Content Standard 2: Students will play, alone and with others, a varied repertoire of instrumental music.

Grades K-4

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 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; and

f. perform independent instrumental parts while other students sing or play contrasting parts.

Grades 5-8

Students will:

a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control;

b. perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6;

c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed; and

d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

e. *Students who participate in an instrumental ensemble or class will, in addition,* perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory.

Grades 9-12

Students will:

a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;

b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills; and

c. perform in small ensembles with one student on a part.

Content Standard 3: Students will improvise melodies, variations and accompaniments

Grades K-4

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.

Grades 5-8

Students will:

a. improvise simple harmonic accompaniments;

b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys; and

c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality.

Grades 9-12

Students will:

a. improvise stylistically appropriate harmonizing parts;

b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys; and

c. improvise original melodies over given chord progressions, each in a consistent style, meter and tonality.

Content Standard 4: Students will compose and arrange music.

Grades K-4

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.

Grades 5-8

Students will:

a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance;

b. arrange simple pieces for voices or instruments other than those for which the pieces were written; and

c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

Grades 9-12

Students will:

a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;

b. 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; and

c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Content Standard 5: Students will read and notate music.

Grades K-4

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.

Grades 5-8

Students will:

a. read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures;

b. read at sight simple melodies in both the treble and bass clefs;

c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression; and

d. use standard notation to record their musical ideas and the musical ideas of others.

e. *Students who participate in a performing ensemble or class will, in addition,* sight-read, accurately and expressively, music with a difficulty level of 2, on a scale of 1 to 6.

Grades 9 -12

Students will:

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;

b. sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6; and

c. use standard and other notational systems to record their musical ideas and the musical ideas of others.

Content Standard 6: Students will listen to, analyze and describe music.

Grades K-4

Students will:

a. identify simple music forms when presented aurally;

b. demonstrate perceptual skills by moving in response to, 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; and

e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Grades 5-8

Students will:

a. describe specific music events in a given aural example, using appropriate terminology;

b. analyze the uses of elements of music in aural examples representing diverse genres and cultures; and

c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music.

Grades 9-12

Students will:

a. analyze aural examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;

b. demonstrate extensive knowledge of the technical vocabulary of music; and

c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.