

**Standard 1: Singing, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 1:** The student sings independently, on pitch, and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo [beat].

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. independently uses a developmentally appropriate voice to sing diatonic songs of at least an octave while maintaining accurate pitch, correct posture, and precise articulation (Diction).</p> <p>2. demonstrates, with a steady tempo (steady beat), accurate duration of each pitch in simple meters.</p>	<p><b>The teacher has students</b></p> <p>1. Timbre</p> <ul style="list-style-type: none"><li>• use singing, speaking, whispering and shouting voices discriminately.</li><li>• use a developmentally appropriate singing voice with a head tone.</li></ul> <p>Pitch</p> <ul style="list-style-type: none"><li>• appropriately respond to high and low sounds.</li><li>• accurately echo short melodic patterns.</li><li>• independently sing simple songs with accurate pitch.</li><li>• differentiate appropriate and inappropriate posture for singing.</li><li>• use appropriate posture for singing.</li></ul> <p>Expression: Articulation</p> <ul style="list-style-type: none"><li>• model appropriate diction.</li><li>• independently use appropriate diction.</li></ul> <p>2. Time</p> <ul style="list-style-type: none"><li>• sing an established steady beat.</li><li>• independently sing with a steady beat.</li><li>• demonstrate through singing the ability to discriminate between unsteady and steady beat.</li><li>• echo sing patterns of various sound durations.</li><li>• independently sing patterns of various sound durations.</li><li>• sing rhythm patterns in simple meters.</li></ul> <p>All Elements</p> <ul style="list-style-type: none"><li>• sing simple songs in various simple meters to demonstrate accurate duration of pitches.</li></ul>

**Notes:**

Refer to Elementary Lesson 4.

**Standard 1: Singing, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 2:** The student sings expressively, with appropriate dynamics, phrasing, and interpretation.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. sings age appropriate songs using accurate dynamics and phrasing to communicate an interpretation of a given song.</p>	<p><b>The teacher has students</b></p> <p>1. Expression:</p> <p>Dynamics</p> <ul style="list-style-type: none"><li>• discriminate between loud and soft sounds.</li><li>• echo appropriate dynamic levels.</li><li>• demonstrate appropriate dynamic levels.</li></ul> <p>Phrasing</p> <ul style="list-style-type: none"><li>• move to selected phrases.</li><li>• identify phrases in music.</li><li>• move to show contour and flow of phrases.</li><li>• show contour and flow of phrases while singing.</li></ul> <p>Style</p> <ul style="list-style-type: none"><li>• define interpretation as related to music.</li><li>• move to show an interpretation of a song.</li><li>• sing age-appropriate songs using accurate dynamics, phrasing and style.</li></ul>
<p><b>Notes:</b> Refer to Orchestra Lesson 1, Band Lesson 1.</p>	

**Standard 1: Singing, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 3:** The student sings from memory a varied repertoire of songs representing genres and styles from diverse cultures.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. sings from memory selected songs characteristic of music from various periods, genres, and cultures.</p>	<p><b>The teacher has students</b></p> <p>1. Style</p> <ul style="list-style-type: none"><li>• identify stylistic differences of songs from various genres and cultures.</li><li>• model stylistic differences when singing songs by memory from various genres and cultures.</li></ul>
<p><b>Notes:</b> Refer to Elementary Lesson 5.</p>	

**Standard 1: Singing, alone and with others, a varied repertoire of music.**

**Basic**

**Benchmark 4:** The student sings ostinati, partner songs, and rounds.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. independently sings simple songs in harmony.</p>	<p><b>The teacher has students</b></p> <p>1. Harmony</p> <ul style="list-style-type: none"><li>• differentiate between unison and harmony.</li><li>• sing unison melodies with vocal ostinati accompaniments by the teacher and/or students.</li><li>• sing simple harmonic songs: rounds, partners songs and two-part.</li></ul>
<p><b>Notes:</b></p>	

**Standard 1: Singing alone and with others a varied repertoire of music**

**Basic**

**Benchmark 5:** The student sings in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. demonstrates appropriate timbre and dynamics while singing in an ensemble setting.</li><li>2. responds expressively to conductor's cues while singing in ensembles.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Expression: Timbre<ul style="list-style-type: none"><li>• sing with developmentally appropriate vocal timbres within an ensemble.</li></ul>Dynamics<ul style="list-style-type: none"><li>• identify appropriate dynamic levels in a choral ensemble.</li><li>• sing appropriate dynamic levels in a choral ensemble.</li></ul></li><li>2. All Elements<ul style="list-style-type: none"><li>• identify expressive gestures given by the conductor.</li><li>• sing appropriately in response to gestures given by the conductor.</li></ul></li></ol>
<p><b>Notes:</b></p>	



**Standard 2: Performing on instruments, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 2:** The student performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. performs rhythmic patterns accurately and independently on classroom instruments.</li><li>2. performs melodic patterns accurately and independently on classroom instruments.</li><li>3. performs chordal patterns accurately and independently as an accompaniment on classroom instruments.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Rhythm<ul style="list-style-type: none"><li>• independently perform simple rhythmic patterns.</li><li>• independently perform rhythm patterns in duple/triple meter.</li></ul></li><li>2. Melody<ul style="list-style-type: none"><li>• independently perform ascending, descending, and repeating patterns.</li><li>• independently perform simple melodic patterns.</li></ul></li><li>3. Harmony<ul style="list-style-type: none"><li>• play, independently, an ostinato on classroom instruments.</li><li>• play, independently, basic chords.</li></ul></li></ol>
<p><b>Notes:</b> Refer to Elementary Lesson 2</p>	



**Standards 2: Performing on instruments, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 3:** The student performs expressively a varied repertoire of music representing diverse genres and styles.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <p>1. expressively performs music selected from various periods and cultures.</p>	<p><b>The teacher has students...</b></p> <p>1. Expression: Style</p> <ul style="list-style-type: none"><li>• identify stylistic characteristics of music from various genres, cultures, and periods.</li><li>• perform stylistic characteristics of music from various genres, cultures, and periods.</li><li>• play instruments indigenous to various cultures.</li></ul>
<p><b>Notes:</b></p>	

**Standard 2: Performing on instruments, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 4:** The student echoes short rhythmic and melodic patterns.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. accurately echoes short rhythmic patterns.</li><li>2. accurately echoes short melodic patterns.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Rhythm<ul style="list-style-type: none"><li>• echo clap rhythmic patterns.</li><li>• play rhythmic patterns on classroom instruments.</li></ul></li><li>2. Melody<ul style="list-style-type: none"><li>• sing (e.g., echo, solfège) melodic patterns.</li><li>• play melodic patterns that have been sung on classroom instruments.</li></ul></li></ol>
<p><b>Notes:</b></p>	

**Standard 2: Performing on instruments, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 5:** The student performs in groups, while blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. demonstrates appropriate timbre and dynamics while playing in an ensemble setting.</li><li>2. responds to the conductor's cues while performing in groups.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Timbre<ul style="list-style-type: none"><li>• differentiate among the various instrumental timbres.</li><li>• perform in various classroom instrumental combinations with appropriate timbre and blend.</li></ul>Expression: Dynamics<ul style="list-style-type: none"><li>• identify the dynamic levels of the music.</li><li>• play designated dynamics.</li><li>• play designated dynamics to the cues of the conductor.</li></ul></li><li>2. All Expression<ul style="list-style-type: none"><li>• play in various ensemble settings following expressive gestures given by the conductor.</li></ul></li></ol>
<p><b>Notes:</b> Refer to Vocal Lesson 2.</p>	

**Standard 2: Performing on instruments, alone and with others, a varied repertoire of music**

**Basic**

**Benchmark 6:** The student performs independent instrumental parts while other students sing or play contrasting parts.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. performs her/his part while other students perform contrasting parts.</p>	<p><b>The teacher has students</b></p> <p>1. Harmony</p> <ul style="list-style-type: none"><li>• perform instrumental parts independently while other students play contrasting parts.</li><li>• perform instrumental parts independently while other students sing contrasting parts.</li></ul>
<p><b>Notes:</b></p>	

**Standard 3: Improvising melodies, variations, and accompaniments**

**Basic**

**Benchmark 1:** The student improvises “answers” in the same style to given rhythmic and melodic phrases.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. improvises “answers” in the same style to given rhythmic and melodic “questions.”</p>	<p><b>The teacher has students</b></p> <p>1. Rhythm</p> <ul style="list-style-type: none"><li>• echo short rhythmic phrases.</li><li>• create short rhythmic phrases within specified guidelines.</li><li>• create appropriate rhythmic answers to given rhythmic questions.</li></ul> <p>Pitch</p> <ul style="list-style-type: none"><li>• echo short melodic phrases.</li><li>• play or sing a pitched response to short melodic phrases.</li><li>• improvise short melodic patterns within specified guidelines.</li></ul> <p>Style</p> <ul style="list-style-type: none"><li>• echo a phrase imitating the teacher’s use of expression (e.g., articulation, dynamics).</li><li>• respond to a given phrase using various expressive elements in a question/answer format.</li><li>• create a short phrase incorporating specified expressive elements (e.g., dynamics, articulation).</li><li>• improvise a short phrase using expressive elements not specified by the teacher.</li></ul>
<p><b>Notes:</b></p>	

**Standard 3: Improvising melodies, variations, and accompaniments**

**Basic**

**Benchmark 2:** The student improvises simple rhythmic and melodic ostinati accompaniments.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. improvises simple rhythmic and melodic ostinato accompaniments.</p>	<p><b>The teacher has students</b></p> <p>1. Melody</p> <ul style="list-style-type: none"><li>• perform a simple given melodic ostinato.</li><li>• explore a variety of melodic ostinati.</li><li>• create a melodic ostinato accompaniment for a given piece.</li></ul> <p>Rhythm</p> <ul style="list-style-type: none"><li>• perform a simple given rhythmic ostinato.</li><li>• explore a variety of rhythmic ostinati.</li><li>• create a rhythmic ostinato accompaniment for a given piece.</li></ul>
<p><b>Notes:</b></p>	

**Standard 3: Improvising melodies, variations, and accompaniments**

**Basic**

**Benchmark 3:** The student improvises simple rhythmic variations and simple melodic embellishments on familiar melodies.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. improvises an original rhythmic variation (note value or meter) on a familiar melody.</li><li>2. improvises an original melodic embellishment on a given melody.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Rhythm<ul style="list-style-type: none"><li>• echo rhythmic variations.</li><li>• improvise rhythmic patterns for a given melody.</li><li>• improvise using selected rhythmic patterns (e.g., waltz, tango, march).</li></ul></li><li>2. Melody<ul style="list-style-type: none"><li>• echo melodic embellishments:<ul style="list-style-type: none"><li>○ upper neighbor</li><li>○ lower neighbor</li><li>○ passing tones</li></ul></li><li>• improvise melodic embellishments (see above) on a selected melody.</li></ul></li></ol>
<p><b>Notes:</b> Refer to Elementary Lesson 3, Band Lesson 3.</p>	

**Standard 3: Improvising melodies, variations, and accompaniments**

**Basic**

**Benchmark 4:** The student improvises 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.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. improvise an original short song or instrumental piece with a variety of sound sources within specified guidelines.</p>	<p><b>The teacher has students</b></p> <p>1. Timbre</p> <ul style="list-style-type: none"><li>• explore the sound possibilities of nontraditional instruments.</li><li>• play a variety of given sound sources.</li><li>• choose and play a variety of sound sources.</li><li>• create an original phrase using a variety of sound sources.</li></ul> <p>Form</p> <ul style="list-style-type: none"><li>• improvise an original phrase to a given cued phrase using a variety of sound sources.</li><li>• improvise an original short song (vocal or instrumental) within simple structural guidelines using a variety of sound sources.</li></ul>
<p><b>Notes:</b></p>	



**Standard 4: Composing and arranging music within specified guidelines**

**Basic**

**Benchmark 1:** The student creates and arranges music to accompany readings or dramatizations.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. uses traditional and non-traditional instruments and materials to create a simple rhythmic accompaniment to a poem or story.</p>	<p><b>The teacher has students</b></p> <p>1. Timbre</p> <ul style="list-style-type: none"><li>• play instruments of various timbres.</li><li>• select and play appropriate timbres for a given text.</li></ul> <p>Expression:</p> <p>Dynamics</p> <ul style="list-style-type: none"><li>• demonstrate various dynamics using a variety of instruments.</li><li>• select and perform appropriate dynamics for a given text.</li></ul> <p>Tempo</p> <ul style="list-style-type: none"><li>• demonstrate various tempos using instruments.</li><li>• select and perform appropriate tempos for a given text.</li></ul> <p>All Elements</p> <ul style="list-style-type: none"><li>• select different texts and create and perform appropriate accompaniments for those texts.</li></ul>
<p><b>Notes:</b></p>	

**Standard 4: Composing and arranging music within specified guidelines**

**Basic**

**Benchmark 2:** The student creates and arranges short songs and instrumental pieces within specified guidelines.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. arranges and creates short songs and/or instrumental pieces.</p>	<p><b>The teacher has students</b></p> <p>1. Rhythm</p> <ul style="list-style-type: none"><li>• vary the rhythm of a known piece.</li><li>• create a simple rhythmic interlude or ostinato to a known piece.</li><li>• create and perform a simple rhythmic composition or accompaniment.</li></ul> <p>Melody</p> <ul style="list-style-type: none"><li>• vary the melody of a known piece.</li><li>• create a simple melodic introduction or coda to a known piece.</li><li>• create and perform a simple melody.</li></ul>
<p><b>Notes:</b></p>	

**Standard 4: Composing and arranging music within specified guidelines**

**Basic**

**Benchmark 3:** The student uses a variety of sound sources when composing.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. composes short pieces using a variety of sound sources.</p>	<p><b>The teacher has students</b></p> <p>1. Timbre</p> <ul style="list-style-type: none"><li>• identify possible sound sources for use in composition.</li><li>• compare/contrast appropriate sound sources.</li><li>• create, perform, record and evaluate a short piece using a variety of sound sources.</li></ul>
<p><b>Notes:</b></p>	

**Standard 5: Reading and notating music****Basic**

**Benchmark 1:** The student reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. reads and notates whole, half, dotted half, quarter, and eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter.</p>	<p><b>The teacher has students</b></p> <p>1. Time</p> <ul style="list-style-type: none"><li>• respond to<ul style="list-style-type: none"><li>○ steady beat.</li><li>○ duple and triple meter.</li><li>○ quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4, and then 3/4 meter.</li></ul></li><li>• identify<ul style="list-style-type: none"><li>○ steady beat.</li><li>○ duple and triple meter.</li><li>○ quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4, and then 3/4 meter.</li></ul></li><li>• read<ul style="list-style-type: none"><li>○ steady beat.</li><li>○ duple and triple meter.</li><li>○ quarter, eighth, half, dotted half, whole notes and corresponding rests, in 2/4, 4/4, and then 3/4 meter.</li></ul></li></ul>
<p><b>Notes:</b></p>	

**Standard 5: Reading and notating music**

**Basic**

**Benchmark 2:** The student uses a system (that is, syllable, number, or letters) to read simple pitch notation in the treble clef in major keys.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. reads and notates simple pitch notation using traditional notation.</p>	<p><b>The teacher has students</b></p> <p>1. Pitch</p> <ul style="list-style-type: none"><li>• respond to visual (pictorial) representation of sounds and notate, on the staff, simple pitch icons using steps, skips, repeats (same).</li><li>• name the lines and spaces of the treble (g) clef.</li><li>• read and notate, on the staff, traditional notation in keys of C, G, and F.</li></ul>
<p><b>Notes:</b> Refer to Elementary Lesson 4.</p>	

**Standard 5: Reading and notating music**

**Basic**

**Benchmark 3:** The student identifies symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. interprets traditional terms and symbols for dynamics, tempo, and articulation in performance.</p>	<p><b>The teacher has students</b></p> <p>1. Expression</p> <ul style="list-style-type: none"><li>• respond discriminately to fast/slow, loud/soft, and smooth/detached.</li><li>• respond to the terms for dynamics (forte, piano), tempo (allegro, largo), and articulation (legato, staccato).</li><li>• name and define the terms for dynamics (forte, piano) and tempo (allegro, largo).</li><li>• identify additional terminology for dynamics, tempo, articulation and interpret correctly when performing.</li></ul>
<p><b>Notes:</b></p>	

**Standard 5: Reading and notating music**

**Basic**

**Benchmark 4:** The student uses standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. notates using standard symbols, simple dictated patterns for meter, rhythm, pitch, and dynamics.</p>	<p><b>The teacher has students</b></p> <p>1. Rhythm</p> <ul style="list-style-type: none"><li>• notate dictated simple rhythmic patterns.</li><li>• notate dictated simple rhythmic patterns in 2/4, 4/4, 3/4.</li></ul> <p>Melody</p> <ul style="list-style-type: none"><li>• notate dictated simple melodic patterns.</li><li>• notate dictated simple melodic patterns in treble (g) clef.</li></ul> <p>Expression: Dynamics</p> <ul style="list-style-type: none"><li>• add standard symbols for dynamics to provided patterns.</li></ul>
<p><b>Notes:</b> Refer to Elementary Lesson 5.</p>	

**Standard 6: Listening to, analyzing, and describing music**

**Basic**

**Benchmark 1:** The student identifies simple music forms when presented aurally.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. identifies simple music forms when presented aurally (ABA, verse/refrain, etc.).</p>	<p><b>The teacher has students</b></p> <p>1. Form</p> <ul style="list-style-type: none"><li>• compare patterns of music as same or different (phrase structure).</li><li>• compare/contrast sections as same or different.</li><li>• recognize and label sections by icon or letter.</li></ul>
<p><b>Notes:</b></p>	



**Standard 6: Listening to, analyzing, and describing music**

**Basic**

**Benchmark 2:** The student demonstrates perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. describes the use of music elements in aural examples from diverse cultures.</p>	<p><b>The teacher has students</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• demonstrate the unique musical characteristics of a given culture through movement.</li><li>• explore the predominant elements of music from various cultures through teacher questioning.</li></ul>
<p><b>Notes:</b> Refer to Elementary Lesson 6.</p>	

**Standard 6: Listening to, analyzing, and describing music**

**Basic**

**Benchmark 3:** The student uses appropriate terminology in explaining music, music notation, music instruments, voices, and music performances.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<b>The student</b>  1. uses appropriate vocabulary when explaining music literature, notation, instruments, voices, and performances.	<b>The teacher has students</b>  1. All Elements <ul style="list-style-type: none"><li>• define music terminology that is developmentally appropriate.</li></ul>
<b>Notes:</b>	

**Standard 6: Listening to, analyzing, and describing music**

**Basic**

**Benchmark 4:** The student identifies the sounds of a variety of instruments, including many orchestra and band instruments from various cultures, as well as children’s voices and male and female adult voices.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<b>The student</b>  1. identifies the sounds of a variety of instruments and voices.	<b>The teacher has students</b>  1. Timbre <ul style="list-style-type: none"><li>• identify in isolation, selected instruments and voices.</li></ul>
<b>Notes:</b>	

**Standard 6: Listening to, analyzing, and describing music**

**Basic**

**Benchmark 5:** The student responds through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<b>The student</b>  1. responds to selected music characteristics or to specific music events through movement.	<b>The teacher has students</b>  1. Expression <ul style="list-style-type: none"><li>• demonstrate an awareness of music elements with appropriate movement.</li></ul>
<b>Notes:</b>	

**Standard 7: Evaluating music and music performance**

**Basic**

**Benchmark 1:** The student devises criteria for evaluating performances and compositions.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. devises criteria to evaluate a performance or composition.</p>	<p><b>The teacher has students</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• identify musical elements selected by teacher.</li><li>• generate a list of descriptors for selected musical elements.</li><li>• compare/contrast descriptors.</li><li>• select most appropriate criteria.</li></ul>
<p><b>Notes:</b></p>	

**Standard 7: Evaluating music and music performed**

**Basic**

**Benchmark 2:** The student explains, using appropriate music terminology, her/his personal preferences for specific musical works and styles.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. explains, using appropriate music terminology, their personal preferences for specific musical works and styles.</p>	<p><b>The teacher has students</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• experience a variety of musical works and styles.</li><li>• identify the music terminology appropriate for the musical works and styles.</li></ul>
<p><b>Notes:</b></p>	

**Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts**

**Basic**

**Benchmark 1:** The student identifies similarities and differences in the meanings of common terms used in the various arts.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. defines and explains common terms among several art forms (e.g., balance, texture, color, line).</p>	<p><b>The teacher has students</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• respond to selected terms common to music and another art form.</li><li>• identify selected terms common to music and other art forms.</li></ul>
<p><b>Notes:</b></p>	

**Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts**

**Basic**

**Benchmark 2:** The student identifies ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. identifies the interrelationships of the conceptual elements of music and the conceptual elements of several disciplines in the school.</p>	<p><b>The teacher has students</b></p> <p>1.</p> <ul style="list-style-type: none"><li>• identify the conceptual elements of a selected discipline or disciplines in the school.</li><li>• respond to the conceptual elements of another discipline as it relates to the conceptual elements of music.</li></ul>
<p><b>Notes:</b></p>	



**Standard 9: Understanding music in relation to history and culture**

**Basic**

**Benchmark 1:** The student identifies by genre or style aural examples of music from various historical periods and cultures.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <ol style="list-style-type: none"><li>1. identifies by genre or style, aural examples of music from various historical periods.</li><li>2. identifies by genre or style, aural examples of music from various cultures.</li></ol>	<p><b>The teacher has students</b></p> <ol style="list-style-type: none"><li>1. Form<ul style="list-style-type: none"><li>• hear, identify, and perform patterns which characterize cultures and/or historical periods.</li><li>• hear, identify, and perform instrumental patterns which characterize cultures and/or historical periods.</li><li>• hear, identify, and perform simple melodic phrases from various cultures and/or historical periods.</li></ul></li><li>2. Timbre<ul style="list-style-type: none"><li>• hear and identify instruments of various cultures and/or historical periods.</li><li>• identify by name the instruments of various cultures and/or historical periods.</li><li>• hear and identify vocal timbres of various cultures and/or historical periods.</li></ul></li></ol>
<p><b>Notes:</b></p>	

**Standard 9: Understanding music in relation to history and culture**

**Basic**

**Benchmark 2:** The student describes in simple terms how elements of music are used in music examples from various cultures of the world.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. explains how elements of music are used in various cultures.</p>	<p><b>The teacher has students</b></p> <p>1. Rhythm</p> <ul style="list-style-type: none"><li>listen to, move to and describe the use of pulse and rhythmic patterns in selected examples of various cultures.</li></ul> <p>Melody</p> <ul style="list-style-type: none"><li>respond to and describe the melodic content of selected cultural examples.</li></ul> <p>Timbre</p> <ul style="list-style-type: none"><li>describe in developmentally appropriate vocabulary the timbre (musical sounds) of selected cultural examples.</li></ul> <p>Harmony</p> <ul style="list-style-type: none"><li>listen to and describe appropriate cultural musical examples in developmentally appropriate vocabulary the harmonic content of selected cultural examples.</li></ul> <p>Form, Style</p> <ul style="list-style-type: none"><li>listen to and describe in developmentally appropriate vocabulary the form/style of selected cultural examples.</li></ul> <p>Expression</p> <ul style="list-style-type: none"><li>listen to and describe in developmentally appropriate vocabulary how expressive elements are used in various cultural examples.</li></ul>
<p><b>Notes:</b></p>	

**Standard 9: Understanding music in relation to history and culture**

**Basic**

**Benchmark 3:** The student identifies various uses of music in her/his daily experiences and describes characteristics that make certain music suitable for each use.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. identifies and describes characteristics of music used in her/his daily life.</p>	<p><b>The teacher has students</b></p> <p>1. Expression</p> <ul style="list-style-type: none"><li>• determine when and where music is a part of their daily lives in and outside the music classroom.</li><li>• identify music as a part of their daily lives.</li><li>• identify/describe genre or style of music used in their daily lives (e.g., classical, march, pop, folk).</li><li>• identify/describe characteristics of music in their daily lives (e.g., sad, scary, soothing).</li></ul>
<p><b>Notes:</b></p>	

**Standard 9: Understanding music in relation to history and culture**

**Basic**

**Benchmark 4:** The student identifies and describes roles of musicians in various music settings and cultures.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student...</b></p> <p>1. classifies the roles of musicians in various music settings and cultures.</p>	<p><b>The teacher has students...</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• identify various music professions (e.g. opera singer, disc jockey, composer, director, technicians).</li><li>• identify the role of musicians in various cultures.</li></ul>
<p><b>Notes:</b> Refer to Elementary Lesson 9.</p>	

**Standard 9: Understanding music in relation to history and culture**

**Basic**

**Benchmark 5:** The student demonstrates audience behavior appropriate for the context and style of music performed.

<b>Basic Level Indicators</b>	<b>Instructional Examples</b>
<p><b>The student</b></p> <p>1. demonstrates appropriate behavior while attending live musical events.</p>	<p><b>The teacher has students</b></p> <p>1. All Elements</p> <ul style="list-style-type: none"><li>• identify appropriate concert behaviors in various musical settings.</li><li>• demonstrate appropriate concert behaviors in various musical settings (classroom listening and/or live concerts).</li></ul>
<p><b>Notes:</b> Refer to Elementary Lessons 1, 3, and 4.</p>	