



**PEMBROKE PUBLIC SCHOOLS
CURRICULUM STANDARDS
Music**

Grade 1

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment	National Standards Alignment
1-A	Sing with accuracy a variety of simple songs, echoes, and chants, individually and in groups, from memory		1.4	Content Standard 1
1-B	Develop a repertoire of songs with and without accompaniment.		1.4	Content Standard 1
1-C	Demonstrate use of pitch (high/low, upward/downward, melody skips, repeats, melodic patterns, ostinatos) and timbre of the voice.		1.1	Content Standard 1
1-D	Perform rhythmic patterns that include long and short sounds and repeated patterns.		1.1	Content Standard 1
1-E	Maintain steady beat on body, with voice, or instruments		1.1	Content Standard 2
1-F	Able to echo rhythmic syllables (Gordon or Kodaly) and play on non-pitched percussion instruments.		3.4	Content Standard 2
1-G	Echo and perform simple rhythmic patterns that include long and short sounds on non-pitched percussion instruments.		3.4	Content Standard 2
1-H	Improvise "answers" to given rhythmic and melodic phrases.		4.1	Content Standard 3
1-I	Create tonal patterns that ascend, descend, and repeat.		4.2	Content Standard 4
1-J	Use a system to read and sing at sight		2.2	Content Standard 5



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1-K	Recognize sudden dynamic and tempo changes in music.		2.3	Content Standard 6
1-L	Identify pitched and non-pitched classroom instruments by sight and sound		5.4	Content Standard 6
1-M	Identify sounds of a variety of instruments, including the orchestra and wind families, and instruments of various cultures.		5.4	Content Standard 6
1-N	Respond through purposeful movement to selected prominent musical characteristics or to specific musical occurrences while singing or listening to music.		5.5	Content Standard 6
1-O		Identify, talk about, sing, or play music written for specific purpose (e.g., work song, lullaby).	5.2	Content Standard 7
1-P	Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings.		5.6	Content Standard 8
1-Q	Listen to/sing music of various countries/regions (social studies)			Content Standard 8



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1-R		Sing memorized songs and play memorized songs from diverse cultures.	1.3	Content Standard 9



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Grade 2

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	All of grade 1 plus:		
2-A	Sing with appropriate dynamics		1.2
2-B	Sing partner songs and rounds		1.4
2-C		Identify symbols and traditional terms referring to dynamics, tempo, and articulation and how to interpret them correctly when performing.	2.3
2-D	Identify lines and spaces on the treble clef		2.2
2-E	Play non-pitched classroom instruments with steady beat, rhythmic accuracy, appropriate technique, dynamics, and correct posture.		3.1



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Grade 3

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	All of grade 2 plus:		
3-A	Sing expressively with appropriate dynamics, phrasing, and interpretation.		1.2
3-B	Sing or perform in groups blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.		1.5 and 3.5
3-C		Demonstrate and respond to: The beat, division of beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth notes and rests.	2.1
3-D	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.		2.4
3-E	Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on classroom instruments.		3.4
3-F		Improvise and compose simple rhythmic and melodic ostinato patterns	4.2
3-G		Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form.	5.1



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Grade 4

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	GENERAL MUSIC		
	All of grade 3 plus:		
4-A	Sing ostinatos, partner songs, rounds, and simple tow-part songs with and without accompaniment.		1.4
4-B	Use a system to read and sing at sight simple pitch notation in the treble clef.		2.2
4-C	Perform independent instrumental parts while other students play or sing contrasting parts.		3.6
4-D		Improvise and compose short vocal and instrumental melodies using a variety of sound sources, including traditional sounds and nontraditional sounds available in the classroom, body sounds, (such as clapping) and sounds produced by electronic means.	4.4
4-E	Use appropriate terminology in describing music, music notation, music instruments, voices, and music performances.		5.3
4-F	Using a number system, read simple rhythmic notation and sight read simple pitch notation.		2.2
	BEGINNING STRING STUDENTS		
4-IA	Demonstrate and respond to: the beat, division of beat, meter (2/4, 4/4) and rhythmic notation, including half, quarter, and eighth notes.	Demonstrate and respond to: the beat, division of beat, meter (2/4, 4/4, and 3/4) and rhythmic notation, including half, quarter, eighth notes, and whole notes .	2.1
4-IB	Using a number system, read simple rhythmic notation and sight read simple pitch notation on their instrument.		2.2
4-IC	Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.		3.1



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Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
4-ID	Play a varied repertoire representing genres and styles from diverse cultures and historical periods.		3.3
4-IE	Describe and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, and dynamics.		5.1
4-IF	Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings.		5.6
4-IG	Understand the concept of intonation and know how to make necessary adjustments specific to their instrument.		3.1
4-IH	Identify symbols and traditional terms referring to string bowing articulations such as: up and down bows.		2.7
4-II	Sight read simple pitch notation in the appropriate clef (D and A string) in first position.	Sight read simple pitch notation in the appropriate clef (D, A, and G string) in first position.	2.2
4-IJ	Demonstrate proper musical techniques such as relaxed and accurate left hand position, flexible bow hold, pizzicato, and good posture.		3.1



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Grade 5

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	GENERAL MUSIC		
	All of grade 4 plus:		
5-A	Sing independently with increased accuracy, expanded breath control, and extended vocal range		1.6
5-B	Sing music representing diverse cultures and genres, with expression appropriate for the work being performed, using a variety of languages.		1.8
5-C		Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, and 4/4.	
5-D	Perform on at least one instrument (recorder or percussion) accurately and independently alone and in small or large ensembles with appropriate technique.		3.7
5-E		Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.	4.7
5-F	Interpret more complex music through movement		5.11
	INSTRUMENTAL MUSIC		
	All of grade 4 plus:		



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5-IA	Demonstrate and respond to: the beat, division of beat, meter (2/4, 3/4, 4/4) and rhythmic notation, including half, quarter, eighth, and whole notes. Band: Dotted rhythms		2.1
5-IB	Identify symbols and traditional terms referring to dynamics, tempo, articulation, and interpret them correctly when performing.		2.3
5-IC	Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.		3.5
5-ID	Perform independently instrumental parts while other students play contrasting parts.		3.6
5-IE	Band: Blend instrumental timbres with their section and the ensemble as a whole.	Can independently adjust their own timbre to blend with the other sections of the ensemble.	3.5
5-IF	Demonstrate proper musical techniques such as embouchure, good sound production, hand position and posture.		3.1
5-IG	Identify symbols and traditional terms referring to string bowing articulations such as: detache, slurring, and staccato.		2.7
5-IH	Sight read simple pitch notation in the appropriate clef (C, G, D, A, E string), first position, including C and F natural.		2.2



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Grade 6

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	GENERAL MUSIC		
	All of grade 5 plus:		
6-A		Sing with expression and technical accuracy a repertoire of vocal literature with a level difficulty of 2, on a scale from 1 to 6, including some songs performed by memory.	1.7
6-B		Use standard notation of record their own musical ideas and those of others	2.8
6-C	Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality		4.8
6-D	Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance.		5.11
	INSTRUMENTAL MUSIC		
	All of grade 5 plus:		
6-IA	Demonstrate and respond to: the beat, division of beat, meter (2/4, 3/4, 4/4, and cut time) and rhythmic notation, including half, quarter, eighth, and whole notes.	Demonstrate and respond to: the beat, division of beat, meter (2/4, 3/4, 4/4, 6/8, 3/8) and rhythmic notation, including half, quarter, eighth, whole notes and sixteenth notes .	2.1
6-IB	Using a number system, read simple rhythmic notation and sight read simple pitch notation on their instrument.	Sight read a musical excerpt in an octave's range, that utilizes at least quarter and eighth note rhythms.	2.2



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Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
6-IC	Play expressively with appropriate dynamics, phrasing and articulation.		3.2
6-ID	Blend instrumental timbres with their section and the ensemble as a whole.		3.5
6-IE	Identify symbols and traditional terms referring to string bowing articulations such as: detache, slurring, hooked bows, and staccato.	Identify symbols and traditional terms referring to string bowing articulations such as: detache, slurring, hooked bows, staccato, martele, and spiccato.	2.7
6-IF	Sight read simple pitch notation in the appropriate clef (C, G, D, A, E string), first position, including C and F natural.	Sight read simple pitch notation in the appropriate clef (C, G, D, A, E string), first position, including C and F natural, and low first finger.	2.2



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Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	VOCAL MUSIC		
8-VA	Sing independently with accuracy, proper vocal technique, demonstrating a vocal range of an octave and a major third.		1.6
8-VB	Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 3, including songs from memory		1.11
8-VC	Sing music representing diverse genres and cultures with expression appropriate for the work being performed , using a variety of languages.		1.13
8-VD	Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of a conductor.		1.12
8-VE	Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 time signatures.		2.5
8-VF	Use the solfege system (moveable Do), to sight sing simple pitch notation in step-wise motion, up to a fifth in the treble clef.		2.2
8-VG	Identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.		2.7



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Grade 8

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
8-VH	Demonstrate the Kodaly hand signs for the diatonic major scale.		2.4
8-VI	Analyze the uses of elements in aural examples representing diverse genres and cultures.		5.7
8-VJ	Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior and appropriate to the style of the performance.		5.11
	INSTRUMENTAL MUSIC		
8-IA	Read whole, half, quarter, eighth, sixteenth, dotted notes, eighth note triplets, and rests in 2/4, 3/4, 4/4, and 6/8.		2.5
8-IB	Play and sing at sight simple melodies and intervals in treble, bass, or alto clef.		2.6
8-IC	Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.		2.7



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Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
8-ID	In an instrumental ensemble or class: sight-read, accurately and expressively, music at a difficulty level of 2 on a scale of 1 to 6.		2.9
8-IE	Perform with appropriate posture, playing position, and technique.		3.7
8-IF	Perform accurately grade level 2 music in an ensemble.		3.8
8-IG	Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed.		3.9
8-IH	Analyze the uses of elements in aural examples representing diverse genres and cultures.		5.7
8-II	Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior and appropriate to the style of the performance.		5.11
8-IJ		Prepare independently, the appropriate solo audition requirements for SEMSBA and/or Southeast District.	1.15



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Grade 9

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	VOCAL MUSIC		
9-VA	Sing independently with increased accuracy, expanded breath control and vocal range, demonstrating correct vocal technique, posture, and diaphragmatic breathing.		1.6
9-VB	Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 3 including songs from memory		1.10
9-VC	Sing music representing diverse genres and cultures with expression appropriate for the work being performed, using a variety of languages.		1.13
9-VD	Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of a conductor.		1.12
9-VE	Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, 4/4, 2/2, 6/8, and 9/8 time signatures.		2.5
9-VF	Use the solfege system (moveable Do), to sight sing simple pitch notation in step-wise motion, up to an octave in the treble clef or bass clef.		2.2
9-VG	Identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.		2.7
9-VH	Demonstrate the Kodaly hand signs for the diatonic major scale.		2.4
9-VI	Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior and appropriate to the style of the performance.		5.11
9-VJ	Sing music written in three parts with and without accompaniment.		3.11
9-VK		Sing music written in four parts with and without accompaniment.	3.11
9-VL		Perform in small ensembles with one student on a part.	3.13
9-VM		Prepare independently, the appropriate solo audition requirements for SEMSBA, and/or Southeast District.	1.15
	INSTRUMENTAL MUSIC		



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Grade 9

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9-IA	Read as an ensemble whole, half, quarter, eighth, sixteenth, dotted notes, eighth note triplets, quarter note triplets, and rests in all duple and triple meters.		2.5
9-IC	Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.		2.7
9-ID	In an instrumental ensemble or class: sight-read, accurately and expressively, music at a difficulty level of 3 on a scale of 1 to 6.		2.9
9-IE	Perform with appropriate posture, playing position, and technique.		3.7
9-IF	Perform accurately grade level 3 music in an ensemble.		3.8
9-IG	Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed.		3.9
9-IH	Analyze the uses of elements in aural examples representing diverse genres and cultures.		5.7
9-II	Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior and appropriate to the style of the performance.		5.11
9-IJ	Play at sight simple melodies with the following rhythms in 2/4, 3/4, and 4/4: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, and all with their equivalent rests.		2.12
9-IK	Play all major scales from 3 b's to 3 #'s from memory.		2.11
9-IL		Prepare independently, the appropriate solo audition requirements for SEMSBA and/or Southeast District.	1.15
9-ID		Perform with a chamber ensemble such as a duet, trio, quartet, or quintet.	3.13



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Grade 10

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	VOCAL MUSIC		
10-VA	Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 3 including songs from memory		1.10
10-VB		Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 4, including songs from memory	1.13
10-VC	Read whole, half, quarter, eighth, and dotted notes and rests in duple, triple and mixed meter.		2.5
10-VD	In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 3 on a scale from 1 to 6.		2.12
10-VE		In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 4 on a scale from 1 to 6.	2.15
10-VF		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State	1.15
	INSTRUMENTAL MUSIC		
10-IA	Play at sight simple melodies with the following rhythms in 2/4, 3/4, and 4/4: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, eighth note triplets, quarter note triplets, all with equivalent rests.		2.12
10-IB	Play all major scales from 4 b's to 4 #'s from memory.		2.11
10-IC		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State.	1.15
10-ID		Perform with a chamber ensemble such as a duet, trio, quartet, or quintet.	3.13



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Grade 11

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	VOCAL MUSIC		
11-VA	Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 4 including songs from memory		1.10
11-VB		Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 5, including songs from memory	1.13
11-VC	Read whole, half, quarter, eighth, and dotted notes and rests in duple, triple and mixed meter.		2.5
11-VD	In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 3 on a scale from 1 to 6.		2.12
11-VE		In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 4 on a scale from 1 to 6.	2.15
11-VF	Demonstrate the ability to read a vocal score up to three staves by describing how the elements of music are used.		2.10
11-VG		Demonstrate the ability to read a vocal score up to four staves by describing how the elements of music are used.	4.11
10-VH		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State.	1.15
	INSTRUMENTAL MUSIC		
11-IA	Play at sight simple melodies with the following rhythms in 2/4, 3/4, 4/4, 6/8, 9/8, and 12/8: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, eighth note triplets, quarter note triplets, all with equivalent rests.		2.12
11-IB	Play <u>all</u> major scales from memory.		2.11
11-IC		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State.	1.15
11-ID		Perform with a chamber ensemble such as a duet, trio, quartet, or quintet.	3.13



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Grade 12

Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
	VOCAL MUSIC		
12-VA	Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 5 including songs from memory		1.10
12-VB		Sing with expression and technical accuracy a repertoire of choral literature with a difficulty of grade level 6, including songs from memory	1.13
12-VC	Read whole, half, quarter, eighth, dotted notes, triplets and rests in duple, triple and mixed meter.		2.5
12-VD	In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 4 on a scale from 1 to 6.		2.12
12-VE		In a choral ensemble class, sight-read, accurately and expressively, music of a level of difficulty of 4 on a scale from 1 to 6.	2.15
12-VF	Demonstrate the ability to read a vocal score up to four staves by describing how the elements of music are used.		2.10
12-VG		Demonstrate the ability to read a vocal score up to six staves by describing how the elements of music are used.	4.11
10-VH		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State.	1.15
10-VI		Describe specific music occurrences in a given aural examples, using appropriate terminology.	5.8
	INSTRUMENTAL MUSIC		
12-IA	Play at sight simple melodies with the following rhythms in <u>all duple and triple meters</u> : whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter, dotted eighth, eighth note triplets, quarter note triplets, all with equivalent rests in all duple and triple meters.		2.12
12-IB	Play all major scales and the relative harmonic minor scales for Eb, Bb, F, C, and G from memory.		2.11



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Pembroke Standard Reference Number	Secure Standard	Exemplary Standard	Mass. Frame Standards Alignment
12-IC		Prepare independently, the appropriate solo audition requirements for SEMSBA, Southeast District, and/or All-State.	1.15
12-ID		Perform with a chamber ensemble such as a duet, trio, quartet, or quintet.	3.13