

National Standards for Arts Education

Music Content and Achievement Standards

#1 – Singing, alone and with others, a varied repertoire of music

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo
- b. sing expressively, with appropriate dynamics, phrasing, and interpretation
- c. sing from memory a variety repertoire of songs representing genres and styles from diverse cultures
- d. sing ostinatos, partner songs, and rounds
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

#2 – Performing on instruments, alone and with others, a varied repertoire of music

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- b. perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- c. perform expressively a variety repertoire of music representing diverse genres and styles
- d. echo short rhythmic and melodic patterns
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor
- f. perform independent instrumental parts while other students sing or play contrasting parts

#3 – Improvising melodies, variations, and accompaniments

- a. improvise “answers” in the same style to given rhythmic and melodic phrases
- b. improvise simple rhythmic and melodic ostinato accompaniments
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- d. improvise 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

#4 – Composing and arranging music within specified guidelines

- a. create and arrange music to accompany readings or dramatizations
- b. create and arrange short songs and instrumental pieces within specified guidelines
- c. use a variety of sound sources when composing

#5 – Reading and notation music

- a. read whole, half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- b. use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys
- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly while performing
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

#6 – Listening to, analyzing, and describing music

- a. identify simple music forms when presented aurally
- b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

#7 – Evaluation music and music performances

- a. devise criteria for evaluating performances and compositions
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles

#8 – Understanding relationships between the music, the other arts, and disciplines outside the arts

- a. identify similarities and differences in the meanings of common terms used in the various arts
- b. identify ways in which the principals and subject matter of other disciplines taught in the school are interrelated with those of music

#9 – Understanding music in relation to history and culture

- a. identify by genre or style aural examples of music from various historical periods and cultures
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- d. identify and describe roles of musicians in various music settings and cultures
- e. demonstrate audience behavior appropriate for the context and style of music performed