identify and explain scientific acoustical properties found in music (e.g., pitch, vibrations, frequency).

### Student Performance Indicators (SPIs)

The student is able to

8.1.1 Discuss how music shares similarities with dance (e.g., movement).

8.1.2 Discuss how music shares similarities with dance and **COMPLEMENTS** visual arts.

8.1.3 Demonstrate how music shares similarities with dance (e.g., movement) and theatre (e.g., dramatization).

8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.

**COMPLEMENTS 8.2.2** Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.

8.2.3 Describe the literary characteristics of song lyrics.

## Standard 9.0 Historical and Cultural Relationships

**Students will understand music in relation to history and culture.**

### Grade Level Expectations (GLEs)

The student will

9.1 Recognize, describe, and perform music of various cultures and historical periods.

### Checks for Understanding

9.1 Discuss traditional music of a selected culture (e.g., African, Native American, Latin American).

- Demonstrate traditional music of a selected culture (e.g., African, Native American, Latin American).
- Discuss a selected historical period as related to music studied.
- Demonstrate an understanding of a selected historical period as related to music studied.

### Student Performance Indicators (SPIs)

The student is able to

9.1.1 Distinguish between music of selected cultures using teacher-given parameters.

9.1.2 Describe music characteristics of selected cultures using teacher-given parameters.

9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.

# FOURTH GRADE

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## Standard 1.0 Singing

**Students will sing, alone and with others, a varied repertoire of music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS AND MEETS 1.1** Sing melodies in varied styles with accurate pitch and rhythm.

**COMPLEMENTS 1.2** Demonstrate proper vocal technique.

1.3 Demonstrate skills for singing harmony.

### Checks for Understanding

**COMPLEMENTS AND MEETS 1.1** Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).

- Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate terraced dynamic levels while singing a melody.
- Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
- Demonstrate the ability to use proper breath support to sing a given four-measure phrase at a given tempo.
- Demonstrate the ability to use head and chest voice to sing a given four-measure phrase at a given tempo.

**COMPLEMENTS 1.2** Demonstrate grade-appropriate vocal technique by singing a simple melody with a group.

- Demonstrate grade-appropriate vocal technique by singing a simple melody alone.
- Demonstrate a smooth transition between head and chest tones.
- Demonstrate beginning and ending consonants, jaw flexibility, the use of teeth, tongue, and open throat for good vocal production and enunciation.
- Demonstrate beginning and ending consonants for good enunciation.
- Demonstrate jaw flexibility for good vocal production and enunciation.
- Demonstrate the use of teeth and tongue for good vocal production and enunciation.
- Demonstrate open throat for good vocal.

1.3 Sing, with others, the melodies of two partner songs, one at a time.

- Sing the melody of one partner song accompanied by a recording of the second song.
- Sing, in a group, the melody of one partner song while another group sings the melody of the other partner song.
- Sing a partner song with student leaders while teacher maintains tempo.
- Sing a partner song with student leaders while the teacher or a student conducts.
- Sing the melody of a round/canon in a group.
- Sing a round/canon in two and/or three parts in a group.

### Student Performance Indicators (SPIs)

The student is able to

**COMPLEMENTS AND MEETS 1.1.1** Sing a melody with accurate pitch and rhythm.

**COMPLEMENTS AND MEETS 1.1.2** Sing a melody with accurate pitch, rhythm, and dynamics.

**COMPLEMENTS AND MEETS 1.1.3** Sing a melody with accurate pitch, rhythm, dynamics, and tempo.

**COMPLEMENTS 1.2.1** Exhibit, within a large group setting, good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.

**COMPLEMENTS 1.2.2** Exhibit, in a group setting, good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

**COMPLEMENTS 1.2.3** Demonstrate, alone, proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

1.3.1 Sing partner songs (two songs) in small and/or large groups.

1.3.2 Sing partner songs (two or three songs) in small and/or large groups.

1.3.3 Sing partner songs and rounds and/or canons in small and/or large groups.

## Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

### Grade Level Expectations (GLEs)

The student will

**MEETS AND EXCEEDS 2.1** Demonstrate basic rhythmic patterns in duple and triple meter on non-pitched instruments using correct technique.

**COMPLEMENTS 2.2** Demonstrate simple melodies on pitched instruments using correct technique.

**COMPLEMENTS AND MEETS 2.3** Demonstrate simple rhythmic and/or melodic accompaniments using correct technique.

**COMPLEMENTS 2.4** Demonstrate simple melodies with appropriate expressive markings.

### Checks for Understanding

**MEETS AND EXCEEDS 2.1** Demonstrate, alone, teacher-selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.

- **MEETS AND EXCEEDS** Demonstrate, in a group, teacher selected, developmentally and/or grade-appropriate rhythms on non-pitched instruments using proper technique.

**COMPLEMENTS 2.2** Play, alone, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

- Play, in a group, a teacher-selected example demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

**2.3 MEETS AND EXCEEDS** Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.

- Demonstrate, alone, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
- **MEETS AND EXCEEDS** Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate rhythmic accompaniment.
- Demonstrate, in a group, a teacher-selected, developmentally and/or grade-appropriate melodic accompaniment.
- **MEETS AND EXCEEDS** Demonstrate an understanding of a simple score for pitched instruments (e.g., an Orff instrumentarium score), a rhythmic score for non-pitched instruments, or a score for a recorder ensemble.

**2.4 COMPLEMENTS** Identify tempo changes and dynamics using a listening map for a given recorded selection.

- Play a simple melody with tempo and/or dynamic changes in a large group setting.
- Play a simple melody with tempo and/or dynamic changes in a small group setting.
- Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording.
- Demonstrate developmentally and/or grade-appropriate use of expressive markings.

### Student Performance Indicators (SPIs)

The student is able to

**MEETS AND EXCEEDS 2.1.1** Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS 2.1.2** Perform basic rhythmic patterns (half notes, dotted half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS 2.1.3** Perform rhythmic patterns (half notes, dotted half notes, quarter notes, eighth notes, half rests, and quarter rests) in duple and triple meters on non-pitched instruments using proper technique.

**COMPLEMENTS 2.2.1** Perform, alone, simple melodies on a pentatonic scale (four-measure minimum).

**2.2.2** Perform, alone or in groups, melodies based on selected major scales including steps, skips, leaps, and repeated notes (four-measure minimum).

**2.2.3** Perform melodies based on selected major and/or minor scales.

**COMPLEMENTS 2.3.1** Perform a basic accompaniment in duple meter on pitched (two-note chords, broken two-note and three-note chords) and on non-pitched (steady beat) instruments.

**COMPLEMENTS AND MEETS 2.3.2** Perform an accompaniment in duple and/or triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords, and/or arpeggios), and an accompaniment in duple and/or triple meters using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

**COMPLEMENTS AND MEETS 2.3.3** Perform an accompaniment on pitched and non-pitched instruments using a score that includes varying rhythms, pitches and parts.

**COMPLEMENTS 2.4.1** Demonstrate tempo changes and dynamics when playing a music example.

**COMPLEMENTS 2.4.2** Demonstrate dynamics, phrasing and tempo changes when playing a music example.

**COMPLEMENTS 2.4.3** Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings).

## **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

**Grade Level Expectations (GLEs)**

The students will

**COMPLEMENTS 3.1** Improvise, vocally and/or instrumentally, two-measure melodies using a pentatonic scale.

**MEETS AND EXCEEDS 3.2** Improvise rhythmic patterns.

**COMPLEMENTS AND MEETS 3.3** Improvise, vocally and/or instrumentally, questions and/or answers.

**COMPLEMENTS AND MEETS 3.4** Improvise a simple instrumental accompaniment.

### **Checks for Understanding**

**COMPLEMENTS 3.1** Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.

**MEETS AND EXCEEDS 3.2** Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments.

**COMPLEMENTS 3.3** Improvise a developmentally and/or grade-appropriate question phrase.

Improvise a developmentally and/or grade-appropriate answer to a given question phrase.

**COMPLEMENTS 3.4** Improvise a developmentally and/or grade-appropriate simple rhythmic accompaniment or ostinato accompaniment on pitched or non-pitched instruments.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS AND MEETS 3.1.1** Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.

**COMPLEMENTS AND MEETS 3.1.2** Improvise an eight-beat melody using a pentatonic scale.

**COMPLEMENTS AND MEETS 3.1.3** Improvise, on a variety of instruments, an eight-beat melody using a pentatonic scale.

**MEETS AND EXCEEDS 3.2.1** Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes and quarter rests.

**MEETS AND EXCEEDS 3.2.2** Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes and/or quarter rests while maintaining a steady tempo.

**MEETS AND EXCEEDS 3.2.3** Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, quarter rests and/or half rests while maintaining a steady tempo.

**MEETS AND EXCEEDS 3.3.1** Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments

**MEETS AND EXCEEDS 3.3.2** Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments.

**COMPLEMENTS AND MEETS 3.3.3** Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).

**MEETS AND EXCEEDS 3.4.1** Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

**MEETS AND EXCEEDS 3.4.2** Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

**COMPLEMENTS AND MEETS 3.4.3** Improvise a simple eight-beat accompaniment on non-pitched or pitched instruments within teacher-given parameters.

## Standard 4.0 Composing

**Students will compose and arrange music within specified guidelines.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS AND MEETS 4.1** Compose a simple four-measure melody in binary and/or ternary form.

**COMPLEMENTS 4.2** Compose a simple four-measure melody on a major and/or minor scale.

**COMPLEMENTS 4.3** Compose, vocal or instrumental, a short melodic introduction, interlude, and/or coda using teacher-given parameters.

### Checks for Understanding

**COMPLEMENTS AND MEETS 4.1** Create a four-measure melodic composition.

- Create a four-measure melodic composition in AB form.
- Create a four-measure melodic composition in ABA form.

**COMPLEMENTS 4.2** Create a four-measure melodic based on a pentatonic scale.

- Create a four-measure melodic based on a major scale.

**COMPLEMENTS 4.3** Discuss the definition of an introduction.

- Demonstrate a teacher-guided introduction in a large group.
- Discuss the definition of interlude and recognize one in a listening example.
- Create an interlude using teacher-given parameters.
- Discuss the definition of coda.
- Demonstrate the ability to locate a coda in a music score.
- Create an introduction, interlude, and/or coda.

### Student Performance Indicators (SPIs)

The student is able to .

**COMPLEMENTS AND MEETS 4.1.1** Create and demonstrate a four-measure melodic question/answer composition.

**COMPLEMENTS AND MEETS 4.1.2** Create and demonstrate a four-measure melodic composition in AB form.

**COMPLEMENTS AND MEETS 4.1.3** Create and demonstrate a four-measure melodic composition in ABA form.

**COMPLEMENTS AND MEETS 4.2.1** Create and demonstrate a four-measure melody based on a pentatonic scale.

**COMPLEMENTS AND MEETS 4.2.2** Create and demonstrate a four-measure melody based on a given pentatonic or major scale

**COMPLEMENTS AND MEETS 4.2.3** Create and demonstrate a four-measure melody based on a given major or minor scale.

**COMPLEMENTS AND MEETS 4.3.1** Create and demonstrate a short introduction and coda for a given melody.

**COMPLEMENTS AND MEETS 4.3.2** Create and demonstrate a short introduction, interlude, and coda for a given melody.

**COMPLEMENTS AND MEETS 4.3.3** Create and demonstrate a two- to four-measure interlude for a given melody.

## Standard 5.0 Reading and Notating

**Students will read and notate music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS AND MEETS 5.1** Identify and explain symbols represented in rhythm and melody.

**MEETS AND EXCEEDS 5.2** Use symbols to read, notate and perform.

**COMPLEMENTS 5.3** Identify and interpret terms and symbols referring to musicality.

### Checks for Understanding

**COMPLEMENTS 5.1** Demonstrate, through the use of **manipulatives** or movement, an understanding of notes on the lines and spaces of a treble clef staff.

- Demonstrate, by notating, an understanding of notes on the lines and spaces of a treble clef staff.



**COMPLEMENTS AND MEETS 5.2** Demonstrate, through movement, an understanding of time signature/meter (duple and triple).

- Identify the placement of time signature/meter on the staff.
- Determine the meter of a music example by identifying the number of beats in each measure.
- Sing and/or play a simple three-note melody using teacher-given solfege.

**COMPLEMENTS 5.3** Identify dynamic markings through a teacher-guided classroom activity.

- Identify directional markings through a teacher-guided classroom activity.
- Follow dynamic markings in a teacher-given listening example.
- Follow directional markings in a teacher-given listening example.
- Demonstrate, vocally, an understanding of dynamic markings.
- Demonstrate, instrumentally, an understanding of dynamic markings.
- Demonstrate, vocally, an understanding of directional markings.
- Demonstrate, instrumentally, an understanding of directional markings.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 5.1.1** Identify meters (duple and triple), note names on a treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.

**MEETS AND EXCEEDS 5.1.2** Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rest, quarter rests).

**MEETS AND EXCEEDS 5.1.3** Compare and contrast meters (duple and triple); identify note names on a treble clef staff, note values (dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).

**COMPLEMENTS 5.2.1** Demonstrate pitch understanding using teacher-given solfege symbols.

**COMPLEMENTS 5.2.2** Demonstrate pitch understanding using solfege (or other teacher-provided) symbols.

**COMPLEMENTS 5.2.3** Demonstrate an understanding of treble clef pitches by singing intervals using both solfege and letter names or by playing intervals on an instrument..

**COMPLEMENTS 5.3.1** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) within a given music selection.

**COMPLEMENTS 5.3.2** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando) within a given music selection.

**COMPLEMENTS 5.3.3** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accents) within a given music selection.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze and describe music.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 6.1** Demonstrate same and different sections through varying methods.

**6.2** Identify and classify, visually and aurally, orchestral instruments individually and/or by family.

**COMPLEMENTS 6.3** Describe, both orally and written, the characteristics of musical selections (vocal and instrumental).

**COMPLEMENTS 6.4** Identify and describe various styles and genres (vocal and instrumental) of music.

### **Checks for Understanding**

**COMPLEMENTS 6.1** Identify rondo form in listening examples.

- Demonstrate the similarities and differences between rondo form and AB and/or ABA forms.
- Demonstrate an understanding of rondo form using movement.
- Demonstrate an understanding of rondo form using **manipulatives**.
- Identify theme and variations in a given listening example.
- Demonstrate an understanding of theme and variations using movement.

- Demonstrate an understanding of theme and variations using manipulatives.

6.2 Classify, visually or aurally, given instruments into their orchestral families.

**COMPLEMENTS 6.3** Select appropriate vocabulary from a word bank to describe a music selection.

- Compare and contrast given music selections using a graphic organizer.

**COMPLEMENTS 6.4** Classify styles of music through listening examples.

- Classify genres of music through listening examples.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 6.1.1** Demonstrate an understanding of different sections of complex forms (e.g., rondo, theme and variations) using **manipulatives**.

**COMPLEMENTS 6.1.2** Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.

6.1.3 Create movement patterns to demonstrate different sections of complex forms of music.

6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.

6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families.

6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families.

**COMPLEMENTS 6.3.1** Describe a listening example using teacher-given characteristics.

**COMPLEMENTS 6.3.2** Classify the elements of music using teacher-given vocabulary.

**COMPLEMENTS 6.3.3** Describe a listening example using correct music vocabulary.

**COMPLEMENTS 6.4.1** Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spiritual, Tennessee song, ethnic music) of music using teacher-given parameters.

**COMPLEMENTS 6.4.2** Classify styles and/or genres of music using teacher-given vocabulary.

**COMPLEMENTS 6.4.3** Analyze teacher-given styles and/or genres of music.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 7.1** Devise and apply, with teacher guidance, criteria for evaluating music and music performances.

**MEETS 7.2** Demonstrate proper audience etiquette and evaluate audience behavior during performances.

### **Checks for Understanding**

**COMPLEMENTS 7.1** Describe a music selection using a teacher-given word bank.

- Discuss the elements of a music selection within teacher-given parameters.

**COMPLEMENTS 7.2** Discuss and create, as a class, guidelines for audience etiquette.

- Create a rubric for evaluating audience etiquette.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 7.1.1** Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.

**COMPLEMENTS 7.1.2** Develop a criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance..

**COMPLEMENTS 7.1.3** Evaluate, in a group, a student or professional performance using student developed criteria.

**MEETS 7.2.1** Discuss and demonstrate appropriate audience member behavior in a classroom setting.

**MEETS 7.2.2** Demonstrate appropriate audience behavior in a formal performance setting.

**MEETS 7.2.3** Evaluate one's own audience behavior.

## Standard 8.0 Interdisciplinary Connections

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 8.1** Experience and explain the elements of music as they relate to other arts disciplines.

**COMPLEMENTS AND MEETS 8.2** Investigate and demonstrate ways music interrelates with other academic disciplines.

### Checks for Understanding

8.1 Identify commonalities between music and dance.

- Create short dramatizations to music selections and relate to theatre.
- Identify common themes between music and visual art (e.g., *Pastoral Symphony* by Ludwig van Beethoven and *Wooded Landscape* by Jeanne Francois Millet) using examples from textbooks or websites.

**MEETS AND EXCEEDS 8.2** Explain the relationship between music and mathematics (e.g., rhythm pyramid).

### Student Performance Indicators (SPIs)

The student is able to

**COMPLEMENTS 8.1.1** Discuss similarities between music and dance and visual art.

8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations).

8.1.3 Perform, combining aspects of music, dance, and theatre.

**COMPLEMENTS AND MEETS 8.2.1** Demonstrate an ability to enhance a story with the addition of singing, vocal or instrumental sounds, and relate it to the language arts curriculum and/or relate the study of rhythms to the mathematics curriculum.

8.2.2 Describe the literary characteristics of song lyrics.

**COMPLEMENTS AND MEETS 8.2.3** Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.

## Standard 9.0 Historical and Cultural Relationships

**Students will understand music in relation to history and culture.**

### Grade Level Expectations (GLEs)

The student will

9.1 Describe and perform music of various cultures and historical periods.

### Checks for Understanding

9.1 Discuss and demonstrate traditional music of a selected culture (e.g., African, Native American, Asian, Latin American).

Discuss and demonstrate an understanding of a given historical period as related to music studied.

### Student Performance Indicators (SPIs)

The student is able to

**COMPLEMENTS 9.1.1** Describe music characteristics of selected cultures using teacher-given parameters.

9.1.2 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.

9.1.3 Demonstrate an understanding of selected cultures and/or historical periods through music performance (vocal and/or instrumental).

## FIFTH GRADE

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### Standard 1.0 Singing

**Students will sing, alone and with others, a varied repertoire of music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS AND MEETS 1.1** Sing melodies in varied modes with appropriate style, accurate pitch and rhythm.

**COMPLEMENTS 1.2** Demonstrate the ability to sing expressively using proper vocal technique.

1.3 Demonstrate skills for singing in parts.

### **Checks for Understanding**

**COMPLEMENTS AND MEETS 1.1** Sing, alone, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).

- Sing, with others, a simple melody with accurate rhythm and pitch (solfege and/or lyrics).
- Demonstrate various terraced dynamic levels while singing a melody.
- Demonstrate ability to change dynamic levels (crescendo and decrescendo) while singing a melody.
- Demonstrate ability to follow a conductor on an accelerando and a ritardando.
- Demonstrate the ability to use proper breath support and head and chest voice to sing a four-measure phrase at given tempos.

**COMPLEMENTS 1.2** Demonstrate grade-appropriate vocal technique when singing a melody with a large group.

- Demonstrate grade-appropriate vocal technique when singing a melody with a small group.
- Demonstrate grade-appropriate vocal technique when singing a melody alone.
- Demonstrate a smooth transition between head and chest tones.
- Demonstrate beginning and ending consonants and pure vowels for good enunciation.
- Demonstrate jaw flexibility and the use of teeth, tongue and open throat for good vocal production.

1.3 Sing a partner song in small and/or large groups.

- Sing the melody of a round/canon in large and/or small groups.
- Sing a round/canon in two and/or three parts in a large and/or small group.
- Demonstrate the ability to sing an assigned part in two-part harmony.
- Sing an assigned line in two-part harmony with others.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS AND MEETS 1.1.1** Sing a melody with accurate pitch, rhythm, dynamics, and tempo.

**COMPLEMENTS AND MEETS 1.1.2** Sing a melody with accurate pitch, rhythm, dynamics, tempo, and phrasing.

**COMPLEMENTS AND MEETS 1.1.3** Sing a melody with accurate pitch, rhythm, and musicality.

**COMPLEMENTS 1.2.1** Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

**COMPLEMENTS 1.2.2** Demonstrate proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.

**COMPLEMENTS 1.2.3** Demonstrate proper vocal technique in both head and chest voice.

**COMPLEMENTS 1.3.1** Sing partner songs and/or rounds and canons.

1.3.2 Sing rounds and canons while maintaining tempo and pitch.

1.3.3 Sing two-part harmony of varied repertoire.

## **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

### **Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS AND MEETS 2.1** Demonstrate simple and complex patterns including syncopation in various meters on pitched and/or non-pitched instruments using correct technique.

**COMPLEMENTS 2.2** Exhibit skill in playing simple orchestrations on pitched and/or non-pitched instruments using correct technique.

**COMPLEMENTS AND MEETS 2.3** Perform rhythmic and/or melodic accompaniments using correct technique.

**COMPLEMENTS 2.4** Perform with appropriate expressive qualities in various genres.

### **Checks for Understanding**

**MEETS AND EXCEEDS 2.1** Perform, alone, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS** Perform, with others, teacher selected, developmentally and/or grade-appropriate rhythms in duple and triple meter on non-pitched instruments using proper technique.

- Demonstrate an understanding of syncopated rhythms on non-pitched instrument in small and/or large groups.

**COMPLEMENTS 2.2** Play, alone, a teacher-selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

- Play, with others, a teacher selected example, demonstrating developmentally and/or grade-appropriate technique and correct notes on a pitched instrument.

**MEETS AND EXCEEDS 2.3** Demonstrate, alone, teacher-selected rhythmic accompaniments in duple and triple meter.

**MEETS AND EXCEEDS** Demonstrate, with others, teacher-selected rhythmic accompaniments in duple and triple meter.

- Demonstrate, alone, teacher-selected melodic accompaniments in duple and triple meter.
- Demonstrate, with others, teacher selected melodic accompaniments in duple and triple meter.
- Perform, with expression, a part from a simple score for pitched instruments (e.g., an Orff instrumentarium score), **MEETS AND EXCEEDS** a rhythmic score for non-pitched instruments, and/or a score for recorder ensemble.

**COMPLEMENTS 2.4** Play a melody with tempo and/or dynamic changes and appropriate phrasing in a large group setting.

- Play a melody with tempo and/or dynamic changes and appropriate phrasing in a small group setting.
- Demonstrate, with others, the ability to follow the tempo markings in a piece of music, as set by the conductor or with a recording.
- Demonstrate developmentally and/or grade-appropriate use of expressive markings.

### **Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 2.1.1** Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, half rests, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS 2.1.2** Perform rhythmic patterns (dotted half, half, dotted quarter, quarter, eighth, and sixteenth notes, and half, quarter, and eighth rests) in duple and triple meters on non-pitched instruments using proper technique.

**MEETS AND EXCEEDS 2.1.3** Perform simple and complex rhythm patterns in small and large ensembles.

**COMPLEMENTS 2.2.1** Play, alone or in groups, simple melodies based on selected major scales including steps, skips, leaps and repeated notes (four-measure minimum).

**COMPLEMENTS 2.2.2** Play melodies based on selected major and minor scales.

**COMPLEMENTS 2.2.3** Play, with others, ostinati, partner songs, and/or rounds/canons.

**COMPLEMENTS AND MEETS 2.3.1** Perform an accompaniment (two-note chords, broken two-note chords, three-note chords and/or arpeggios) in duple and triple meter using basic rhythms on pitched instruments, and an accompaniment using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.

**COMPLEMENTS AND MEETS 2.3.2** Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying rhythms, pitches, and parts.

**COMPLEMENTS AND MEETS 2.3.3** Perform an accompaniment on pitched or non-pitched instruments using an orchestration that includes varying instrumentation, rhythms, and pitches.

**COMPLEMENTS 2.4.1** Demonstrate dynamics, phrasing, and tempo changes when playing a given example.

**COMPLEMENTS 2.4.2** Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrasing) of a given example.

**COMPLEMENTS 2.4.3** Demonstrate, through performance, expressive qualities in an ensemble setting.

## **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 3.1** Improvise, vocally and instrumentally, a two- to four-measure melody on a pentatonic scale.

**MEETS 3.2** Improvise a two- to four-measure rhythmic accompaniment to varying musical styles.

**COMPLEMENTS 3.3** Improvise two- to four-measure question and answer phrases.

**COMPLEMENTS 3.4** Improvise a two- to four-measure melodic accompaniment within teacher-given parameters.

### **Checks for Understanding**

**COMPLEMENTS 3.1** Improvise a developmentally and/or grade-appropriate melody using a pentatonic scale on a pitched instrument.

**MEETS AND EXCEEDS 3.2** Improvise developmentally and/or grade-appropriate rhythms using body percussion, pitched, and/or non-pitched instruments while keeping a steady tempo.

**COMPLEMENTS 3.3** Improvise developmentally and/or grade-appropriate question and answer phrases.

**COMPLEMENTS AND MEETS 3.4** Improvise, on instruments, a developmentally and/or grade-appropriate accompaniment or ostinato accompaniment.

### **Student Performance Indicators (SPIs)**

The student is able to

**COMPLEMENTS 3.1.1** Improvise an eight-beat melody based on a pentatonic scale.

**3.1.2** Improvise, on a variety of instruments (may include recorder), an eight-beat melody based on a pentatonic scale.

**3.1.3** Improvise, on a variety of instruments (including recorder) an eight-beat melody using a pentatonic scale

**MEETS AND EXCEEDS 3.2.1** Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and/or quarter rests while maintaining a steady tempo.

**MEETS AND EXCEEDS 3.2.2** Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, half rests, and/or quarter rests while maintaining a steady tempo.

**MEETS AND EXCEEDS 3.2.3** Improvise a sixteen-beat pattern using half notes, quarter notes, paired eighth notes, sixteenth notes, half rests, and quarter rests while maintaining a steady tempo.

**MEETS AND EXCEEDS 3.3.1** Improvise, in pairs, a four- or eight-beat question and answer phrase using body percussion or non-pitched instruments.

**COMPLEMENTS 3.3.2** Improvise, in pairs, a four- or eight-beat question and answer phrase on pitched instruments (may include recorder).

**COMPLEMENTS 3.3.3** Improvise, in pairs, an eight- or sixteen-beat question and answer phrase on pitched instruments (may include recorder).

**MEETS AND EXCEEDS 3.4.1** Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.

**COMPLEMENTS 3.4.2** Improvise a simple eight-beat accompaniment on pitched instruments within teacher-given parameters.

**COMPLEMENTS 3.4.3** Improvise an eight-beat accompaniment on pitched instruments based on a pentatonic scale.

## **Standard 4.0 Composing**

**Students will compose and arrange music within specified guidelines.**

### **Grade Level Expectations (GLEs)**

The student will

**MEETS AND EXCEEDS 4.1** Create, individually or in groups, a simple vocal or instrumental two-part composition using teacher-given parameters.

**COMPLEMENTS 4.2** Compose a short melodic vocal or instrumental introduction, interlude and/or coda to given melodies on major and/or minor pentatonic scales.

**COMPLEMENTS 4.3** Create an arrangement of a familiar melody using instruments and/or movement.

### **Checks for Understanding**

**COMPLEMENTS 4.1** Create, in a group, a teacher-guided, short vocal or instrumental composition on a pentatonic scale.

- Create an ostinato accompaniment for a short melody.
- Create a short melody and an ostinato to accompany it.

**MEETS AND EXCEEDS 4.2** Create, in a large group setting, a teacher-guided introduction.

- Create, in a small group setting, a short introduction.
- Create, in a small group setting, an interlude using teacher-given parameters.
- Demonstrate the ability to locate a coda in a music score.
- Create, in a small group setting, an introduction, interlude and/or coda for a selected music example.

**MEETS AND EXCEEDS 4.3** Change the rhythm of a familiar melody.

Change the meter of a familiar melody.

### **Student Performance Indicators (SPIs)**

The student is able to .

**COMPLEMENTS 4.1.1** Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale.

**COMPLEMENTS 4.1.2** Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with an ostinato accompaniment.

**COMPLEMENTS 4.1.3** Create and demonstrate, in a group setting, a four-measure instrumental or vocal melody based on a pentatonic scale with a simple chordal accompaniment.

**COMPLEMENTS 4.2.1** Create and demonstrate a short introduction, interlude, and coda to a given melody.

**COMPLEMENTS 4.2.2** Create and demonstrate a two-measure interlude for a given melody.

**COMPLEMENTS 4.2.3** Create and demonstrate a two- to four-measure melodic interlude for a given melody.

**COMPLEMENTS 4.3.1** Create an arrangement of a simple melody by changing one element (e.g., rhythm, meter, tempo).

**COMPLEMENTS 4.3.2** Create an arrangement of a given melody by changing one element (e.g., rhythm, meter, tempo) and demonstrating through movement, singing, or playing an instrument.

**COMPLEMENTS 4.3.3** Create an arrangement of a given melody by changing harmony, meter, tempo, or parts of the melody and demonstrating through movement, singing, or playing an instrument.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS AND MEETS 5.1** Identify and explain symbols represented in rhythm and melody.

**MEETS AND EXCEEDS 5.2** Use symbols to read, notate and perform.

**COMPLEMENTS 5.3** Identify and interpret terms and symbols referring to musicality.

### **Checks for Understanding**

**COMPLEMENTS 5.1** Demonstrate an understanding of treble clef pitches (including ledger lines) by notating a given example.

- Determine the meter of a music example by identifying the number of beats in each measure.

5.2 Sing and/or play intervals using teacher-given solfege.

Sing and/or play melodies using teacher-given solfege.

- Notate, using standard notation, a given example.

**COMPLEMENTS 5.3** Identify dynamic markings through a teacher-guided classroom activity.

- Identify directional markings through a teacher-guided classroom activity.
- Follow dynamic markings in teacher-given listening examples.
- Follow directional markings in teacher-given listening examples.
- Demonstrate, vocally, an understanding of dynamic and directional markings.

**COMPLEMENTS** Demonstrate, instrumentally, an understanding of dynamic and directional markings.

- Demonstrate an understanding of tempo markings through a listening map of a recorded musical selection.
- Demonstrate an understanding of tempo markings, vocally or instrumentally.
- Demonstrate an understanding of phrasing, vocally or instrumentally, within a teacher-given music selection.

## Student Performance Indicators (SPIs)

The student is able to

**COMPLEMENTS, MEETS AND EXCEEDS 5.1.1** Compare and contrast meters (duple and triple); identify note names in the treble clef, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).

**COMPLEMENTS, MEETS AND EXCEEDS 5.1.2** Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).

**COMPLEMENTS, MEETS AND EXCEEDS 5.1.3** Compare and contrast meters (duple and triple); identify note names in treble clef, note values (whole notes, dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests, eighth rests).

**COMPLEMENTS 5.2.1** Demonstrate pitch understanding by using solfege or other teacher-provided symbols.

**5.2.2** Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names or by playing intervals.

**5.2.3** Demonstrate an understanding of treble clef pitches by singing intervals using solfege and letter names and by notating those pitches.

**COMPLEMENTS 5.3.1** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando).

**COMPLEMENTS 5.3.2** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent).

**COMPLEMENTS 5.3.3** Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accent) in music selections.

## Standard 6.0 Listening and Analyzing

**Students will listen to, analyze and describe music.**

### Grade Level Expectations (GLEs)

The student will

**COMPLEMENTS 6.1** Explain characteristics of same and different sections.

**6.2** Identify and classify, visually and aurally, orchestral instruments individually and by family.

**COMPLEMENTS 6.3** Analyze, orally and written, the characteristics of vocal and instrumental musical selections using appropriate music vocabulary.

**COMPLEMENTS 6.4** Compare and contrast various styles and genres of music, both vocal and instrumental.

### Checks for Understanding

**COMPLEMENTS 6.1** Identify rondo form in a listening example.

Demonstrate the similarities and differences of rondo form and AB and ABA forms.

Demonstrate an understanding of rondo form using movement and **manipulatives**.

Identify theme and variations in a listening example.

Demonstrate an understanding of theme and variations using movement and **manipulatives**.

**6.2** Classify, visually or aurally, given instruments into their orchestral families.

**COMPLEMENTS 6.3** Select appropriate vocabulary from a word bank to describe a music selection.

Compare and contrast given music selections using a graphic organizer.

**COMPLEMENTS 6.4** Classify selected listening examples by style and/or genre.

## Student Performance Indicators (SPIs)

The student is able to

**6.1.1** Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.

**6.1.2** Create movement patterns to demonstrate different sections of complex forms of music.

**COMPLEMENTS 6.1.3** Identify and explain, orally and/or written, complex forms of music.

**6.2.1** Identify, visually, teacher-selected orchestral instruments and group into families.



6.2.2 Identify, through listening examples, teacher-selected instruments, individually and as families.

6.2.3 Identify, aurally, teacher-selected orchestral instruments in ensembles.

**COMPLEMENTS 6.3.1** Classify the elements of music using teacher-given vocabulary.

**COMPLEMENTS 6.3.2** Describe a listening example using correct music vocabulary.

**COMPLEMENTS 6.3.3** Compare and contrast listening examples using correct music vocabulary.

6.4.1 Classify styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, Tennessee songs, Civil War songs, ethnic music) using teacher-given vocabulary.

**COMPLEMENTS 6.4.2** Analyze teacher-given styles and/or genres of music.

**COMPLEMENTS 6.4.3** Analyze styles and genres of music using teacher-given parameters.

## Standard 7.0 Evaluating

**Students will evaluate music and music performances.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 7.1** Devise and apply criteria for evaluating music and music performances.

**MEETS AND EXCEEDS 7.2** Demonstrate proper audience etiquette and evaluate audience behavior during performances.

**Checks for Understanding**

**COMPLEMENTS 7.1** Describe a musical selection by using a teacher-created word bank.

- Discuss the elements of a music selection within teacher-given parameters.

Evaluate a performance by using a teacher-provided rubric.

**MEETS AND EXCEEDS 7.2** Discuss and create, as a class, guidelines for audience etiquette.

- Create a rubric for evaluating audience etiquette
- Use a created rubric in evaluating audience etiquette.

**Student Performance Indicators (SPIs)**

The student is able to

**MEETS AND EXCEEDS 7.1.1** Discuss a student or professional performance using grade-appropriate music vocabulary and teacher-given criteria.

**MEETS AND EXCEEDS 7.1.2** Create, with teacher guidance, a rubric for evaluating music performances.

**MEETS AND EXCEEDS 7.1.3** Use student developed rubric to evaluate a music performance.

**MEETS AND EXCEEDS 7.2.1** Demonstrate appropriate audience behavior in a formal performance setting.

**MEETS AND EXCEEDS 7.2.2** Evaluate one's own and other's audience behavior using teacher-given criteria.

**MEETS AND EXCEEDS 7.2.3** Evaluate the effect of audience behavior on a musical performance.

## Standard 8.0 Interdisciplinary Connections

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

**Grade Level Expectations (GLEs)**

The student will

**COMPLEMENTS 8.1** Experience and integrate the elements of music as they relate to other arts disciplines.

**COMPLEMENTS AND MEETS 8.2** Investigate and compare ways in which music interrelates with other academic disciplines.

**Checks for Understanding**

8.1 Identify commonalities between music and dance.

- Create dramatizations to music selections.
- Identify how music and visual art share common themes (e.g., *The Rite of Spring* by Stravinsky and *Three Musicians* by Pablo Picasso) using examples from textbooks or from websites.

**COMPLEMENTS 8.2** Identify commonalities between music and one other academic discipline.

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Demonstrate commonalities between music and dance and theatre.
- 8.1.2 Determine and demonstrate ways of combining elements of music, dance and theatre.
- 8.1.3 Evaluate the relationship of music to other performing arts in a given performance.
- 8.2.1 Describe the literary characteristics of song lyrics.

**COMPLEMENTS AND MEETS** 8.2.2 Investigate the relationship of music to literature, mathematics, science (e.g., acoustical properties of instrumental music), and/or social studies in teacher-given classroom activities.

**COMPLEMENTS AND MEETS** 8.2.3 Compare music to other selected academic disciplines.

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Grade Level Expectations (GLEs)**

The student will

- 9.1 Classify and/or perform music of various cultures and historical periods.

### **Checks for Understanding**

- 9.1 Discuss and demonstrate traditional music of selected cultures (e.g., African, Native American, Asian, Celtic, Latin American).

- Discuss and demonstrate an understanding of selected historical periods as related to music studied.

### **Student Performance Indicators (SPIs)**

The student will be able to

**COMPLEMENTS** 9.1.1 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.

- 9.1.2 Demonstrate an understanding of the music of selected cultures and/or historical periods through performance of music examples (vocal and/or instrumental).

- 9.1.3 Compare and contrast music examples of selected cultures and historical periods.