

MUSIC

GRADE-LEVEL EXPECTATIONS

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

Missouri Department of Elementary and Secondary Education
May, 2007

MUSIC GRADE LEVEL EXPECTATIONS

The Music Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to the nine standards from *MENC: The National Association for Music Education*.

The following coding system should be used to reference the Music GLEs:

STRANDS:

PP = Product/Performance

EP = Elements and Principles of Music

AP = Artistic Perceptions

IC = Interdisciplinary Connections

HC = Historic and Cultural Contexts

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify standard pitch notation in the treble clef" can be found in the *Elements of Music* strand (EP), under the first Big Idea – *Develop and apply the knowledge and skills to read and notate music* (1), in the concept *Melodic Notation* (A), in grade 4. Therefore, the code for that particular GLE is: **EP1A4**. Generally avoid the use of periods or dashes in the coding.

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Independent Singing	Use singing, speaking, whispering and shouting voices COMPLEMENTS	Reproduce/echo melodies in limited range [<i>sol-mi, la-sol-mi</i>] Use a singing voice with a head tone COMPLEMENTS	Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>] Demonstrate appropriate singing posture COMPLEMENTS	Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]	Match pitch in an extended range [octave]	Use breath control and accurate *diction while singing
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Expressive Singing		Demonstrate fast and slow *tempo COMPLEMENTS	Demonstrate loud and soft *dynamics [<i>p, f</i>] and fast and slow tempo COMPLEMENTS	Demonstrate dynamics [<i>p, f, *crescendo, *decrescendo/diminuendo</i>] and tempi [<i>fast, slow, *ritardando</i>] Interpret expressive markings [<i>accent, *fermata</i>] COMPLEMENTS		Use dynamics and *phrasing to communicate an interpretation of a given *style COMPLEMENTS
	National Standards		MU 1	MU 1	MU 1	MU 1
Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts						
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Repertoire	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 				Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals • multicultural 	Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal including some from memory
National Standards	MU 1				MU 1	MU 1
Content Standards	FA 1				FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts						
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Part Singing			Perform <i>*ostinati</i> COMPLEMENTS AND EXCEEDS	Perform <i>ostinati</i> and *rounds COMPLEMENTS AND EXCEEDS	Perform <i>ostinati</i> , rounds , canons and partner songs COMPLEMENTS AND EXCEEDS	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part COMPLEMENTS AND EXCEEDS
	National Standards		MU 1	MU 1	MU 1	MU 1
	Content Standards		FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts						
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Group Singing	Perform in groups following cues of the *conductor MEETS AND EXCEEDS	Perform in groups using a steady beat following the cues of the conductor MEETS AND EXCEEDS	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor MEETS AND EXCEEDS	Perform in groups matching tempo and dynamic changes, following the cues of the conductor MEETS AND EXCEEDS	Demonstrate characteristic *timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor MEETS AND EXCEEDS	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble Respond expressively to conductor's cues MEETS AND EXCEEDS
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Instrumental Performance Skills	<p>Perform using two dynamic levels—soft and loud</p> <p>COMLEMENTS</p> <p>Echoes simple rhythms (long and short sounds)</p> <p>MEETS AND EXCEEDS</p>	<p>Perform a steady beat</p> <p>COMPLEMENTS</p> <p>Echo simple rhythmic patterns</p> <p>MEETS AND EXCEEDS</p>	<p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs <p>MEETS AND EXCEEDS</p>		<p>Read and perform at least three (3) pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes <p>MEETS AND EXCEEDS</p>	<p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple *meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes <p>MEETS AND EXCEEDS</p> <ul style="list-style-type: none"> • Dotted quarter followed by eighth • *Syncopation <p>COMPLEMENTS</p>
	National Standards	MU 2	MU 2	MU 2		MU 2
Content Standards	FA 1	FA 1	FA 1		FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Expression and Technical Skills		Demonstrate fast and slow tempi COMPLEMENTS AND EXCEEDS	Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi COMPLEMENTS AND EXCEEDS	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow] COMPLEMENTS AND EXCEEDS	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , crescendo, <i>decrescendo/diminuendo</i>] and tempi [fast, slow, <i>ritardando</i>] COMPLEMENTS AND EXCEEDS	Read and perform a short song using effective *expression and characteristic timbre COMPLEMENTS
National Standards		MU 1	MU 1	MU 1	MU 1	MU 2
Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Repertoire	<p>Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles</p> <p>COMPLEMENTS AND EXCEEDS</p>					
National Standards	MU 2					
Content Standards	FA 1					

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Imitation (play by ear)	Echo short rhythmic patterns on rhythm instruments and/or body percussion MEETS AND EXCEEDS			Echo short rhythmic and melodic patterns on *classroom instruments MEETS AND EXCEEDS		
	National Standards	MU 2			MU 2	
Content Standards	FA 1			FA 1		

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts						
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Group Playing	Perform in groups following cues of the conductor MEETS AND EXCEEDS	Perform in groups using a steady beat following the cues of the conductor MEETS AND EXCEEDS	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor MEETS AND EXCEEDS	Perform in- groups matching tempo and dynamic changes, and following the cues of the conductor MEETS AND EXCEEDS	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor MEETS AND EXCEEDS	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor MEETS AND EXCEEDS
	National Standards	MU 2	MU 2	MU 2	MU 2	MU 2
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

3. Develop and apply improvisation skills in music to communicate through the arts							
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Improvisation		<p>*Improvise short rhythmic patterns</p> <p>MEETS AND EXCEEDS</p>	<p>Improvise short rhythmic</p> <p>MEETS AND EXCEEDS</p> <p>and melodic patterns</p> <p>COMPLEMENTS</p>	<p>Improvise simple rhythmic</p> <p>MEETS AND EXCEEDS</p> <p>and melodic ostinati accompaniments</p> <p>COMPLEMENTS</p>	<p>Improvise simple rhythmic and melodic ostinati accompaniments</p> <p>MEETS AND EXCEEDS</p>	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic *variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p> <p>MEETS AND EXCEEDS</p>	
	National Standards	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

4. Develop and apply skills to <i>*compose, *arrange, and create music to communicate through the arts</i>						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Composition and Arrangement		Create a single tone or non-pitched accompaniment for songs and stories MEETS AND EXCEEDS	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms MEETS AND EXCEEDS	Create a rhythmic and/or melodic composition using icons MEETS AND EXCEEDS	Create rhythmic and/or melodic <i>ostinati</i> and *soundscapes MEETS AND EXCEEDS	Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines MEETS AND EXCEEDS
National Standards	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Rhythmic *Notation	<p>Read icons for long and short sounds and silence in duple meter</p> <p>MEETS</p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs <p>MEETS AND EXCEEDS</p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs <p>MEETS AND EXCEEDS</p>	<p>Read simple rhythm patterns (using iconic or standard notation) consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs <p>MEETS AND EXCEEDS</p> <p>• dotted half note</p> <p>(COMING SOON)</p>	<p>Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines- consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes <p>MEETS AND EXCEEDS</p>	<p>Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of:</p> <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • Syncopation <p>MEETS (DOTS AND BEAMS COMING SOON)</p>
	National	MU 5	MU 5	MU 5	MU 5	MU 5

Elements of Music

Standards						
Content Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

1. Develop and apply the knowledge and skills to read and *notate music						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Melodic Notation		Identify icons for high and low sounds COMPLEMENTS	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line * staff) COMPLEMENTS	Transfer short melodic * solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble * clef COMPLEMENTS	Identify standard pitch notation in the treble clef COMPLEMENTS	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify * accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs
	National Standards		MU 5	MU 5	MU 5	MU 5
Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music							
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Symbols of Expression		Recognize fast and slow tempi COMPLEMENTS	Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i> COMPLEMENTS	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • *accent COMPLEMENTS	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • *ties • *slurs COMPLEMENTS	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>deces</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • *accelerando • *ritardando • *allegro • *moderato • *andante • *largo • *a tempo • accent • <i>fermata</i> • ties • slurs • *staccato • *legato COMPLEMENTS	
	National Standards		MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2

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 Music Grade Level Expectations

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music							
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Symbols for Rhythm, Pitch, and Expressive Elements				Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> <p style="text-align: center; color: blue; font-weight: bold;">MEETS AND EXCEEDS</p>	Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs <p style="text-align: center; color: blue; font-weight: bold;">MEETS AND EXCEEDS</p> <ul style="list-style-type: none"> • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • sixteenth notes • eighth note/rest <p style="text-align: center; color: blue; font-weight: bold;">MEETS AND EXCEEDS</p> <ul style="list-style-type: none"> • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>sol-mi-la</i> <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	
	National Standards				MU 5	MU 5	MU 5
	Content Standards				FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music						
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Sight Reading						<p><u>Vocal and Instrumental Performance Classes:</u> Independently interpret simple rhythmic</p> <p>MEETS AND EXCEEDS</p> <p>and melodic notation at sight</p> <p>COMPLEMENTS</p>
National Standards						MU 5
Content Standards						FA 2

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Musical *Forms	Distinguish between same and different MEETS	Distinguish between music opposites <ul style="list-style-type: none"> • high/low • fast/slow • smooth/separated • soft/loud • up/down COMPLEMENTS <ul style="list-style-type: none"> • long/short • same/different • MEETS AND EXCEEDS	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction MEETS AND EXCEEDS	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • canon • ABA • introduction/*interlude COMPLEMENTS AND EXCEEDS	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • *coda • *blues COMPLEMENTS AND EXCEEDS	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • blues • <i>coda</i> • theme and variation • *DC/*Fine • *DS al coda/*Fine COMPLEMENTS AND EXCEEDS
National Standards	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Musical Characteristics, Events, and Descriptors	<p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> • sound and silence <p>COMPLEMENTS</p> <p>Differentiate between nature, man-made, and animal sounds</p> <p>Differentiate between various vocal productions:</p> <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	<p>Demonstrate through movement musical opposites</p> <ul style="list-style-type: none"> • long/short <p>MEETS AND EXCEEDS</p> <ul style="list-style-type: none"> • high/low • fast/slow • smooth/ separated • soft/loud • same/different • up/down • beat/no beat <p>Differentiate between male, female, and children’s voices</p> <p>Differentiate between accompanied and unaccompanied</p> <p>COMPLEMENTS</p>	<p>Demonstrate through movement musical opposites and basic forms</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/ separated • soft/loud • same/different • up/down • question/ answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain <p>Differentiate between classroom pitched/non-pitched percussion instruments</p> <p>COMPLEMENTS AND EXCEEDS</p>	<p>Demonstrate and/or respond through movement to aural examples of music</p> <ul style="list-style-type: none"> • music forms • expressive elements <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p> <p>COMPLEMENTS</p>	<p>Distinguish between vocal ensemble groupings and orchestral instruments</p> <p>Identify instruments as representative of various cultures</p> <p>COMPLEMENTS</p>	<p>Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.)</p> <p>COMPLEMENTS</p>
National Standards	MU 6	MU 6	MU 6	MU 6	MU 7	MU 7
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Criteria for Musical Performances and Compositions	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 			Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence 		Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence
	MEETS AND EXCEEDS			COMPLEMENTS		COMPLEMENTS
	National Standards	MU 7			MU 7	MU 7
Content Standards	FA 3			FA 3	FA 3	

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Critique Musical Performances and Compositions	Use prerequisite music terms to describe their personal response to a musical example (feelings) COMPLEMENTS	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories) COMPLEMENTS	Use prerequisite music terms to describe their personal response to a musical example (tempo) COMPLEMENTS	Use prerequisite music terms to describe their personal response to a musical example (tone, timbre) COMPLEMENTS	Use prerequisite music terms to describe their personal response to a musical example (function/style) COMPLEMENTS	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement) COMPLEMENTS
	National Standards	MU 7	MU 7	MU 7	MU 7	MU 7
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Connections Between Music and Related Arts and Humanities	Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different COMPLEMENTS Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet	Tell how concepts such as repetition and contrast are used in the fine arts COMPLEMENTS	Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece) COMPLEMENTS	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition	Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art
National Standards	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Connections Between Music and Non-Arts Disciplines		<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>List common themes found in all subject areas (e.g., repetition)</p> <p style="text-align: center;">MEETS</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)</p> <p style="text-align: center;">MEETS</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p style="text-align: center;">COMPLEMENTS</p> <p>Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)</p>	<p>Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p style="text-align: center;">COMPLEMENTS</p> <p>Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)</p>	<p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p style="text-align: center;">COMPLEMENTS</p> <p>Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments)</p> <p>Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics</p>
National Standards		MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards		FA 4	FA 4	FA 4	FA 4	FA 4, 1.6

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place						
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Genres and Styles	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Play party • Folk dances/folk music Identify "The Star-Spangled Banner" as the National Anthem	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Work songs • Cowboy songs • Square dances • *Spirituals • *Blues Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Secular • *Sacred • Multicultural music • American/*patriotic songs • Opera • Ballet • Blues • *Ragtime
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place						
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Stylistic Practices	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage</p> <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet <p style="text-align: center; color: blue; font-weight: bold;">COMPLEMENTS</p>
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place						
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Music's Role and Function in Various Cultures	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance</p>	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events</p> <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	<p>Describe the function of music in various settings and cultural events</p> <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet <p>Document understanding of musical experiences through writing samples or illustrations</p>
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place						
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Careers in Music	Identify responsibilities of a music leader and group participants in a classroom setting MEETS AND EXCEEDS	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting MEETS AND EXCEEDS	Identify responsibilities of an accompanist and soloist COMPLEMENTS	Identify responsibilities of a *composer and conductor MEETS AND EXCEEDS	Identify available music-related careers in a give setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Identify available music-related careers in a given setting
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9
	Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5