

Music Grades K-4

http://www.education-world.com/standards/national/arts/music/k_4.shtml

Students' long term problem solution must include a presentation.

The music techniques and knowledge they gained and or integrate to enhance their solution determines the music standards application and varies for each solution.

Problems							
Primary	1	2	3	4	5		
X	X	Y	X	X	X	SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC	In grades K-4 all students should:
X		Y	X		X	<ul style="list-style-type: none"> Sing expressively, with appropriate dynamics, phrasing, and interpretation 	
X			X		X	PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC	In grades K-4 all students should:
X			X		X	<ul style="list-style-type: none"> Perform expressively a varied repertoire of music representing diverse genres and styles 	
						IMPROVISING MELODIES, VARIATIONS, AND ACCOMPANIMENTS	In grades K-4 all students should:
X		Y	X		X	<ul style="list-style-type: none"> Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines) 	
X		Y	X		X		
						COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	In grades K-4 all students should:
						<ul style="list-style-type: none"> Create and arrange music to accompany readings or dramatizations Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) Use a variety of sound sources when composing 	
X	X	Y	X	X	X		
						EVALUATING MUSIC AND MUSIC PERFORMANCES	In grades K-4 all students should:
X	X		X		X	<ul style="list-style-type: none"> Devise criteria for evaluating performances and compositions 	
X	X	Y	X	X	X	UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE	In grades K-4 all students should:
						<ul style="list-style-type: none"> Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use Demonstrate audience behavior appropriate for the context and style of music performed 	

Music Grades 5-8

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Students' long term problem solution must include a presentation.

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Problems							
Primary	1	2	3	4	5		
	X	X	X	X	X	SINGING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC	In grades 5-8 all students should:
		X	X		X	<ul style="list-style-type: none"> Sing music representing diverse genres and cultures, with expression appropriate for the work being performed 	
			X		X	PERFORMING ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC	In grades 5-8 all students should:
			X		X	<ul style="list-style-type: none"> Perform music representing diverse genres and cultures, with expression appropriate for the work being performed 	
						IMPROVISING MELODIES, VARIATIONS, AND ACCOMPANIMENTS	In grades 5-8 all students should:
		X	X		X	<ul style="list-style-type: none"> Improvise simple harmonic accompaniments Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality 	
		X	X		X	COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	In grades 5-8 all students should:
						<ul style="list-style-type: none"> Compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance Arrange simple pieces for voices or instruments other than those for which the pieces were written Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging 	
		X	X		X	EVALUATING MUSIC AND MUSIC PERFORMANCES	In grades 5-8 all students should:
						<ul style="list-style-type: none"> Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement 	
						UNDERSTANDING RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS	In grades 5-8 all students should:
		X	X		X	<ul style="list-style-type: none"> Compare in two or more arts how the characteristic materials of each art (that is, 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 	

Music Grades 9-12

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Problems							
Primary	1	2	3	4	5		
			X		X	IMPROVISING MELODIES, VARIATIONS, AND ACCOMPANIMENTS	In grades 9-12 all students should:
						<ul style="list-style-type: none"> • Improvise stylistically appropriate harmonizing parts • Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality Achievement Standard, Advanced: <ul style="list-style-type: none"> • Improvise stylistically appropriate harmonizing parts in a variety of styles • Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality 	
			X		X	COMPOSING AND ARRANGING MUSIC WITHIN SPECIFIED GUIDELINES	In grades 9-12 all students should:
						<ul style="list-style-type: none"> • Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources Achievement Standard, Advanced:-- <ul style="list-style-type: none"> • Compose music, demonstrating imagination and technical skill in applying the principles of composition 	
			X		X	EVALUATING MUSIC AND MUSIC PERFORMANCES	In grades 9-12 all students should:
						<ul style="list-style-type: none"> • Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music • Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models Achievement Standard, Advanced:-- <ul style="list-style-type: none"> • Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions 	