

Applying The Program Goals To Music  
Content And Performance Standards In Music By Grade  
Connecticut Standards For Music Organized To Show Articulation (Sequence)  
Illustrative Learning/Assessment Activities With Scoring Dimensions  
Glossary For Music Standards



*Note: To use Section 2M most effectively, first read the common introduction to this chapter (pages 17-28).*

## APPLYING THE PROGRAM GOALS TO MUSIC

### Goal 1: Creating In Music

Students should be able to use compositional materials – voice and instruments, including electronic media – and techniques to improvise and generate new music in various styles. Improvisation (content standard 3) provides students with an opportunity to “play” with the materials of music, breaking down the common misconception that music is something that *other* people, or only geniuses, create. Improvisation also lays the foundation for composition (content standard 4). Students should experiment with ways of expressing their own musical ideas and feelings by creating original music, developing a personal voice. Through carrying out the composing process, from the inception to the completion of a musical work, students should demonstrate and extend their understanding of musical elements and form (content standard 6). To record their ideas on paper they might use traditional or nontraditional notation, or their own original devices (content standard 5).

#### Illustrative Example

Students create musical compositions based on their ideas and feelings about an important part of their natural environment (forest, river, garden, etc.). They experiment with different sound images which represent scenes, events and moods, and decide on a way of organizing those sounds into a formal structure. Students explain to their peers what they were trying to achieve and some of the decisions they made as they created their work. Each work then is performed in class. Students receive constructive input from their peers and the teacher, then refine their work.

### Goal 2: Performing In Music

Students should demonstrate their knowledge of music through performing works created by others as well as their own original works. They should be competent in the techniques of singing (content standard 1) and playing instruments (content standard 2) – solo (alone) and in ensemble – and sight-reading music notation (content standard 5). Through their analysis of the music (content standard 6) students should be able to develop a convincing personal interpretation, strive to communicate

the composer’s intentions to an audience and demonstrate an understanding of diverse musical styles. Students develop the ability to improve or refine their own performance through self-critique (content standard 7), striving for high personal goals through self-disciplined practice.

#### Illustrative Example

The ensemble teacher leads students through initial readings of several possible selections for an upcoming concert and/or plays recordings of the works for the students. The teacher familiarizes the students with general criteria for assembling concert programs, then guides the students through a discussion of which combinations of their pieces might make the best program. The students select three pieces for the program, justifying their selections based on the given criteria, then begin the rehearsal process. In preparation for rehearsals students are encouraged to practice, interpret and refine their own individual performance of their parts. During rehearsals the director engages students in discussions of the historical or cultural background, mood and structure of the works the group is preparing, toward arriving at appropriate interpretations; of the quality of their performance (sometimes from memory, sometimes after allowing them to listen to recordings of their performance); and of how to improve their own work and the work of others. For extra credit, a few students volunteer to write the program notes for one piece to be performed in the concert.

### Goal 3: Responding In Music

Students should be able to make an informed choice of artistic works and/or performances to experience, actively seeking to extend their listening beyond music they already know well. They should be able to use critical perception to recognize, analyze and describe the musical elements of what they hear, using appropriate music vocabulary (content standard 6). Based on this analysis and description, they should be able to develop a coherent sense of the work and make discerning judgments concerning the quality of the composition and performance, supporting their judgments with valid criteria (content standard 7). Students should understand the characteristics of diverse performances and compositions from different cultures and historical periods (content standard 9). Their knowledge should include the way music reflects and influences culture in diverse commu-

nities, and how it is valued in different ways and for different reasons, depending on factors such as the role music plays in a particular community.

### Illustrative Example

Students choose two compact disc recordings of the same piece, compare and contrast the two performances, identify one performance as superior, and explain why it is superior using appropriate musical vocabulary and defensible musical criteria (such as technical accuracy and expressiveness).

### Goal 4: Music Materials, Techniques, Forms, Language, Notation And Literature/Repertoire

The central material of music is sound. The musical materials students need to learn to use include the bodily and external equipment used to produce artistic sound, such as voices (content standard 1) and musical instruments (content standard 2). Students need to learn to analyze (content standard 6) and evaluate (content standard 7) musical works and performances, and to use music notation (content standard 5) in ways that enable them to perform and compose music. They also should understand and be able to perform a variety of repertoire (content standards 1, 2 and 9).

### Goal 5: Importance Of Music

Music has played and continues to play an important role throughout history and in all cultures. The Connecticut music standards are designed to help students understand and appreciate this importance. For example, the Grades 5-8 performance standards for content standard 9 ("students will understand music in relation to history and culture") call for students to compare the functions of music in several cultures of the world.

### Goal 6: Works And Characteristics Of Music

To be prepared to respond to and participate in music, students need to internalize a varied personal repertoire of musical works, be able to describe the characteristics of those works (content standard 6), and understand them in their cultural and historical contexts (content standard 9). This guide does not propose a specific canon of musical works for students to study, leaving that to local decision makers. It does, however, provide a table illustrating how the music content of the 1997 National Assessment of Educational Progress was distributed. Districts

might use this table as an example of how to select and organize the musical repertoire students view and perform (see Appendix I).

### Goal 7: Lifelong Involvement In Music

The Connecticut standards call for all students to achieve a level of understandings and skills in music which prepares them for lifelong involvement as an audience member. These standard also call for students who choose to focus on music at the secondary level to reach a level of competence that will permit them to remain actively involved as creators and/or performers of music throughout their lives.

A student who maintains lifelong involvement in music might:

- perform in a community or church group (e.g., community orchestra or choir, jazz or dance band, church choir, college or university group);
- attend civic, school and community concerts;
- financially support music organizations;
- sing to their own children;
- compose music for their own enjoyment;
- play individual instruments (piano, guitar) for their own enjoyment and at social events;
- volunteer time in support of school music activities (music parents, concert usher, accompanist, video/audio technician);
- perform for senior citizens;
- select and purchase recordings;
- choose radio stations for listening to music; or
- read books about musicians.

### Goal 8: Preparation For Careers In Music

All of the Connecticut music standards provide important background for students who choose to pursue a career in music. Content standard 8 calls for students to make connections between music and daily life, including careers. The following listings are the kinds of experiences which prepare students for careers in music:

#### *Performers/session musicians*

- perform in ensembles
- receive lessons
- attend concerts, listen to and critique recordings

#### *Composers*

- all of the above
- create and evaluate own works
- listen to, analyze and critique works by others

**Conductors**

- same as for performers and composers

**Administrators/managers**

- learn about the different types of arts organizations
- learn about daily activities of arts administrators
- internships with orchestras, theaters, cultural institutions

**Music technicians**

- learn recording techniques
- analyze and experiment with recordings made of school performances

**K - 12 music teachers**

- learn to perform and compose as above
- student conductor or intern
- coach peers

**Studio (private) music teachers**

- as above plus business management

**Music therapy**

- same as for K-12 teachers plus interns in special facilities

**Multimedia producers**

- same as for performers and composers, plus recording and video techniques, and computer graphic skills

**Goal 9: Examples Of Providing Students With Opportunities For Community Participation****Students can:**

- join school and community ensembles;
- provide music for community and religious organizations and events (e.g., marching band at a parade, sing for senior citizens, orchestra at graduation, jazz band for Rotary Club);
- conduct audience/marketing research for community groups;
- compose jingles, trailers, background music for a charitable project, local access channel, school announcements;
- give music lessons;
- write music reviews for school or community paper; and
- do sound or video technician work for community activities (community theatre, local cable access shows).

**Goal 10: Connections**

Music content standard 8 focuses on connections between music, other disciplines and daily life.

Examples of connections between music and other arts disciplines include:

- a film score (music and theatre/film);
- accompaniment for dance;
- incidental music for theatre;
- operas and other musical theatre (music and theatre);
- music for advertisements (music related to visual images); and
- multimedia presentations.

Examples of connections between music and non-arts disciplines include:

- Music and geography
  - a comparison of different cultures' musical traditions; and
  - how materials available in a location influence the nature of instruments.
- Music and history
  - understanding cultural diversity through music linked to historical events; and
  - analyzing historical and cultural impact and influence of music.
- Music and mathematics
  - Pythagorean theory and overtones series – math and pattern.
- Music and science
  - electronics and sound engineering.
- Music and economics
  - the study of various music industries and their influence on the American economy.

**CONTENT AND PERFORMANCE STANDARDS IN MUSIC BY GRADE**

The music standards delineate specific musical skills and areas of knowledge that students should develop. This reflects the nature of the musical experience, which is built upon very complex and specific forms of musical knowledge. The mastery of technical skills in music – such as instrumental skills, music theory and music notation –

often is taught separately from the creative experience, as in the training of the body for dance or the voice for acting.

### Content Standards

#### *Students will:*

1. sing, alone and with others, a varied repertoire of songs;
2. play, alone and with others, a varied repertoire of instrumental music;
3. improvise melodies, variations and accompaniments;
4. compose and arrange music;
5. read and notate music;
6. listen to, describe and analyze music;
7. evaluate music and music performances;
8. make connections between music, other disciplines and daily life; and
9. understand music in relation to history and culture.

### GRADES K-4

#### 1. Sing, alone and with others, a varied repertoire of songs

##### *Students will:*

- 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; and
- e. sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor.

#### 2. Play, alone and with others, a varied repertoire of instrumental music

##### *Students will:*

- 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

- d. music representing diverse genres and styles; echo short rhythms and melodic patterns;
- e. perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor; and
- f. perform independent instrumental parts while other students sing or play contrasting parts.

#### 3. Improvise melodies, variations and accompaniments

##### *Students will:*

- 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; and
- 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.

#### 4. Compose and arrange music

##### *Students will:*

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

#### 5. Read and notate music

##### *Students will:*

- a. read whole, half, dotted-half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures;
- b. use a system (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; and
- d. use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher.