

Music Curriculum Standards

A. Skills and Techniques

A1 The student sings, alone and with others, a varied repertoire of music.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	A.1.1.1 The student sings songs within a five-to-seven note range alone or with others and maintains the tonal center.	sings "Happy Birthday," "Skip to My Lou," or "Dayenu" independently, maintaining accurate pitch within his or her own vocal range.	3.1 3.2 3.3
1 Grades PreK-2	A.1.1.2 The student sings simple songs (e.g., sacred music, folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.	a sings "America" individually or in small groups, without accompaniment, using head voice and clear singing tone.	3.1 3.2 3.8 3.9
1 Grades PreK-2	A.1.1.3 The student sings a culturally diverse repertoire of songs (some from memory), with appropriate expression, dynamics, phrasing, diction, and interpretation.	sings song in their original languages from the United States and from selected world cultures.	3.1 3.2 3.6 3.8 3.10
1 Grades PreK-2	A.1.1.4 The student sings with age appropriate breathing, diction, and interpretation.		3.1 3.2 3.3
2 Grades 3-5	A.1.2.1 The student sings songs (e.g., descants, rounds, partner songs, and two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.	sings "He's Got the Whole World In His Hands" and "Rock A My Soul" as partner songs, with autoharp accompaniment.	3.1 3.2 3.8
2 Grades 3-5	A.1.2.2 The student sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).	performs alone and with others compositions that reflect the heritage of the following cultures: Asian American, African American, European American, Hispanic American, Middle Eastern American, and Native American.	3.1 3.2 3.8 3.10
2 Grades 3-5	A.1.2.3 The student uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, and interpretation).	performs "Li'l Liza Jane," contrasting the dynamic level between the refrain, which is sung mezzo piano (moderately soft), and the verse, which is sung forte (loud).	3.1 3.2 3.4 3.8
2 Grades 3-5	A.1.2.4 The student blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.	performs "This Land Is Your Land," with chorus in two-part harmony, led by the music teacher, for a PTA or PTO meeting.	3.1 3.2 3.8 3.10
3 Grades 6-8	A.1.3.1 The student sings choral works (appropriate for the changing male and female voice) with two, three, and four-part harmonies, with and without accompaniment.	sings soprano, alto, and cambiata (unchanged male voice) arrangements of the Pitoni "Cantate Domino," or appropriate liturgical selections.	3.1 3.2 3.8 3.9

Music Curriculum Standards

A. Skills and Techniques

A1 The student sings, alone and with others, a varied repertoire of music.

Level	Benchmark	Performance	Goal 3
3	Grades 6-8 A.1.3.2 The student sings, with appropriate expression, a repertoire of cultural/liturgical music literature from various styles and historical periods.	rehearses songs from various cultures and historical Catholic literature, using the expertise of students or parents of those cultures to assist in performing with articulation that is stylistically appropriate.	3.1
			3.2
			3.4
			3.8
			3.9
3.10			
3	Grades 6-8 A.1.3.3 The student performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.	performs with an ensemble which may include participating freely and comfortably in worship assemblies.	3.2
			3.5
			3.8
			3.9
4	Grades 9-12 A.1.4.1 The student sings accurately, with and without accompaniment, standard choral repertoire with appropriate vocal technique.	performs an unaccompanied setting of "Amazing Grace" for a spring concert.	3.1
			3.2
			3.4
			3.5
4	Grades 9-12 A.1.4.2 The student uses appropriate vocal styles and techniques of various music literature (e.g., jazz, sacred, popular, and classical).	applies knowledge of sacred style, by using pure vowel sounds, little or no vibrato, and clean rhythmic attack.	3.1
			3.2
			3.4
			3.8
4	Grades 9-12 A.1.4.3 The student uses ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings, with choral groups of various sizes and styles (e.g., cantor or schola, concert choir, show choir, barbershop quartet, octet, and madrigal).	makes subtle adjustments while performing, displaying a sensitivity to the sounds of others in the group, the vocal balance of the group, and rhythmic unity.	3.1
			3.2
			3.4
			3.8
			3.9

Music Curriculum Standards

A. Skills and Techniques

A2 The student performs on instruments, alone and with others, a varied repertoire of music.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	A.2.1.1 The student performs independently or with others simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and begins to understand "beat" and "rhythm."	uses classroom instruments to accompany songs and recorded music.	3.2
			3.4
			3.5
1 Grades PreK-2	A.2.1.2 The student performs expressively with appropriate dynamics and tempos on classroom instruments.	plays classroom instruments (e.g., tambourines, triangles, maracas, and hand drums) or student-made instruments, using fast, slow, and changing tempos.	3.2
			3.4
			3.10
2 Grades 3-5	A.2.2.1 The student performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps), with appropriate instrumental techniques.	performs an arrangement of a familiar song using techniques appropriate to the instrument.	3.1
			3.2
			3.4
			3.5
2 Grades 3-5	A.2.2.2 The student performs a variety of music genres and styles expressively on classroom instruments (e.g., pop, folk, Caribbean, Polynesian, liturgical and classical).	performs syncopated rhythmic accompaniments for selected Calypso songs on wood blocks, steel drums, and guiros.	3.1
			3.2
			3.10
2 Grades 3-5	A.2.2.3 The student performs on classroom instruments and responds cues of a conductor.	performs on a recorder at a concert for parents and demonstrates correct breath control and articulation.	3.1
			3.2
			3.8
			3.9
2 Grades 3-5	A.2.2.4 The student uses simple conducting patterns.	conducts in 2/4, 3/4, or 4/4 time.	3.1
			3.2
			3.4
2 Grades 3-5	A.2.2.5 The student performs simple music phrases by ear.	plays by ear the opening phrase to simple songs such as "Twinkle, Twinkle."	3.1
			3.2
			3.4
3 Grades 6-8	A.2.3.1 The student performs on at least one instrument (alone and in groups) using proper techniques (e.g., embouchure, posture, or bow control).	performs on a wind instrument in the band, using correct embouchure, articulation, and breath support to produce a sound appropriate for that instrument.	3.1
			3.2
		accompanies school or parish worship service alone or in an ensemble.	3.5
			3.8
			3.9

Music Curriculum Standards

A. Skills and Techniques

A2 The student performs on instruments, alone and with others, a varied repertoire of music.

Level	Benchmark	Performance	Goal 3	
3	Grades 6-8	A.2.3.2 The student performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., classical, sacred, ethnic, and popular).	using appropriate expression, performs, as a part of a large or small ensemble, music that is appropriate to his or her playing ability.	3.1 3.2 3.4 3.5 3.6 3.8 3.9 3.10
3	Grades 6-8	A.2.3.3 The student performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).	rehearses and performs music, while responding to the auditory and visual cues given by the conductor regarding tempo, balance, blend, and dynamic level.	3.1 3.2 3.5 3.8 3.9
4	Grades 9-12	A.2.4.1 The student performs on at least one instrument, alone and in groups, using proper playing technique and attends to melodic phrasing, rhythmic accuracy, and articulation.	performs solos or in small ensembles, after rehearsing and practicing to create the most expressive and accurate performance possible.	3.1 3.2 3.4 3.5 3.8 3.9
4	Grades 9-12	A.2.4.2 The student performs music of moderate to advanced difficulty of diverse genres and styles (e.g. classical, sacred, jazz, popular.)	performs in public performances and worship services as soloist or in ensembles.	3.1 3.2 3.5 3.8 3.9 3.10
4	Grades 9-12	A.2.4.3 The student performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).	rehearses under the direction of a conductor or teacher, responding to subtle changes in conducting cues and style to achieve the most effective performance possible.	3.1 3.2 3.5 3.8 3.9

Music Curriculum Standards

A. Skills and Techniques

A3 The student reads and notates music.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	A.3.1.1 The student reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.	performs from notation simple rhythm patterns that are composed of quarter, eighth, half notes, and rests.	3.1 3.2 3.3 3.7
1 Grades PreK-2	A.3.1.2 The student demonstrates awareness of high and low notes, through physical movement or visual representation.	performs by singing and/or moving to the song "See Saw."	3.1 3.2 3.4
1 Grades PreK-2	A.3.1.3 The student recognizes aurally and visually simple rhythmic patterns that have been performed by someone else.	notates a melodic rhythm played by the teacher, using manipulatives (e.g., paper cutouts of quarter notes and rests).	3.1 3.2 3.3 3.4 3.7
2 Grades 3-5	A.3.2.1 The student reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters.	visually and aurally identifies steps, skips, and repeated tones in a selected composition.	3.1 3.2 3.3
2 Grades 3-5	A.3.2.2 The students accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression.	aurally and visually identifies a musical tempo as allegro, moderato, or largo.	3.1 3.2 3.3
2 Grades 3-5	A.3.2.3 The students recognizes aurally and visually simple rhythmic and melodic patterns.	writes teacher-performed melodies, using melodic patterns from the major scale and simple rhythmic patterns.	3.1
2 Grades 3-5	A.3.2.4 The student writes notation for simple melodic patterns that have been performed by someone else.	writes teacher-performed melodies, using melodic patterns from the major scale and simple rhythmic patterns.	3.1 3.2 3.3 3.4 3.7
3 Grades 6-8	A.3.3.1 The student sight reads music in bass and/or treble clefs written in simple and compound meters.	utilizes liturgical resources from school and parish for sight-reading.	3.1 3.2 3.3 3.7
3 Grades 6-8	A.3.3.2 The student uses notation and symbols to compose musical ideas, such as dynamics, tempo, articulation, and expression.	composes simple songs, using correct note values, pitches, signs, and symbols to convey musical ideas.	3.1 3.2 3.3 3.7 3.4

Music Curriculum Standards

A. Skills and Techniques

A3 The student reads and notates music.

Level	Benchmark	Performance	Goal 3
3 Grades 6-8	A.3.3.3 The student writes notation for rhythmic and melodic phrases that have been performed by someone else.	notates the correct pitches and rhythms for two- to four-measure phrases, given the key, starting pitch, and meter.	3.1
4 Grades 9-12	A.3.4.1 The student sight reads one's part in a four-part vocal or instrumental score.	accurately maintains own part in an ensemble, utilizing liturgical resources when available, in a setting that is either live or recorded.	3.1 3.2 3.5 3.7 3.8 3.9
4 Grades 9-12	A.3.4.2 The student describes how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).	discusses the information contained in a music score, in order to make interpretive decisions in performing the music.	3.1 3.2 3.3 3.4 3.7 3.8 3.10
4 Grades 9-12	A.3.4.3 The student writes the notation for a simple harmonic progression performed by someone else.	writes the harmonic progression of short excerpts of music played or performed by another student.	3.1 3.2 3.3 3.7

Music Curriculum Standards

B. Creation and Communication

B1 The student improvises melodies, variations, and accompaniments.

			Goal 3
1	Grades	B.1.1.1 The student improvises appropriate "musical answers" rhythmic phrases.	3.1
		improvises an answer phrase of two measures, after hearing a question phrase of two measures.	3.3
1	Grades	B.1.1.2 The student improvises simple rhythmic and melodic	3.2
			3.4
2	Grades 3-5	rhythmic variations and melodic embellishments) in the same	3.2
			3.3
		B.1.2.2 The student improvises through singing and playing	3.1
		music patterns) and variations on familiar melodies. improvises, by singing or playing, simple, repeated musical patterns as an accompaniment to a song.	3.3
3	Grades 6-8	accompaniments for a given melody.	3.2
			3.4
3	Grades 6-8	melodic embellishments over given rhythmic accompaniment.	3.2
			given a repeated rhythmic pattern on a synthesizer, makes up a short accompanying melody that reflects a consistent style.
4	Grades 9-12	pentatonic, major, and minor modes.	3.2
			adds the appropriate chords for a given melody.
		utilizes hymn and Psalm settings as well as familiar songs.	

Music Curriculum Standards

B. Creation and Communication

B1 The student improvises melodies, variations, and accompaniments.

Level	Benchmark	Performance	Goal 3
4 Grades 9-12	B.1.4.2 The student improvises melodies (given or original) over a given chord progression with appropriate notes, rhythm, and styles.	improvises over a live, taped, or computer-driven accompaniment.	3.1 3.2 3.3 3.4 3.7

Music Curriculum Standards

B. Creation and Communication

B2 The student composes and arranges music within specific guidelines.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	B.2.1.1 The student creates simple accompaniments with classroom instruments.	adds an accompanying part to a familiar song, using several classroom instruments.	3.1 3.2 3.3 3.4
2 Grades 3-5	B.2.2.1 The student knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.	creates original sound pieces, for pitched and nonpitched percussion instruments, that "tell" a story or express a mood.	3.1 3.2 3.3 3.4
2 Grades 3-5	B.2.2.2 The student understands how composed music communicates text, ideas, meanings, and emotion.	chooses appropriate tempos or sounds to accompany a poem or story.	3.1 3.2 3.3 3.4
3 Grades 6-8	B.2.3.1 The student uses the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.	composes short pieces, alone or with others, using traditional or nontraditional styles, to enhance liturgical celebrations or artistic media.	3.1 3.2 3.3 3.4 3.5 3.6 3.8 3.9
3 Grades 6-8	B.2.3.1 The student uses the basic principles of composition to create short pieces for voice and/or instruments using both traditional and nontraditional sound sources that express an idea or a feeling.	composes short pieces, alone or with others, using traditional or nontraditional sound sources that contribute to the impact of a short poem.	3.1 3.2 3.3 3.4 3.5 3.6 3.8 3.9
3 Grades 6-8	B.2.3.2 The student arranges simple pieces for voices or instruments other than those for which the pieces were written.	transcribes a simple hymn from vocal to instrumental.	3.1 3.2 3.3 3.4 3.7

Music Curriculum Standards

B. Creation and Communication

B2 The student composes and arranges music within specific guidelines.

Level	Benchmark	Performance	Goal 3
4 Grades 9-12	B.2.4.1 The student uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling.	<p>uses instruments, acoustic and electronic, to compose music to accompany a video or slide presentation or a multimedia presentation.</p> <p>creates musical phrases or short pieces to accompany verbal or visual images (e.g., sunrise, gunshot, thunder and lightning, rush-hour traffic, victory, remorse or loss, elation, contentment, or laziness).</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p> <p>3.7</p>
4 Grades 9-12	B.2.4.2 The student arranges familiar music for voices or instruments demonstrating basic principles such as range, style, and voicing.	<p>chooses and arranges appropriate instrumentation or voicings for various activities (e.g., music for liturgical celebrations, sporting events, awards presentations, school assemblies, or interdisciplinary projects).</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4</p>

Music Curriculum Standards

C. Cultural and Historical Connections

C1 The student understands music in relation to culture and history.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	C.1.1.1 The student experiences music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).	can talk about the characteristics of songs from various cultures.	3.1 3.2 3.10
1 Grades PreK-2	C.1.1.2 The student experiences rhythm and tone color used in different types of music around the world.	identifies aurally music from different cultures (e.g., China, Africa, and American folk).	3.1 3.2 3.4 3.10
1 Grades PreK-2	C.1.1.3 The student experiences the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).	identifies aurally American patriotic songs and knows their melodies and words.	3.1 3.2 3.4 3.10
2 Grades 3-5	C.1.2.1 The student knows music and composers that represent various historical periods and cultures (e.g., orchestral, band, American folk, Villa-Lobos and mariachi).	names significant composers from several different countries and describes the main features of their music.	3.1 3.2 3.4 3.10
2 Grades 3-5	C.1.2.2 The student compares how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.	aurally identifies and charts the differences and similarities among the music styles of two dissimilar cultures.	3.1 3.2 3.7 3.10
2 Grades 3-5	C.1.2.3 The student understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).	describes how American music is the result of the influence of many different cultures.	3.1 3.2 3.4 3.10
2 Grades 3-5	C.1.2.4 The student is aware of representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.	identifies and describes the qualities of a Sousa march and a Stephen Foster work song.	3.1 3.2 3.4 3.10
3 Grades 6-8	C.1.3.1 The student knows the main characteristics of sacred and secular music of various cultures, historical periods, genres, and composers.	identifies the instrumentation, period of history, and culture of a listening sample (e.g. music unique to the Catholic tradition.).	3.1 3.2 3.10

Music Curriculum Standards

C. Cultural and Historical Connections

C1 The student understands music in relation to culture and history.

Level	Benchmark	Performance	Goal 3
3 Grades 6-8	C.1.3.2 The student knows representative examples of various American music genres.	cites and discusses specific examples of music and instrumentation that are representative of various American styles (e.g., folk song, country, jazz, blues, stage and film, gospel, and spiritual).	3.1 3.2 3.10
3 Grades 6-8	C.1.3.3 The student knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).	cites and discusses American composers and their music (e.g., stage and film: Berstein, West Side Story ; folk opera: Gershwin, Porgy and Bess ; and jazz: Brubeck, "Unsquare Dance").	3.1 3.2 3.10
4 Grades 9-12	C.1.4.1 The student describes and classifies unfamiliar sacred and secular music according to style, period, composer, culture, or performer.	listens to musical excerpts and substantiates in writing his or her classification of music style, historical period, or culture.	3.1 3.2 3.10
4 Grades 9-12	C.1.4.2 The student understands the development of American music (e.g., country, blues, folk, stage or film, and gospel).	describes the specific influences of an idiom, e.g. country, blues, folk, stage or film, jazz, and gospel) on American music.	3.1 3.2 3.4 3.10
4 Grades 9-12	C.1.4.3 The student understands the influence of significant composers and performers on music styles, traditions, and performance practices.	identifies composers by their works and comments on their contributions to American music.	3.1 3.2 3.4 3.10

Music Curriculum Standards

D. Aesthetic and Critical Analysis

D1 The student listens to, analyzes, and describes music.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	D.1.1.1 The student knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.	walks at a moderate tempo to a drum beat. The student walks faster or slower as the beat tempo increases and decreases.	3.1 3.2 3.3 3.4
		indicates dynamic change through movement (e.g., growing larger or becoming smaller).	
1 Grades PreK-2	D.1.1.2 The student identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, child, or adult).	listens to Prokofiev's Peter and the Wolf and identifies the instruments and their representative characters.	3.1 3.2 3.10
1 Grades PreK-2	D.1.1.3 The student knows a simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of music styles.	listens to a short excerpt of Haydn's Surprise Symphony and discusses the use of loud/soft and forte/piano to create the "surprise sound."	3.1 3.2 3.4
1 Grades PreK-2	D.1.1.4 The student understands how music can communicate ideas suggesting events, feelings, moods, or images.	listens to an excerpt from La Mer (The Sea) by Debussy, discusses how the music expresses the waves and ocean, and responds to the music through creative movement with scarves.	3.1 3.2 3.4
2 Grades 3-5	D.1.2.1 The student knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).	listens to "Dona Nobis Pacem" and moves his or her arm in simple arches to show the beginning and ending of the melodic phrases.	3.1 3.2 3.3 3.4
		choreographs a composition using movement that corresponds to the song (e.g., ABA may become walk, stand, walk).	
2 Grades 3-5	D.1.2.2 The student identifies instruments and their "families" (e.g., violin as a string instrument; flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).	listens to Felix Mendelssohn's "Canzonetta" from string Quartet no. 1 in E-flat, op. 12, and identifies the violin, viola, and cello as performed by the group.	3.1 3.2 3.4
3 Grades 6-8	D.1.3.1 The student identifies major musical themes or patterns that outline the form of a composition in sacred and secular music.	listens to various classical, American, or sacred pieces and signals by raising hand each time the entrance of the subject is heard.	3.1 3.2 3.3 3.4

Music Curriculum Standards

D. Aesthetic and Critical Analysis

D1 The student listens to, analyzes, and describes music.

Level	Benchmark	Performance	Goal 3
3 Grades 6-8	D.1.3.2 The student knows the basic music principles and structures (e.g., tonality, meter, rhythm, melody, and harmony) used to analyze music, both sacred and secular.	listens to a composition and discusses how a composer varies the dynamics, tempo, and instruments	3.1 3.2 3.4
3 Grades 6-8	D.1.3.3 The student understands how the elements of music are manipulated to contribute to the expressive quality of music, both sacred and secular.	listens to a composition, then identifies the expressive elements and how they are combined to achieve a musical quality.	3.1 3.2 3.3 3.4 3.7
4 Grades 9-12	D.1.4.1 The student demonstrates ability to perceive significant music events within a composition.	uses rubrics, checklists, journals, and class discussions to demonstrate perception and memory of significant music events including sections, patterns, forms, and elements of music within the listening selection.	3.1 3.2 3.4
4 Grades 9-12	D.1.4.2 The student analyzes and describes music events within a composition, using appropriate music principles and technical vocabulary.	listens to a piece of music and selects an element (e.g., rhythm, melody, or harmony), then identifies how the element is used in the music.	3.1 3.2 3.4
4 Grades 9-12	D.1.4.3 The student understands and compares the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, harmonic and melodic movement) that generate aesthetic responses.	defends her or his identification of musical events in Daniel Bukvich's Symphony No. 1, In Memoriam: Dresden 1945 that generate aesthetic responses, by identifying the musical elements and expressive techniques that caused the response.	3.1 3.2 3.4

Music Curriculum Standards

D. Aesthetic and Critical Analysis

D2 The student evaluates music and music performance.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	D.2.1.1 The student identifies songs appropriate fo church, seasons, special celebrations, patriotic occasions, etc.		3.1 3.2 3.4
1 Grades PreK-2	D.2.1.2 The student compares and contrasts two arrangements of the same piece.		3.1 3.2 3.4 3.7 3.8 3.9
2 Grades 3-5	D.2.2.1 The student knows how to devise simple criteria to evaluate performances and compositions.	devises criteria to evaluate performance on the recorder (e.g., considering tempo, tone quality, articulation, and accurate notes).	3.1 3.2 3.4
2 Grades 3-5	D.2.2.2 The student uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in the group's performance.	listens to a composition performed by two different children's choruses and compares them based on specified criteria (e.g., tone quality and expression).	3.1 3.2 3.4 3.7 3.8
3 Grades 6-8	D.2.3.1 The student creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	creates an evaluation form to judge the quality of a recording or performance. listens to a professional recording of various compositions and devises criteria to be used in evaluating the artist's performance of the song.	3.1 3.2 3.4
3 Grades 6-8	D.2.3.2 The student uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	attends a classical or jazz performance and uses the criteria he or she has developed in class to write a critique of the performance.	3.1 3.2 3.4 3.5 3.8 3.9
4 Grades 9-12	D.2.4.1 The student establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a sacred or secular performance.	makes critical evaluations of a liturgical or school music performance, using established rating evaluation forms.	3.1 3.2 3.4

D2 The student evaluates music and music performance.

Level	Benchmark	Performance	Goal 3
4 Grades 9-12	D.2.4.2 The student understands the criteria used in the critical evaluation of one's own and others' performances, compositions, arrangements, and improvisations.	applies knowledge gained from listening to and evaluating another group's performance to improve own performance.	3.1 3.2 3.4 3.9

Music Curriculum Standards

E. Applications to Life

E1 The student understands the relationship between music, the other arts, and disciplines outside the arts.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	E.1.1.1 The student experiences the relationship between art, music, theater, and dance.	The student sings in unison "There Was an Old Woman Who Swallowed a Fly" (line in music); acts out the story in the lyrics (plot line in theatre); and draws a picture using pencils (line drawing) to illustrate the song story.	3.1
			3.2
1 Grades PreK-2	E.1.1.2 The student experiences music in relation to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).	examines and measures the bars and pipes of a barred melodic instrument (e.g., xylophone or step bells) and discovers the relationship of size to pitch. constructs pitched instruments by filling bottles with water to different heights to achieve desired pitch.	3.4
			3.7
			3.1
			3.2
			3.3
2 Grades 3-5	E.1.2.1 The student knows similarities and differences in artistic genres.	discusses the repetition of musical patterns in Beethoven's 5th Symphony and subject-matter patterns in Wayne Thiebaud's painting "The Pie Counter."	3.4
			3.6
			3.7
			3.1
			3.2
2 Grades 3-5	E.1.2.2 The student understands the relationship between music and other subjects (e.g., between folk songs and historical events).	views the opening credits of a video without sound and then listens to the background theme music. The student discusses the relationship between the music and the selection viewed.	3.3
			3.4
			3.7
			3.1
			3.2
3 Grades 6-8	E.1.3.1 The student understands the relationships between music and the other arts and how each can evoke images, emotions, and ideas.	uses knowledge of musical elements to describe how particular styles of music are appropriate for various types of celebrations (e.g., parades, holiday celebrations, liturgical celebrations.)	3.4
			3.8
			3.9
			3.1
3 Grades 6-8	E.1.3.2 The student understands how the elements of music connect to other subject areas (e.g., how acoustics connects to science).	experiments with singing or playing instruments in the gym, the music room, the halls, and outdoors. Then the student discusses the effects of the changing acoustics on the music and researches information on acoustics.	3.2
			3.3
			3.4
			3.6
			3.7
4 Grades 9-12	E.1.4.1 The student understands how music and each other subject use elements, artistic processes, and organizational principles in distinctive yet correlating ways.	traces historical examples of musical notation and explores how the early Christian church influenced the development of Western musical forms used today.	3.1
			3.2
			3.4
			3.7
			3.1

Music Curriculum Standards

E. Applications to Life

E1 The student understands the relationship between music, the other arts, and disciplines outside the arts.

Level	Benchmark	Performance	Goal 3
4 Grades 9-12	E.1.4.2 The student understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.	explores the influences of politics, the availability of materials, and economics upon the development of Steel Bands in the Caribbean.	3.1 3.2 3.4 3.7 3.10

Music Curriculum Standards

E. Applications to Life

E2 The student understands the relationship between music and the world beyond the school setting.

Level	Benchmark	Performance	Goal 3
1 Grades PreK-2	E.2.1.1 The student knows how music is used in daily life (e.g., for worship, entertainment, or relaxation).	recalls the uses of music and tells times he or she hears music during a given day. Then the student presents observations to the class, explaining where and why the music was playing.	3.1
			3.2
			3.4
			3.5
1 Grades PreK-2	E.2.1.2 The student knows appropriate audience and/or participatory behavior in a given music setting (e.g., liturgy, symphony concert, and folk or pop concert).	discusses appropriate behavior before and after a school music performance.	3.1
			3.2
			3.5
			3.8
			3.9
1 Grades PreK-2	E.2.1.3 The student understands that music preferences reflect one's own experiences and culture.	listens to a recording of a Koto Ensemble and discusses reactions to the music and whether it would sound as different if she or he had grown up with that music.	3.1
			3.2
			3.4
			3.10
1 Grades PreK-2	E.2.1.4 The student understands the roles of musicians (e.g., a singing storyteller and a concert master).	discusses people students know who make music (e.g., choir directors, performers in restaurants, street musicians, and disc jockeys) and decides if these people could trade jobs or if they would need other skills to do one another's work.	3.1
			3.2
			3.4
			3.10
2 Grades 3-5	E.2.2.1 The student knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).	matches audio samples with visual or written clips from TV or computer programs.	3.1
			3.2
			3.4
2 Grades 3-5	E.2.2.2 The student knows and applies appropriate audience and/or participatory behavior in various musical settings (e.g., liturgy, symphony concerts, school concerts, and folk or pop concerts).	demonstrates appropriate audience behavior on a field trip to hear a local symphony.	3.1
			3.2
			3.4
			3.5
			3.8
			3.9
2 Grades 3-5	E.2.2.3 The student understands that music preferences reflect one's own personal experiences and culture and respects differing values and tastes in music.	brings recordings or performs examples of favorite songs for others in the class and discusses why classmates each have different "favorites."	3.1
			3.2
			3.4
			3.10

Music Curriculum Standards

E. Applications to Life

E2 The student understands the relationship between music and the world beyond the school setting.

Level	Benchmark	Performance	Goal 3
2 Grades 3-5	E.2.2.4 The student understands the roles of musicians and their importance in various musical settings and cultures (e.g., a song leader, conductor, composer, and performer).	listens to a musician describe how and why he or she chose music as a career and then discusses the importance of musicians to their cultures.	3.1 3.2 3.4 3.10
3 Grades 6-8	E.2.3.1 The student understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.	listens to a visiting professional who discusses sound and music for advertising, the theatre, and television and discusses his or her personal experience in listening to music in advertising.	3.1 3.2 3.4 3.5
3 Grades 6-8	E.2.3.2 The student uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, and composers based on one's own criteria).	reads reviews of newly released recordings in magazines or newspapers and discusses whether, based on the review, she or he would purchase the recording.	3.1 3.2 3.4 3.5
3 Grades 6-8	E.2.3.3 The student understands the role of music, musicians, and performance practices in various cultures.	chooses a culture; compares and contrasts the roles of music in that culture with his or her own; compares and contrasts the roles of musicians in both cultures.	3.1 3.2 3.4 3.10
3 Grades 6-8	E.2.3.4 The student understands the uniqueness of music and its importance in society (e.g., public and private rituals).	identifies the various occasions for which live music is performed (e.g., football games, weddings or othe liturgies, political rallies, and memorial services) and discusses how music impacts each occasion.	3.1 3.2 3.4 3.10
4 Grades 9-12	E.2.4.1 The student knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.	experiences music that is used for specific occasions (e.g., parades, religious events, celebrations, or personal pleasure) and contrasts the characteristics of these different types of music.	3.1 3.2 3.4 3.10
4 Grades 9-12	E.2.4.2 The student uses informed consumer choices concerning music based on personal criteria	rationalizes and defends music preferences.	3.1 3.2 3.4 3.5

Music Curriculum Standards

E. Applications to Life

E2 The student understands the relationship between music and the world beyond the school setting.

Level	Benchmark	Performance	Goal 3
4 Grades 9-12	E.2.4.3 The student knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.	discusses the music role and social contributions of various American music artists (e.g., Wynton Marsalis, Kathleen Battle, Leonard Bernstein, Louis Armstrong, and John Williams).	3.1 3.2 3.10