

Process/Standard	By the end of grade 2	By the end of grade 5	By the end of grade 8	By the end of grade 12
PERFORM Standard 1 Sing and play a varied repertoire of music	a. Echo a variety of short rhythmic and melodic patterns	a. Sing or play ostinati, partner songs, canons, and simple two-part harmony	a. Sing or play music representing diverse genres and cultures, with appropriate style for the work being performed, including three-part harmony	a. Perform a moderately difficult repertoire of music representing various genres, styles, and cultures, including that of the host country and large subgroups of the school population, with expression and technical accuracy
	b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing classroom instruments	b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing instruments in both small and large ensembles	b. Perform accurately and expressively in small and large ensembles, in a developmentally appropriate range, demonstrating expressiveness, style, technique and stage presence	b. Independently select repertoire, prepare, and perform alone and with others in an expressive and accurate manner (considering: length of program, intended audience, rehearsal preparation, stylistic considerations, and individual interpretation)
	c. Sing and play simple songs from various cultures in tune, accurately, and expressively (by imitation) with appropriate posture d. Maintain melodic and rhythmic accuracy when singing ostinati, partner songs, or simple canons in a group	c. Sing and play simple songs from the host country and large subgroups of the school population accurately and expressively (by imitation) with appropriate posture d. Sing and play songs from a variety of historical periods and world cultures expressively with appropriate dynamics, phrasing, tone, diction, and posture		
	e. Accompany simple harmonic songs on classroom instruments with appropriate dynamics	e. Perform simple harmonic accompaniments with appropriate phrasing, dynamics, and chordal sequence/structure	c. Perform independent parts accurately within an ensemble demonstrating well-developed ensemble skills	
	f. Demonstrate proper performance skills: - Respond to cues of a conductor (tempo, start and stop)	f. Demonstrate proper performance skills: - Respond to cues of a conductor (phrasing, dynamics, and style)		

	- Use correct performance etiquette	- Use performance etiquette appropriate to a variety of styles of performance		
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PERFORM Standard 2 Read music from traditional and nontraditional notation	a. Read simple rhythmic and melodic patterns (e.g. using eighth, quarter, half notes, rests, and the do-pentatonic scale)	a. Read rhythmic and melodic patterns (e.g. sixteenth notes, dotted rhythms, diatonic scale, and letter names)	a. Recognize and interpret symbols and terms referring to the elements of music (including but not limited to: pitch, rhythm, articulation, tempo, meter, dynamics, melody, harmony)	a. Read a musical score with enough fluency to lead a small ensemble
	b. Use a system (e.g. solfege syllables, numbers, letters) to read simple pitch notation in the treble clef	b. Identify, interpret, and use standard notation symbols for meter, pitch, rhythm, dynamics, tempo, articulation, and expression		
	c. Sightread simple rhythmic and melodic patterns	c. Sightread simple rhythms and melodies	b. Sightread accurately at a developmentally appropriate level	b. Sightread music of a medium level of difficulty accurately and expressively

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PERFORM Standard 3 Analyze and evaluate their own performances	a. Describe and reflect on musical performances using age-appropriate criteria (e.g. clarity of words, pitch accuracy, speed, steady beat)	a. Describe and critique musical performances using appropriate music terminology (e.g. intonation, balance, phrasing, dynamics) and criteria	a. Identify and apply stylistically appropriate criteria for evaluating the effectiveness of a variety of performances, using music vocabulary,	a. Analyze the effectiveness of musical choices, including interpretation, in performances
	b. Describe and reflect on performance etiquette (e.g. stage behavior)	b. Describe and reflect on performance etiquette (e.g. solo and ensemble stage presence)	b. Critique performance etiquette using appropriate criteria	

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CREATE Standard 4 Improvise melodies, variations, and accompaniments	a. Improvise matching “answers” to given simple rhythmic and melodic phrases	a. Improvise phrases that include both rhythm and melody	a. Improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality	a. Improvise extended melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality
		b. Improvise a simple variation on a familiar melody (e.g. melodic embellishment, rhythmic alteration)	b. Improvise variations on a simple melody that involve both rhythm and pitch	b. Improvise variations in different styles based on a melody
				c. Improvise simple harmonizations (e.g. vocalize harmony line, guitar or keyboard chords)

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CREATE Standard 5 Compose and arrange music using notation	a. Create and notate simple rhythmic and melodic patterns	a. Compose and notate melodies using traditional notation	a. Compose and notate a medium-length song for two to four voices using teacher-specified guidelines	a. Create and notate a four-voice composition using appropriate conventions suitable to the style chosen
	b. Create simple arrangements and accompaniments of known songs using classroom instruments	b. Arrange accompaniments to familiar songs (e.g. bass lines, chords)	b. Arrange a given piece of music for different instrumentation	b. Arrange a given piece of music for different instrumentation using at least one transposing instrument
		c. Create and arrange short songs/ accompaniments to stories, poems, dramatizations and/or instrumental pieces using pitched and unpitched instruments	c. Compose a short piece for non-traditional sounds or electronic media	c. Compose and notate a piece for non-traditional sounds or electronic media
		d. Read and play standard chord symbols on classroom instruments (e.g. I, IV, and V chords) to accompany a melody	d. Explain why various forms of notation evolved (i.e., chant, guitar tablature, lead sheets, percussion notation, 20th century)	d. Create a composition demonstrating functional harmony that incorporates modulations and secondary dominants
		e. Create and notate a harmonic accompaniment for a simple melody (e.g. I, IV, V)		

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CREATE Standard 6 Analyze and evaluate their own creations	a. Describe and reflect on own musical creations using age-appropriate language	a. Describe and critique own musical creations using appropriate music terminology and criteria	a. Explain own compositional choices using appropriate music terminology and criteria	a. Justify own compositional choices using appropriate music terminology and criteria
		b. Compare own creations with the creations of other students using appropriate terminology and criteria	b. Compare own compositions with those of established composers using appropriate terminology and style-appropriate criteria	b. Compare the effectiveness of own compositions to those of other students and masters based on stylistic conventions
			c. Compare own improvisations with those of established improvisers using appropriate terminology and style-appropriate criteria	c. Compare the effectiveness of own improvisations to those of other students and masters based on stylistic conventions

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<p>RESPOND</p> <p>Standard 7</p> <p>Understand the historical contributions and cultural dimensions of music</p>	<p>a. Identify connections between music of various time periods, cultures, and composers</p>	<p>a. Compare and contrast characteristics of music from various time periods, cultures, and composers (e.g. Baroque style, programmatic music, instrumentation, folk songs)</p>	<p>a. Identify and explain the stylistic characteristics of various periods of Western classical music</p> <p>b. Explain the roles of musicians and composers (e.g., orchestra conductor, folk singer, church organist) in various musical settings and cultures</p>	<p>a. Research and explain the cultural and historical influences of individual and societal music preferences</p>
	<p>b. Sing, listen to and describe music representative of different activities and celebrations in a variety of world cultures</p>	<p>b. Explain or demonstrate how music is used in various world cultures (including host country and subgroups of the student population)</p> <p>c. Analyze the contributions and life histories of a variety of composers and musicians from different cultures and places</p>	<p>c. Explain how political, historical and cultural norms and expectations influence the creation of music and vice versa</p>	<p>b. Analyze music from various cultures on the basis of its functions, giving examples and describing its uses</p>

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RESPOND Standard 8 Understand relationships among the arts and disciplines outside the arts	a. Identify similar themes in stories, songs and art forms	a. Compare how the elements of two or more art forms can be used to reflect similar events, scenes, emotions, or ideas (e.g., visual components of classical landscape painting and sound elements in Beethoven's Sixth Symphony).	a. Describe similarities and differences among the characteristics of music, theatre, visual arts, and dance within a particular historical period or culture b. Identify and describe the cultural, political, and historical influences on works of all art forms from various time periods (e.g., the influence of Napoleon on Beethoven's Third Symphony and ...)	a. Explain the elements and techniques characteristic of music, theatre, visual arts, and dance of various styles in a non-Western culture.
	b. Relate musical concepts to disciplines outside of the arts (e.g. form to mathematical pattern)	b. Relate music elements and concepts to disciplines outside of the arts (e.g. science of sound, notes and division)	c. Describe how music is interpreted through science, math, and physiology	b. Analyze how the characteristics of music within a particular historical period or style were influenced by ideas, humanities, or sciences
		c. Reflect on personal musical involvement and possible lifetime paths in music	d. Describe how personal musical taste has evolved over time	c. Describe the role of music in various careers (e.g., multi-media entertainment, acoustic sciences, prenatal research etc.) and reflect on personal lifetime involvement with music

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RESPOND/LISTEN Standard 9 Analyze, evaluate, and respond to varied musical repertoire and performances	a. Identify age-appropriate music concepts (e.g. fast/slow, loud/soft, and rhythms) and forms (e.g. verse/refrain, AB, ABA) in musical selections	a. Identify and analyze, using music terminology, the use of forms (e.g. rondo, theme and variations) and musical elements (tonality, tempo, dynamics, timbre) in a variety of music	a. Identify and analyze, using music terminology, the use of complex forms (e.g. sonata allegro, fugue) and musical elements in a variety of music b. Identify/classify world music (non-Western, including host country and subgroups of the student population) by style, using musical terminology	a. Classify unfamiliar works of art by genre, style, culture, and historical period, supporting the classification using musical terminology
	b. Classify common instruments by method of sound production	b. Visually and aurally identify major instruments of the orchestra and their sections c. Aurally identify adult voices as soprano, alto, tenor and bass	c. Visually and aurally identify common instruments from a variety of cultures	
	c. Describe and reflect on others' musical performances and repertoire using age-appropriate language and criteria	d. Describe and critique others' musical performances and creations using appropriate music terminology (e.g. intonation, balance, phrasing, dynamics) and criteria	d. Identify and apply stylistically appropriate criteria, using music vocabulary, for evaluating the effectiveness of a variety of others' musical performances and creations e. Use appropriate musical terminology and criteria to compare different performances of the same work	b. Identify the characteristics of quality music criticism through the analysis of critiques from professional publications c. Apply criteria of professional criticism to create own critique of live performance
	d. Demonstrate appropriate audience behavior for in-school performances	e. Demonstrate appropriate audience behavior for a variety of musical styles	f. Demonstrate appropriate audience behavior for a variety of musical styles and settings	