

AERO Music Standards

PERFORM

Standard 1: Sing and play a varied repertoire of music

By the end of grade 2

- a. Echo a variety of short rhythmic and melodic patterns
- b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing classroom instruments
- 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
- e. Accompany simple harmonic songs on classroom instruments with appropriate dynamics
- f. Demonstrate proper performance skills:
 - Respond to cues of a conductor (tempo, start and stop)
 - Use correct performance etiquette

By the end of grade 5

- a. Sing or play ostinati, partner songs, canons, and simple two-part harmony
- b. Demonstrate a steady beat and accuracy on age appropriate rhythm patterns when singing, speaking, and playing instruments in both small and large ensembles
- 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. Perform simple harmonic accompaniments with appropriate phrasing, dynamics, and chordal sequence/structure
- f. Demonstrate proper performance skills:
 - Respond to cues of a conductor (phrasing, dynamics, and style)
 - Use performance etiquette appropriate to a variety of styles of performance

By the end of grade 8

- a. Sing or play music representing diverse genres and cultures, with appropriate style for the work being performed, including three-part harmony

- b. Perform accurately and expressively in small and large ensembles, in a developmentally appropriate range, demonstrating expressiveness, style, technique, and stage presence
- c. Perform independent parts accurately within an ensemble demonstrating well-developed ensemble skills

By the end of grade 12

- 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. 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)

PERFORM

Standard 2: Read music from traditional and nontraditional notation

By the end of grade 2

- a. Read simple rhythmic and melodic patterns (e.g. using eighth, quarter, half notes, rests, and the do-pentatonic scale)
- b. Use a system (e.g. solfege syllables, numbers, letters) to read simple pitch notation in the treble clef
- c. Sightread simple rhythmic and melodic patterns

By the end of grade 5

- a. Read rhythmic and melodic patterns (e.g. sixteenth notes, dotted rhythms, diatonic scale, and letter names)
- b. Identify, interpret, and use standard notation symbols for meter, pitch, rhythm, dynamics, tempo, articulation, and expression
- c. Sightread simple rhythms and melodies

By the end of grade 8

- 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)
- b. Sightread accurately at a developmentally appropriate level

By the end of grade 12

- a. Read a musical score with enough fluency to lead a small ensemble
- b. Sightread music of a medium level of difficulty accurately and expressively

PERFORM

Standard 3: Analyze and evaluate own performances

By the end of grade 2

- a. Describe and reflect on musical performances using age-appropriate criteria (e.g. clarity of words, pitch accuracy, speed, steady beat)
- b. Describe and reflect on performance etiquette (e.g. stage behavior)

By the end of grade 5

- a. Describe and critique musical performances using appropriate music terminology (e.g. intonation, balance, phrasing, dynamics) and criteria
- b. Describe and reflect on performance etiquette (e.g. solo and ensemble stage presence)

By the end of grade 8

- a. Identify and apply stylistically appropriate criteria for evaluating the effectiveness of a variety of performances, using music vocabulary,
- b. Critique performance etiquette using appropriate criteria

By the end of grade 12

- a. Analyze the effectiveness of musical choices, including interpretation, in performances

PERFORM

Standard 4: Improvise melodies, variations, and accompaniments

By the end of grade 2

- a. Improvise matching “answers” to given simple rhythmic and melodic phrases

By the end of grade 5

- a. Improvise phrases that include both rhythm and melody
- b. Improvise a simple variation on a familiar melody (e.g. melodic embellishment, rhythmic alteration)

By the end of grade 8

- a. Improvise short melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality
- b. Improvise variations on a simple melody that involve both rhythm and pitch

By the end of grade 12

- a. Improvise extended melodies, unaccompanied and with given rhythmic accompaniments, each in a consistent style, meter, and tonality
- b. Improvise variations in different styles based on a melody
- c. Improvise simple harmonizations (e.g. vocalize harmony line, guitar or keyboard chords)

CREATE

Standard 5: Compose and arrange music using notation

By the end of grade 2

- a. Create and notate simple rhythmic and melodic patterns
- b. Create simple arrangements and accompaniments of known songs using classroom instruments

By the end of grade 5

- a. Compose and notate melodies using traditional notation
- b. Arrange accompaniments to familiar songs (e.g. bass lines, chords)
- c. Create and arrange short songs/ accompaniments to stories, poems, dramatizations and/or instrumental pieces using pitched and unpitched instruments
- d. Read and play standard chord symbols on classroom instruments (e.g. I, IV, and V chords) to accompany a melody

By the end of grade 8

- a. Compose and notate a medium-length song for two to four voices using teacher-specified guidelines
- b. Arrange a given piece of music for different instrumentation
- c. Compose a short piece for non-traditional sounds or electronic media
- d. Explain why various forms of notation evolved (i.e., chant, guitar tablature, lead sheets, percussion notation, 20th century)
- e. Create and notate a harmonic accompaniment for a simple melody (e.g. I, IV, V)

By the end of grade 12

- a. Create and notate a four-voice composition using appropriate conventions suitable to the style chosen
- b. Arrange a given piece of music for different instrumentation using at least one transposing instrument
- c. Compose and notate a piece for non-traditional sounds or electronic media
- d. Create a composition demonstrating functional harmony that incorporates modulations and secondary dominants

CREATE

Standard 6: Analyze and evaluate own creations

By the end of grade 2

- a. Describe and reflect on own musical creations using age-appropriate language

By the end of grade 5

- a. Describe and critique own musical creations using appropriate music terminology and criteria
- b. Compare own creations with the creations of other students using appropriate terminology and criteria

By the end of grade 8

- a. Explain own compositional choices using appropriate music terminology and criteria
- b. Compare own compositions with those of established composers using appropriate terminology and style-appropriate criteria
- c. Compare own improvisations with those of established improvisers using appropriate terminology and style-appropriate criteria

By the end of grade 12

- a. Justify own compositional choices using appropriate music terminology and criteria
- b. Compare the effectiveness of own compositions to those of other students and masters based on stylistic conventions
- c. Compare the effectiveness of own improvisations to those of other students and masters based on stylistic conventions

RESPOND

Standard 7: Understand the historical contributions and cultural dimensions of music

By the end of grade 2

- a. Identify connections between music of various time periods, cultures, and composers
- b. Sing, listen to and describe music representative of different activities and celebrations in a variety of world cultures

By the end of grade 5

- a. Compare and contrast characteristics of music from various time periods, cultures, and composers (e.g. Baroque style, programmatic music, instrumentation, folk songs)
- b. Explain or demonstrate how music is used in various world cultures (including host country and subgroups of the student population)
- c. Analyze the contributions and life histories of a variety of composers and musicians from different cultures and places

By the end of grade 8

- a. Identify and explain the stylistic characteristics of various periods of Western classical music
- b. Explain the roles of musicians and composers (e.g., orchestra conductor, folk singer, church organist) in various musical settings and cultures
- c. Explain how political, historical and cultural norms and expectations influence the creation of music and vice versa

By the end of grade 12

- a. Research and explain the cultural and historical influences of individual and societal music preferences
- b. Analyze music from various cultures on the basis of its functions, giving examples and describing its uses

RESPOND

Standard 8: Understand relationships among the arts and disciplines outside the arts

By the end of grade 2

- a. Identify similar themes in stories, songs and art forms
- b. Relate musical concepts to disciplines outside of the arts (e.g. form to mathematical pattern)

By the end of grade 5

- 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).
- b. Relate music elements and concepts to disciplines outside of the arts (e.g. science of sound, notes and division)
- c. Reflect on personal musical involvement and possible lifetime paths in music

By the end of grade 8

- 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 ...)
- c. Describe how music is interpreted through science, math, and physiology
- d. Describe how personal musical taste has evolved over time

By the end of grade 12

- a. Explain the elements and techniques characteristic of music, theatre, visual arts, and dance of various styles in a non-Western culture.
- b. Analyze how the characteristics of music within a particular historical period or style were influenced by ideas, humanities, or sciences
- 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

RESPOND/LISTEN

Standard 9: Analyze, evaluate, and respond to varied musical repertoire and performances

By the end of grade 2

- 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
- b. Classify common instruments by method of sound production
- c. Describe and reflect on others' musical performances and repertoire using age-appropriate language and criteria
- d. Demonstrate appropriate audience behavior for in-school performances

By the end of grade 5

- 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
- b. Visually and aurally identify major instruments of the orchestra and their sections
- c. Aurally identify adult voices as soprano, alto, tenor and bass
- d. Describe and critique others' musical performances and creations using appropriate music terminology (e.g. intonation, balance, phrasing, dynamics) and criteria
- e. Demonstrate appropriate audience behavior for a variety of musical styles

By the end of grade 8

- 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
- c. Visually and aurally identify common instruments from a variety of cultures
- 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
- f. Demonstrate appropriate audience behavior for a variety of musical styles and settings

By the end of grade 12

- a. Classify unfamiliar works of art by genre, style, culture, and historical period, supporting the classification using musical terminology
- 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