

**St. Philomena School**

**MODEL CONTENT STANDARDS  
&  
GRADE LEVEL EXPECTATIONS**

**MUSIC**

## **Model Content Standards**

### **Music**

- 1. Students sing or play on instruments a varied repertoire of music, alone or with others.**
- 2. Students create music.**
- 3. Students read and notate music.**
- 4. Students listen to, analyze, evaluate, and describe music.**
- 5. Students relate music to various historical and cultural traditions.**

## **STANDARD 1:**

**Students sing or play on instruments a varied repertoire of music, alone or with others.**

**1.1 Sing or play music, with appropriate technique, in rhythm, in tempo, and on pitch;**

### **Grade K**

- sing unaccompanied, accompanied, and in unison
- maintain a steady beat
- explore vocal and mouth sounds
- produce high and low sounds
- sing simple songs
- match pitches (limited range)
- expand vocal range as possible

### **GRADE 1**

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range
- match pitches ( limited range C-G)
- read and perform rhythmic patterns using quarter notes, paired eighth notes, and quarter rests
- reproduce/echo melodies in limited range
- sing in tune
- experience solo singing
- explore speaking and singing voices

### **GRADE 2**

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range
- read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests
- echo rhythm and melodic patterns
- sing alone or in groups
- sing in tune (C-C)
- explore various uses of voice
- increase control of expressive singing (tempo, dynamics/style/phrases)

### **GRADE 3**

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range
- sing and play a melodic ostinato

- read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests
- play two-chord songs on chording instruments as accompaniments to classroom singing

#### **GRADE 4**

- sing and play instruments with acceptable tone quality and proper posture, songs in an age-appropriate range
- sing their part in two-part rounds, partner songs and ostinatos
- sing in tune with appropriate posture and correct breathing
- expand vocal range and expressive tone of the voice
- increase confidence in singing
- sing alone or in groups

### **1.1 Sing or play, with appropriate technique, music written in two or more parts, in rhythm and in tempo, blending voices or instruments, and matching dynamic levels;**

#### **GRADE 5**

- sing three-part rounds, partner songs, and descants
- demonstrate an awareness of the phrase by singing and playing each as a complete thought
- identify time signatures in music performed
- develop head voice with purity of sound
- sing solos
- sing with sensitivity to blend chorale ensemble
- sing independently with accuracy, appropriate tone quality, posture, diction and breathing

#### **GRADE 6**

- sing and play an individual part against a contrasting part
- sing independently with accuracy, tone quality, posture, diction and breathing
- sing 2-part songs, rounds, canons, ostinatos, descants, partner songs
- develop breath control, phrasing enunciation, range and intonation

#### **GRADE 7**

- sing in 2, 3 or 4-part songs, rounds, descants, ostinatos, counter melodies
- sing expressively with proper enunciation, phrasing, breath control, pitch
- develop range and intonation

#### **GRADE 8**

- sing or play, in two or more parts, with musical accuracy
- sing with proper enunciation, phrasing, breathe control, pitch
- develop range and intonation
- make the style of singing appropriate to the style of music

**1.2 Sing or play music with appropriate technique to represent musically and culturally diverse literature;**

**GRADE K**

- sing, play, and move to music from different traditions and cultures

**GRADE 1**

- sing, play, and move to music from different traditions and cultures
- perform a varied repertoire of songs including folk, seasonal, patriotic and spiritual songs
- increase clarity of diction
- expand vocal range as possible

**GRADE 2**

- sing, play, and move to music from different traditions and cultures
- sing familiar melodies independently

**GRADE 3**

- sing, play, and move to music from different traditions and cultures

**GRADE 4**

- sing songs from diverse cultures
- use percussion instruments to accompany music from other cultures

**GRADE 5**

- sing songs from diverse cultures

**GRADE 6**

- sing or play music styles from many times and cultures
- respond to different styles determined by rhythm, melody, tone, color

**GRADE 7**

- sing songs of diverse cultures and styles with expression appropriate for the work being performed

**GRADE 8**

- sing music representing diverse genres and cultures, with expression appropriate for the work being performed

**1.3 respond to the conductor's cues of rhythm and tempo while they sing or play music;**

**GRADE K**

- respond through movement to high and low sounds

- respond verbally using same or different when given two pitches
- respond through movement to fast and slow tempo

### **GRADE 1**

- create rhythm patterns for introductions and ostinato accompaniments to familiar songs

### **GRADE 2**

- watch the conductor
- echo rhythm and melodic patterns
- demonstrate fast and slow tempo through songs and movement

### **GRADE 3**

- watch the conductor
- respond to cues of the conductor

### **GRADE 4**

- watch a conductor
- respond to conductor's cues for expressive elements

### **GRADE 5**

- identify and respond to directional words and symbols for form and dynamics
- respond to conductor's cues for tempo changes

### **GRADE 6**

- identify and respond to all directional words and symbols, including tempo
- discuss the role of the conductor

### **GRADE 7**

- respond expressively to the conductor's cues
- demonstrate dynamics while singing or playing music

### **GRADE 8**

- respond to the conductor's cues on changes of expressive element in music

## **1.4 respond to music through movement.**

### **GRADE K**

- respond through movement to fast and slow tempo
- respond through movement to loud and soft dynamics
- explore locomotor movements: students walk, run, skip, jump
- create movements to dramatize stories
- participate in finger play and singing games

## **GRADE 1**

- identify, through movement, simple two-part form
- respond to duple meter through movement and by using iconic symbols
- dramatize stories with movement
- perform action songs, singing games and dances from diverse cultures
- perform more complex locomotor movements: gallop, hop

## **GRADE 2**

- respond to duple meter through movement and by using iconic symbols
- perform other locomotor movements: leap, slide
- create original movement stories
- perform action songs, singing games and dances
- create dramatization movements

## **GRADE 3**

- move to hand jives, street games
- perform folk dances, pop dance, action songs, sing games, live dances from diverse cultures; perform dramatizations
- perform locomotor and non-locomotor movements

## **GRADE 4**

- perform locomotor and non-locomotor
- perform folk dances, line dances and pop dance movements
- move to other song forms: ABC, two or three part round

## **STANDARD 2:**

### **Students create music.**

#### **2.1 create simple rhythmic and melodic patterns**

##### **GRADE K**

- select appropriate sounds to accompany ideas, stories, and songs
- create movement for question and answer phrases
- create and improvise question and answer phrases
- improvise simple sound pieces

##### **GRADE 1**

- create rhythmic and melodic patterns for introductions and ostinato accompaniments to familiar songs

##### **GRADE 2**

- create simple rhythm patterns
- create rhythmic and melodic accompaniments
- improvise on pentatonic scale

##### **GRADE 3**

- create a short composition that shows contrasts in tempo, dynamics or timbre
- create rhythmic and/or melodic composition using icons or notes

##### **GRADE 4**

- create simple melodies, original verses, introduction, chants with percussion accompaniments

##### **GRADE 5**

- create melodic and rhythmic accompaniment to songs
- create various textures and accompaniments to patterns

##### **GRADE 6**

- create rhythmic melodic and/or harmonic patterns to accompany dance or song

##### **GRADE 7**

- improvise melodic embellishments and simple rhythmic and melodic variations on a given pentatonic melodies
- create simple harmonic accompaniments

##### **GRADE 8**

- create short (4 measures) rhythmic melodic or harmonic patterns

- create simple harmonic accompaniments

**2.2 create short selections, using a variety of sound sources (for example, classroom instruments, vocal sounds, electronic technology or other sound producing objects).**

**GRADE K**

- use his/her body to make sounds
- use instruments/natural sound makers to make sound for a song/story/rhyme

**GRADE 1**

- improvise simple melodic and rhythmic patterns through vocal sounds, body percussion, movement, and instrument sounds
- organize simple sound pieces

**GRADE 2**

- create short selections, through a variety of sound sources (for example, classroom instruments, vocal sounds, electronic technology, or other sound-producing objects)

**GRADE 3**

- create musical settings for poems and stories
- create vocal and instrumental accompaniments
- create simple percussion and wind instruments

**GRADE 4**

- create, notate, and perform an original eight-measure composition for a melodic instrument

**2.2 create short compositions**

**GRADE 5**

- create an original sound composition and, using visuals, illustrate it

**GRADE 6**

- create an original composition within a given framework

**GRADE 7**

- create short pieces within specified guidelines and demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance

**GRADE 8**

- create short pieces within specified guidelines and demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance

**2.3 express musical ideas using a variety of sound sources (for example, classroom instruments, vocal sounds, electronic technology or other sound producing objects).**

**GRADE 5**

- create and notate a rhythmic or melodic ostinati and perform using vocal or instrumental accompaniments

**GRADE 6**

- play a variety of classroom and folk instruments

**GRADE 7**

- use a variety of traditional and non-traditional sound sources when composing and arranging

**GRADE 8**

- use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging

## **STANDARD 3:**

### **Students read and notate music.**

#### **3.1 read simple melodic and rhythmic notation**

##### **GRADE K**

- use symbols or icons to illustrate beat and sound/silence

##### **GRADE 1**

- respond to duple and triple meter through movement and by using iconic symbols
- read simple rhythmic patterns using iconic or standard notation consisting of quarter note/rest and eight-note pairs

##### **GRADE 2**

- respond to melodic patterns, melodic rhythms, melodic ostinato using iconic symbols or standard notation

##### **GRADE 3**

- demonstrate the ability to follow and perform a notated rhythmic pattern and simple melodic pattern
- read simple rhythm patterns consisting of whole notes/rest, quarter note rest/ half note/rest eight note pairs, dotted half note

##### **GRADE 4**

- read simple rhythm patterns using iconic or standard notation consisting of whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half notes, sixteenth notes

##### **GRADE 5**

- interpret simple rhythmic and melodic notation through vocal and instrumental classes

#### **3.1A identify whole, half dotted half, quarter, eighth notes, and equivalent rests**

##### **GRADE 1**

- read and perform rhythmic patterns using quarter notes, paired eighth notes, and quarter rests

##### **GRADE 2**

- read and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, and half rests

##### **GRADE 3**

- read, notate, and perform rhythmic patterns using quarter notes, paired eighth notes, quarter rests, half notes, half rests, whole notes, and whole rests

#### **GRADE 4**

- read, notate, and perform rhythmic patterns using quarter notes, quarter rests, eighth notes, eighth rests, half notes, half rests, whole notes, whole rests, and dotted half notes

### **3.1B identify and read rhythmic patterns using whole, half, dotted half, quarter, eighth, sixteenth notes, and equivalent rests in the context of a meter signature**

#### **GRADE 5**

- read, notate, and perform rhythmic and melodic patterns adding the four-sixteenth note pattern to the notes already learned
- identify and perform a notated melody using treble clef notes

#### **GRADE 6**

- read, notate, and perform rhythmic patterns, adding sixteenth-eighth note combinations and sixteenth rests to the notes already learned

#### **GRADE 7**

- interpret standard rhythmic notation in 2/4, 3/4, 4/4, 6/8 and changing meters
- read whole, half, quarter, eighth, sixteenth and dotted notes and rests

#### **GRADE 8**

- read, notate, and perform rhythmic and melodic patterns adding dotted rhythms, mixed meter and other key signatures to those already learned

### **3.2 identify symbols and traditional terms that refer to dynamics and tempo**

#### **GRADE K**

- sing or speak using soft or loud dynamic levels
- play an instrument using soft or loud dynamic levels
- move to show fast or slow tempo
- use the words “soft” and “loud” correctly
- use the words “fast” and “slow” correctly

#### **GRADE 1**

- respond to “fast” and “slow” tempo
- respond to “loud” and “soft” music

#### **GRADE 2**

- identify p for piano and f for forte
- respond to fast and slow tempo

### **GRADE 3**

- identify standard symbols: such as, p for piano, f for forte, fast, slow

### **GRADE 4**

- name the notes of a musical example through letters, syllables, and/or numbers
- dynamics as an expressive choice: f, p, mf, mp, decresc, ritardando; accent, fermata, ties, slurs, diminuendo

## **3.2A read melodic and rhythmic patterns**

### **GRADE 6**

- identify and respond to melodic sequence and melodic repetition

### **GRADE 7**

- read and perform previously learned rhythmic and melodic patterns in a variety of meters

### **GRADE 8**

- sing or play melodic and rhythmic patterns

## **3.3 notate simple melodies and rhythms**

### **GRADE K**

- read and respond to rhythm strips of walking and jogging sounds
- identify walking and jogging sounds in rhythm patterns
- move in response to walking or jogging sounds
- use the words “walk” and “jog” correctly
- use symbols for high and low sounds

### **GRADE 1**

- notate so - mi or G - E on staff with simple rhythm using quarter notes and two-eight notes

### **GRADE 2**

- notate simple rhythm and melody patterns using iconic or standard notation of whole note/rest, quarter note/rest, half note/rest eight note pairs

### **GRADE 3**

- notate longer and shorter notes □, °, √∞J , whole note, half note, dotted half note, eight note pairs

### **GRADE 4**

- read standard rhythmic notation in 2/4, 3/4, and 4/4 meter signatures with bar lines consisting of whole note/rest, quarter note/rest, half note/rest, eighth note pairs, dotted half note and sixteenth notes
- demonstrate how meter effects beat by inserting bar lines into a notated musical example

### **3.4 notate rhythmic, melodic, and expressive musical ideas**

#### **GRADE 5**

- create an original sound composition and, using visuals, illustrate it
- notate a rhythmic or melodic ostinati within specified guidelines

#### **GRADE 6**

- notate short rhythmic melodic and expressive musical ideas in the treble clef including one ledger line above and below the staff

#### **GRADE 7**

- read, notate, and perform all previously learned rhythmic, melodic and expressive musical patterns in a variety of meters

#### **GRADE 8**

- notate and perform rhythmic, melodic and expressive musical ideas

### **3.5 identify appropriate key signatures**

#### **GRADE 5**

- identify key signatures in music performed

#### **GRADE 6**

- identify scales in major/minor (minor in a, d, e, b)

#### **GRADE 7**

- sing or play the home tone (tonic) and locate it on the staff of a musical example in any major key

#### **GRADE 8**

- identify appropriate key signatures in the music performed and location on the staff of a musical example in any major key

## **STANDARD 4:**

**Students listen to, analyze, evaluate, and describe music.**

### **4.1 listen to and identify simple forms**

#### **GRADE K**

- sing, pantomime and play instruments to perform a call-and-response song

#### **GRADE 1**

- identify, through movement, simple two-part form
- sing, pantomime and play instruments to perform a call-and-response song
- distinguish between music opposites of same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud and up/down

#### **GRADE 2**

- respond to duple and triple meter through movement and by using iconic symbols
- sing, play, and move to music from different traditions and cultures
- recognize simple forms through call/response, AB form, repeated pattern, ostinato, verse/refrain, repeat sign and introduction
- recognize “fast” and “slow” tempos
- recognize soft and loud sounds

#### **GRADE 3**

- demonstrate through movement the return of the A section in rondo form
- identify AB, ABA, AABB and ABACA

#### **GRADE 4**

- demonstrate the use of introduction, interlude, and coda, D.C. al fine
- recognize and perform same/different phrases, solo, chorus, AB, ABA, rondo and ballad

#### **GRADE 5**

- perform song forms, solo, chorus, call and response, verse and refrain, AB, ABA, sectional forms as rondo, theme and variations

### **4.1A. identify and describe simple forms**

#### **GRADE 6**

- identify repetition and contrast, sectional forms (AB, ABA, rondo, theme and variations)

- introduce composite forms: opera operetta, musical theater

### **GRADE 7**

- identify the style and form of a piece performed or heard in class, and describe it using musical terms
- identify sectional forms AB, ABA, AABA, rondo, march, AABCC, riff, blues

### **GRADE 8**

- identify sectional forms AB, ABA, rondo, theme and variations, minuet, ties and sonata allegro
- identify repetition and contrast

## **4.2 identify contrasts of timbre in sound**

### **GRADE K**

- verbalize the sounds heard in the world around them to demonstrate an awareness of environmental sounds
- explore different vocal sounds
- identify vocal tone colors of a man, a woman, and a baby animal sounds

### **GRADE 1**

- categorize selected classroom instruments by how sound is produced

### **GRADE 2**

- respond verbally to musical contrasts
- explore and make different vocal sounds
- identify vocal and instrumental tone colors
- respond to gradual change or sudden change in tempos

### **GRADE 3**

- identify vocal tone qualities of male, female, child
- identify instrumental sounds sections of brass, string, percussions and woodwind
- identify recorder, guitar, drums, koto

### **GRADE 4**

- recognize and name the different vocal classifications when given a recorded or live example of two-part or four-part vocal music
- recognize and name the different sections of the orchestra
- recognize and name the different vocal classifications when given a recorded or live example of two-part or four-part vocal music
- recognize and name the different sections of the orchestra

## **4.3 identify elements and/or expressive qualities in music**

## **GRADE K**

- respond through movement to loud and soft sounds
- respond through listening and movement to fast and slow music

## **GRADE 1**

- respond to songs in a variety of moods
- perform songs, chants and rhymes

## **GRADE 2**

- respond verbally to musical contrasts

## **GRADE 3**

- recognize dynamics as an expressive choice
- respond to fast and slow, faster and slower (sudden change)
- use tempo as an expressive choice

## **GRADE 4**

- identify standard symbols
  - p for piano
  - f for forte
  - cresc for crescendo
  - decresc for decrescendo
  - dim for diminuendo
  - fast or slow
  - accent
  - fermata
- recognize dynamics as an expressive choice

### **4.4 identify contrasts in meter, rhythm, melody and timbre**

## **GRADE 5**

- determine if music is organized using major, minor, chromatic, or pentatonic scales

## **GRADE 6**

- differentiate between a steady beat and a syncopated beat
- compare and contrast the use of percussion instruments in varied ethnic cultures

## **GRADE 7**

- demonstrate the knowledge of the basic principles of meter, rhythm, melody and timbre in their analysis of music

## **GRADE 8**

- demonstrate the knowledge of the basic principles of meter, rhythm, melody and timbre in their analysis of music

#### **4.5 identify and examine criteria for evaluating music performances and compositions**

##### **GRADE 5**

- describe the feelings experienced when listening to a musical selection and explain the musical elements which support those feelings
- compare the music and culture of two different historical periods

##### **GRADE 6**

- analyze and contrast the use of form in music from varied world cultures
- develop criteria for evaluating the quality of performances

##### **GRADE 7**

- listen to a musical selection and study one element in depth
- evaluate the quality and effectiveness of their own and other's performances and composition by applying specific criteria appropriate to the style of the music and offer constructive suggestions for improvement

##### **GRADE 8**

- listen to a musical selection and study one element in depth
- evaluate the quality and effectiveness of their own and other's performances and composition by applying specific criteria appropriate to the style of the music and offer constructive suggestions for improvement
- discuss the music from a live performance, film or video performance as it relates to today's youth culture

## **STANDARD 5:**

### **Students relate music to various historical and cultural traditions.**

**5.1 identify how elements of music are used in examples from various cultures (for example: rhythms found in the music of Africa and rap music from America show commonalities)**

#### **GRADE K**

- sing, play, and move to music from different traditions and cultures

#### **GRADE 1**

- sing, play, and move to music from different traditions and cultures
- listen to a repertoire of musical examples that represent varied cultures, styles, and historical periods

#### **GRADE 2**

- sing, play, and move to music from different traditions and cultures

#### **GRADE 3**

- sing, play, and move to music from different traditions and cultures
- sort instruments into families, using pictures of instruments from varied cultures

#### **GRADE 4**

- be familiar with ethnic instruments that are representative of various cultures

**5.2 identify roles of musicians in history and various cultures**

#### **GRADE K**

- select and share an illustrated children's book that features musicians in history and various cultures
- perform a varied repertoire of music including instrumental accompaniments representing diverse culture, genres and styles

#### **GRADE 1**

- listen to books and stories about composers, music, and sound
- know that a composer is someone who writes music

#### **GRADE 2**

- listen to books and stories about composers, music and sound

#### **GRADE 3**

- listen and respond to the music and the life of a composer and/or musical performer

#### **GRADE 4**

- listen and respond to the music and the life of a composer and/or musical performer

#### **5.3 demonstrate audience behavior appropriate for the context and style of music performed**

#### **GRADE K**

- demonstrate appropriate audience behavior

#### **GRADE 1**

- demonstrate appropriate audience behavior

#### **GRADE 2**

- demonstrate appropriate audience behavior

#### **GRADE 3**

- demonstrate appropriate audience behavior

#### **GRADE 4**

- demonstrate appropriate audience behavior

#### **5.4 describe how distinguishing elements of music are used in examples from various cultures (for example: the rhythms present in many examples of Latin American music derive from dance rhythms; dance is an integral part of that culture)**

#### **GRADE 5**

- perform dances from diverse cultures

#### **GRADE 6**

- compare and contrast the use of percussion instruments in varied ethnic cultures
- analyze and contrast the use of form in music from varied world cultures

#### **GRADE 7**

- use music from diverse cultures to learn style differences determined by rhythm, melody, tone color

#### **GRADE 8**

- use music from diverse cultures to learn style differences determined by rhythm, melody, tone color
- listen to a musical selection and explain how the composer used specific musical elements

**5.5 describe the roles of musicians throughout history and in various cultures (for example: the Medieval European Minstrel serves as a storyteller and a news broadcaster, as well as a musician; the American folk singer serves much the same function)**

**GRADE 5**

- hear and recognize music and composers of the different periods in European and various cultures music history

**GRADE 6**

- listen and respond to the music and lives of musicians and composers

**GRADE 7**

- classify by genre and style, historical period, composer, title musical works and describe the characteristics that cause each work to be considered exemplary
- listen to a musical selection and study one element in depth

**GRADE 8**

- classify by genre and style, historical period, composer, title musical works and describe the characteristics that cause each work to be considered exemplary
- listen to a musical selection and study one element in depth
- identify the roles of musicians in history and various cultures (for example: Scott Joplin and Billie Holiday were representatives of the early jazz movement in America)