

Performing, feeling what they are doing, and knowing that they are doing it. They should have a sense of ownership in music.

APPENDIX A

UNITED STATES OF AMERICA

NATIONAL MUSIC STANDARDS FOR GRADES K-4

Terms identified by an asterisk (*) are defined in the glossary. The standards are organized into sections for each grade level. The standards are intended to be used as a guide for curriculum development and assessment. The standards are organized into sections for each grade level. The standards are intended to be used as a guide for curriculum development and assessment.

Grade 1 Standard: Singing
 Singing independently, on pitch, with a steady beat, and maintain a steady beat. Singing expressively, with appropriate dynamics. Singing from memory a varied repertoire of songs. Singing ostinatos, partner songs, and songs in groups, blending voices. Singing with the leadership of a conductor.

Grade 2 Standard: Performing
 Performing independently, on pitch, with a steady beat, and maintain a steady beat. Performing expressively, with appropriate dynamics. Performing from memory a varied repertoire of songs. Performing ostinatos, partner songs, and songs in groups, blending voices. Performing with the leadership of a conductor.

GRADES K-4

Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students, particularly in grades K-4, learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

Terms identified by an asterisk (*) are explained in the glossary. The standards in this section describe the cumulative skills and knowledge expected of all students upon exiting grade 4. Students in the earlier grades should engage in developmentally appropriate learning experiences designed to prepare them to achieve these standards at grade 4. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard:

Students

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- b. sing *expressively, with appropriate dynamics, phrasing, and interpretation
- c. sing from memory a varied repertoire of songs representing *genres and *styles from diverse cultures
- d. sing ostinatos, partner songs, and rounds
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard:

Students

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic *classroom instruments
- c. perform expressively a varied repertoire of music representing diverse genres and styles
- d. echo short rhythms and melodic patterns
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- f. perform independent instrumental parts 1 while other students sing or play contrasting parts

Achievement Standard:

Students

- a. improvise "answers" in the same style to given rhythmic and melodic phrases
- b. improvise simple rhythmic and melodic ostinato accompaniments
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means 2

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard:

Students

- a. create and arrange music to accompany readings or dramatizations
- b. create and arrange short songs and instrumental pieces within specified guidelines 3
- c. use a variety of sound sources when composing

5. Content Standard: Reading and notating music

Achievement Standard:

Students

- a. read whole, half, dotted half, quarter, and eighth notes and rests in 24 , 34 , and 44 meter signatures
- b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard:

Students

- a. identify simple music *forms when presented aurally
- b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- e. respond through purposeful movement 4 to selected prominent music characteristics 5 or to specific music events 6 while listening to music

7. Content Standard: Evaluating music and music performances

Achievement Standard:

Students

- a. devise criteria for evaluating performances and compositions
- b. explain, using appropriate music terminology, their personal preferences for specific

musical works and styles

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard:

Students

- a. identify similarities and differences in the meanings of common terms ⁷ used in the various arts
- b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music⁸

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard:

Students

- a. identify by genre or style aural examples of music from various historical periods and cultures
- b. describe in simple terms how *elements of music are used in music examples from various cultures of the world ⁹
- c. identify various uses of music in their daily experiences ¹⁰ and describe characteristics that make certain music suitable for each use
- d. identify and describe roles of musicians ¹¹ in various music settings and cultures
- e. demonstrate audience behavior appropriate for the context and style of music performed

Notes:

1. E.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords.
2. E.g., traditional sounds: voices, instruments; nontraditional sounds: paper tearing, pencil tapping; body sounds: hands clapping, fingers snapping; sounds produced by electronic means: personal computers and basic *MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.
3. E.g., a particular style, form, instrumentation, compositional technique
4. E.g., swaying, skipping, dramatic play
5. E.g., meter, dynamics, tempo
6. E.g., meter changes, dynamic changes, same/different sections
7. E.g., form, line, contrast
8. E.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and meter signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions
9. E.g., Navajo, Arabic, Latin American
10. E.g., celebration of special occasions, background music for television, worship
11. E.g., orchestra conductor, folksinger, church organist

LEVEL 1 Music

Creating, making and presenting

Exploring and developing ideas

At level 1, a student:

1.16 Draws upon play and imagination in creating and making music.

Evident when students, for example:

- Explore change in their voices to create different moods (sunrise on spooky swamp) or imitate the sounds of animals or machines.
- Use the sound of an instrument to represent a monster or thunder.
- Make a soundscape to support a dance, game, story, poem, picture.
- Improvise vocal responses (participate in a 'singing only' hour).
- Sing a song with the voice of an imagined character, and provide appropriate movements using a hand puppet.

Using skills, techniques and processes

At level 1, a student:

1.17 Uses basic elements of sound and movement and explores them in making music.

Evident when students, for example:

- Create a rhythmic ostinato to accompany a song, chant, rhyme or piece of recorded music.
- Imitate short musical patterns in a call-and-response format.
- Sing songs using a natural voice.
- Invent signs and symbols to represent basic characteristics of sounds (high/low, loud/soft, short/long) and use them to notate an ostinato pattern they have created.

Presenting

At level 1, a student:

1.18 Shares music making with others.

Evident when students, for example:

- Participate in class singing activities.
- Perform simple body percussion patterns to accompany a song.
- Play an instrument within a class ensemble.
- Play short musical patterns from memory.
- Move in response to music.

Arts criticism and aesthetics

At level 1, a student:

1.19 Responds to music in a personal way.

Evident when students, for example:

- Listen to a short musical work and respond to its prominent musical elements through movement, dance, body percussion.
- Recognise and describe obvious sound characteristics (ascending/descending pitch, long /short sounds, tempo changes, loud/soft sounds).
- Identify a known instrument or piece of music by sound alone.
- Perform a song (lullaby, nonsense song or thematic song) in a manner they feel is appropriate.

Past and present contexts

At level 1, a student:

1.20 Shows an awareness of music in everyday life.

Evident when students, for example:

- Identify the different sources of music in their daily lives (radio, supermarket, television).
- Sing or listen to a selected song and talk about the story told through the song.
- Describe when a song or instrumental work listened to or performed, would most appropriately be performed.

Level 2 outcomes:

2.16 Uses experience and imagination to create and make music.

2.17 Makes choices about sounds and organises them in expressive ways.

2.18 Plans and presents musical works for a familiar audience.

2.19 Responds to music, giving reasons for preferences.

2.20 Discusses the ways music is made and used for a range of purposes.

LEVEL 2 Music

Level 1 outcomes:

1.16 Draws upon play and imagination in creating and making music.

1.17 Uses basic elements of sound and movement and explores them in making music.

1.18 Shares music making with others.

1.19 Responds to music in a personal way.

1.20 Shows an awareness of music in everyday life.

Creating, making and presenting

Exploring and developing ideas

At level 2, a student:

2.16 Uses experience and imagination to create and make music.

Evident when students, for example:

- Recite rhymes and chants, experimenting with voice changes to create different moods and meaning.
- Improvise a vocal or instrumental pattern (a short ostinato pattern to accompany a movement, song, poem or game).
- Create a piece of music using basic musical elements (tone, dynamics, pitch and duration).
- Create a piece of music in response to different stimuli (a dance, story, poem or picture).
- Use a given rhythmic pattern to create a piece of music for performance on the classroom sound mobile.

Using skills, techniques and processes

At level 2, a student:

2.17 Makes choices about sounds and organises them in expressive ways.

Evident when students, for example:

- Select and organise sounds to create a sound collage (based on an idea such as 'night').
- Use body percussion sounds to create the effect of a crescendo (a train pulling out of a station).
- Create an ostinato to accompany a song, chant, rhyme or piece of recorded music.
- Create a simple graphic score for a piece they have composed.

Presenting

At level 2, a student:

2.18 Plans and presents musical works for a familiar audience.

Evident when students, for example:

- Sing songs, including rounds, with confidence and in a natural voice as part of a class ensemble.
- Work as a member of a small class ensemble to plan, rehearse and present performances of their own works or those of others for the class.
- Perform a movement sequence in response to music.
- Imitate short melodic/rhythmic phrases in a call-and-response format.

Arts criticism and aesthetics

At level 2, a student:

2.19 Responds to music, giving reasons for preferences.

Evident when students, for example:

- Ask members of their family what types of music they heard and liked when they were young.
- Improvise physical movements in responses to the prominent musical features (dynamics, pitch, rhythm, tone colour and structure) of a work being performed.
- Listen to a piece of program music and describe, in their own words, how sounds were used to create the desired image.
- Listen to a short musical work and represent its prominent musical elements in a picture.
- Talk about their initial reactions to or feelings about musical works and classroom musical experiences and give their preferences.

Past and present contexts

At level 2, a student:

2.20 Discusses the ways music is made and used for a range of purposes.

Evident when students, for example:

- Discuss sounds heard in familiar situations (at home, shopping centre, playground) and describe them, using some musical terms.
- Discuss the rhythmic features of the music used for a folk dance they have performed.
- Discuss the purpose of a work listened to or performed and how it affects the way it should be performed.

Level 3 outcomes:

3.16 Explores ideas and feelings through creating and making music.

3.17 Explores and uses several aspects of sound and uses specific skills, techniques and processes appropriate to the musical work.

3.18 Plans and presents musical works for a particular audience or purpose.

3.19 Responds to key features of musical works.

3.20 Discusses music from several cultures.