

Music Measurement Topics and Standards

All Grades	
Responsible Engagement	
Engages respectfully in activities using established class protocols, including listening and following directions.	
Collaborative Community	
Collaborates with others by considering perspectives, taking turns, and incorporating everyone's ideas.	
0- Kindergarten	
Explore Musical Concepts (7.2, 4.2, 4.3)	
7.2 With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.	8.1 With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
4.2 With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	1.1 With guidance, explore and experience music concepts (such as beat and melodic contour). With guidance, generate musical ideas (such as movements or motives).
4.3 With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.	
Evaluate Musical Works (2.1, 9.1)	
2.1 With guidance, demonstrate and choose favorite musical ideas. b. With guidance, organize personal musical ideas using iconic notation and/or recording technology.	4.1 With guidance, demonstrate and state personal interest in varied musical selections.
9.1 With guidance, apply personal and expressive preferences in the evaluation of music.	7.1 With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
Musical Performance (3.2, 6.1)	
3.2 With guidance, demonstrate a final version of personal musical ideas to peers.	5.1 With guidance, apply personal, teacher, and peer feedback to refine performances. b. With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.
6.1 With guidance, perform music with expression. b. Perform appropriately for the audience.	3.1 With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.
Musical Connections (10.1)	

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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1-First Grade

Explore Musical Concepts (1.1, 4.2, 4.3)

1.1 With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).	7.2 With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.
4.2 With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.	8.1 With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
4.3 Demonstrate and describe music's expressive qualities (such as dynamics and tempo).	

Evaluate Musical Works (7.1, 9.1)

7.1 With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.	2.1 With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
9.1 With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.	4.1 With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

Musical Performance (3.2, 6.1)

3.2 With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience.	3.1 With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
6.1 With limited guidance, perform music for a specific purpose with expression. Perform appropriately for the audience and purpose.	5.1 With limited guidance, apply personal, teacher, and peer feedback to refine performances. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

Musical Connections (10.1)

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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2- Second Grade

Explore Musical Concepts (1.1, 4.2)

1.1 Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. b. Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

7.2 Describe how specific music concepts are used to support a specific purpose in music.

4.2 Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. b. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

8.1 Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.

Evaluate Musical Works (2.1, 9.1)

2.1 Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. b. Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

4.1 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

9.1 Apply personal and expressive preferences in the evaluation of music for specific purposes

7.1 Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

4.3 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

Musical Performance (3.2, 5.1)

3.2 Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience.

3.1 Interpret and apply personal, peer, and teacher feedback to revise personal music.

5.1 Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

6.1 Perform music for a specific purpose with expression and technical accuracy. Perform appropriately for the audience and purpose.

Musical Connections (10.1)

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

3-Third Grade

Explore Musical Concepts (1.1, 7.2)

1.1 Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

4.2 Demonstrate understanding of the structure in music selected for performance. When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. Describe how context (such as personal and social) can inform a performance.

7.2 Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

8.1 Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Evaluate Musical Works (2.1, 7.1)

2.1 Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context. Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

7.1 Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

4.3 Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

9.1 Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.

Musical Performance (3.2, 5.1)

3.2 Present the final version of personal created music to others and describe connection to expressive intent.

3.1 Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback

5.1 Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. b. Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

6.1 Perform music with expression and technical accuracy. Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

Musical Connections (10.1)

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

4-Fourth Grade

Explore Musical Concepts (1.1, 4.3, 4.2)

1.1 Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural). Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.	7.2 Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
4.3 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).	8.1 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.
4.2 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. When analyzing selected music, read and perform using iconic and/or standard notation. Explain how context (such as social and cultural) informs a performance.	

Evaluate Musical Works (2.1, 9.1)

2.1. Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.	4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.
9.1 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.	7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Musical Performance (3.2, 6.1)

3.2 Present the final version of personally created music to others and explain the connection to expressive intent.	3.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.
6.1 Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.	5.1 Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

Musical Connections (10.1)

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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5-Fifth Grade

Explore Musical Concepts (1.1, 4.3, 8.1)

1.1 Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

4.2 Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. When analyzing selected music, read and perform using standard notation. Explain how context (such as social, cultural, and historical) informs performances.

4.3 Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

7.2 Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

8.1 Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

Evaluate Musical Works (2.1)

2.1 Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

7.1 Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

9.1 Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Musical Performance (3.2, 6.1)

3.2 Present to others the final version of personal created music that demonstrates craftsmanship and explain connection to expressive intent.

3.1 Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.

6.1 Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

5.1 Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Musical Connections (10.1)

10.1 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.