# MUSIC STANDARDS OF LEARNING

## 2013 – 2020 CROSSWALK

**Kindergarten General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| K.1 | K.12 | ✓ |  | ✓ |  | K.~~1~~12 The student will explore music literacy ~~read music~~, including high and low pitches and rhythms represented by ~~traditional or nontraditional notations~~ by a variety of notational systems. |
| K.2 | K.13 | ✓ |  | ✓ |  | ~~K.2~~ The student will ~~investigate various uses of the voice by~~   1. ~~demonstrating the difference between the singing voice and the speaking voice;~~ 2. matching pitches within an appropriate range; and 3. demonstrating expressive qualities of music, including loud/soft and fast/slow. |
| K.3 | K.13 | ✓ |  | ✓ |  | K.~~3~~13 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~   1. a) S~~s~~ing~~ing~~ ~~two-pitch (~~*~~sol, mi~~*~~)~~ songs~~,~~ using echo and ensemble singing.~~; and~~   2. b) S~~s~~ing~~ing~~ at the appropriate time following a musical introduction. |
| K.4 | K.14 | ✓ |  | ✓ |  | K~~.4~~14 The student will develop skills for individual and ensemble instrumental performance. ~~a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) D~~d~~emonstrate~~ing~~ high and low.~~;~~ 2. b) D~~d~~emonstrate~~ing~~ loud/soft and fast/slow.~~; and~~ 3. c)A~~a~~ccompany~~ing~~ songs and chants~~,~~ using body percussion as well as instruments. |
| K.5 | K.15 | ✓ |  | ✓ |  | K.~~5~~15 The student will identify and perform rhythmic patterns ~~that include sounds and silences, using instruments, body percussion, and voice~~.   1. Include patterns that suggest duple and triple meter. 2. Use instruments, body percussion, and voice. 3. Include sounds and silence. |
| K.6 | K.16 | ✓ |  | ✓ |  | K.~~6~~16 The student will demonstrate a steady beat~~,~~ using movement, body percussion, instruments, and voice. |
| K.7 | K.17 | ✓ |  | ✓ |  | K.~~7~~17 The student will respond to music with movement.~~, including~~   * + - 1. a) ~~matching~~ Use locomotor and non-locomotor movements ~~to rhythmic patterns~~.~~;~~       2. b) D~~d~~emonstrate~~ing~~ expressive qualities of music, including loud/soft and fast/slow.~~;~~       3. c) I~~i~~llustrate~~ing~~ moods and contrast in music and children’s literature.~~;~~       4. d) P~~p~~erform~~ing~~ dances and other music activities ~~from various cultures~~.~~;~~   ~~exhibiting respect for the personal space of others when moving.~~ |
| K.8 | K.1 | ✓ |  | ✓ |  | K.~~8~~1 The student will improvise and compose ~~create~~ music. ~~by~~   1. a) I~~i~~mprovise~~ing~~ simple movement. 2. b) Improvise melodic or rhythmic patterns.~~;~~   c) I~~i~~mprovise~~ing~~ using instruments, voice, and music to enhance stories and poems. |
| K.9 | K.6 | ✓ |  | ✓ |  | K.~~9~~6 The student will explore historical and cultural aspects of music. ~~by~~   1. a) L~~l~~isten~~ing~~ to and recognize patriotic ~~and seasonal~~ songs.~~;~~ 2. ~~identifying people who make music as musicians (e.g., singers, instrumentalists, composers, conductors);~~   b) Respond to music from a variety of time periods and places. |
| K.10 | K.5 | ✓ |  | ✓ |  | K.~~10~~5 The student will ~~participate in music activities that involve sharing, taking turns, and other behaviors that demonstrate good citizenship~~ describeidentify how people work as a team while participating in music experiences. |
| K.11 | K.11 |  |  |  |  | K.11 The student will recognize ~~the~~ relationships between music and other fields of knowledge. |
| K.12 | K.3 | ✓ |  | ✓ |  | K.~~12~~3 The student will analyze music. ~~by~~   1. ~~distinguishing among men’s, women’s, and children’s voices~~ 2. a) I~~i~~dentify~~ing~~ selected instruments visually and aurally.~~;~~ 3. b) C~~c~~lassify~~ing~~ sound sources as vocal, instrumental, or environmental.~~;~~ ~~and~~   c) R~~r~~ecogniz~~ing~~e basic contrasts in music, including fast/slow, high/low, loud/soft, and same/different. |
| K.13 | K.4 | ✓ |  |  |  | K.~~13~~4 The student will express personal feelings evoked by a musical experience. |
| K.14 | - |  | ✓ |  |  | ~~K.14 The student will communicate personal response to expressive features of music through movement.~~ |
| - | K.2 |  |  |  | ✓ | K.2 The student will apply a creative process for music.  a) Ask questions about music.  b) Identify ways to create music.  c) Share ideas with a group. |
| - | K.7 |  |  |  | ✓ | K.7 The student will identify how music is part of personal and community events. |
| - | K.8 |  |  |  | ✓ | K.8 The student will identify the value of creating personal music. |
| - | K.9 |  |  |  | ✓ | K.9 The student will identify people who create music (e.g., singers, instrumentalists, composers, conductors). |
| - | K.10 |  |  |  | ✓ | K.10 The student will identify technology tools for creating music. |

**Grade One General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 1.1 | 1.12 | ✓ |  | ✓ |  | 1.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   * 1. a) Identify high and low pitches~~, using traditional and nontraditional notation~~ represented by a variety of notational systems.~~;~~   2. b) Read and notate rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests~~,~~ ~~using traditional and nontraditional notation~~ represented by a variety of notational systems..~~; and~~   3. c) I~~i~~dentify~~ication of~~ basic music symbols. |
| 1.2 | 1.13 | ✓ |  | ✓ |  | 1.~~2~~13 The student will ~~demonstrate various uses of the voice, including~~ develop skills for individual and ensemble singing performance.   1. a) S~~s~~ing~~ing~~ high~~, and~~/low pitches, and melodic contour.~~;~~ 2. ~~using the voice in speech and song; and~~ 3. b) D~~d~~emonstrate~~ing~~ expressive qualities of music, including changes in dynamics and tempo.   ~~1.3 The student will sing a variety of songs alone and with others, including~~   1. c) Use the head voice when singing or matching high pitches.~~; and~~   d) S~~s~~ing~~ing~~~~three-pitch (~~*~~sol, mi,~~**~~la~~*~~)~~ songs~~,~~ using echo and ensemble singing. |
| 1.3 | 1.13 | ✓ |  | ✓ |  |
| 1.4 | 1.14 | ✓ |  | ✓ |  | 1.~~4~~14 The student will develop skills for individual and ensemble instrumental performance. ~~a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) P~~p~~lay~~ing~~ two-pitch melodies~~,~~ using imitation.~~;~~ 2. b) P~~p~~lay~~ing~~ expressively with appropriate dynamics and tempo.~~;~~ 3. c) A~~a~~ccompany~~ing~~ songs and chants~~,~~ using body percussion as well as instruments.~~; and~~ 4. d) U~~u~~se~~ing~~ proper playing techniques. |
| 1.5 | 1.15 | ✓ |  | ✓ |  | 1.~~5~~15 The student will recognize and perform rhythmic patterns. ~~that include~~ ~~quarter notes paired eighth notes, and quarter rests, using instruments, body percussion, and voice.~~   1. Include patterns that suggest duple and triple meter. 2. Use instruments, body percussion, and voice. 3. Include quarter notes, paired eighth notes, and quarter rests. |
| 1.6 | 1.16 | ✓ |  |  |  | 1.~~6~~16 The student will demonstrate the difference between melodic rhythm and steady beat using body percussion, instruments, and voice. |
| 1.7 | 1.16 | ✓ |  |  |  |
| 1.8 | 1.17 | ✓ |  | ✓ |  | 1.~~8~~17 The student will respond to music with movement.~~, including~~   1. a) U~~u~~se~~ing~~ locomotor and non-locomotor movements; 2. b) D~~d~~emonstrate~~ing~~ high and low pitches.~~;~~ 3. c) D~~d~~emonstrate~~ing~~ expressive qualities of music, including changes in dynamics and tempo.~~;and~~ 4. ~~performing line and circle dances;~~ 5. d) P~~p~~erform~~ing~~ dances and other music activities ~~from a variety of cultures~~.~~; and~~ 6. e) D~~d~~ramatize~~ing~~ songs, stories, and poems. |
| 1.9 | 1.1 | ✓ |  | ✓ |  | 1.~~9~~1 The student will improvise and compose ~~create~~ music. ~~by~~  a) I~~i~~mprovise~~ing~~ vocal responses to given melodic questions.~~;~~  b) I~~i~~mprovise~~ing~~ body percussion.~~;~~  c) I~~i~~mprovise~~ing~~ to enhance stories, songs, and poems.~~;~~ ~~and~~  d) C~~c~~ompose~~ing~~ simple rhythmic patterns~~,~~ ~~using traditional or nontraditional notation~~ represented by a variety of notational systems. |
| 1.10 | 1.6  1.7  1.9 | ✓ |  | ✓ |  | 1.~~10~~6 The student will explore historical and cultural aspects of music. ~~by~~  a) ~~1.~~ R~~r~~ecognize~~ing~~ how music is used in the customs and traditions of a variety of cultures.~~;~~  1.9 ~~2.~~ The student will describe~~ing~~ the roles of music and musicians~~;~~.  1.7 ~~3.~~ The student will ~~i~~dentify~~ing~~ musicians in the school, community, and media; ~~and~~  b) ~~4.~~ D~~d~~escribe~~ing~~ how people participate in music experiences. |
| 1.11 | 1.5 | ✓ |  | ✓ |  | 1.~~11~~5 The student will identify collaboration and communication skills for music rehearsal and performance.   1. Use ~~behaviors~~Eetiquette appropriate to different types of events/situations (e.g., classical concert, rock concert, sporting event). 2. Understand active listening as a musician. 3. Working together to reach a common goal. |
| 1.12 | 1.11 | ✓ |  | ✓ |  | 1.~~12~~11 The student will identify ~~the~~ relationships between music ~~and other fields of knowledge.~~ and concepts learned in another content area. |
| 1.13 | 1.3 | ✓ |  |  |  | 1.~~13~~3 The student will analyze music. ~~by~~   1. a) I~~i~~dentify~~ing~~ and classifying the timbres of pitched and non-pitched instruments by sounds.~~;~~ 2. b) D~~d~~ifferentiate~~ing~~ vocal and instrumental music.~~;~~ 3. c) D~~d~~istinguish~~ing~~ between accompanied and unaccompanied vocal music.~~;~~ ~~and~~ 4. d) R~~r~~ecogniz~~ing~~e differences in melodic and rhythmic patterns and dynamics. |
| 1.14 | - |  | ✓ |  |  | ~~1.14 The student will identify elements of performances that he/she likes or dislikes and explain why.~~ |
| 1.15 | - |  | ✓ |  |  | ~~1.15 The student will demonstrate manners and teamwork that contribute to success in the music classroom.~~ |
| 1.16 | - |  | ✓ |  |  | ~~1.16 The student will explain the purposes of music in various settings.~~ |
| 1.17 | 1.4 |  |  |  |  | 1.~~17~~4 The student will describe personal ideas and emotions evoked by music. |
| - | 1.2 |  |  |  | ✓ | 1.2 The student will apply a creative process for music.  a) Brainstorm multiple solutions to a musical prompt.  b) Identify steps taken in the creation of music.  c) Share ideas for creating music with a group. |
| - | 1.8 |  |  |  | ✓ | 1.8 The student will identify appropriate sources of information for learning about music. |
| - | 1.10 |  |  |  | ✓ | 1.10 The student will recognize how music can be created using innovative tools and new media. |

**Grade Two General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 2.1 | 2.12 | ✓ |  | ✓ |  | 2.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   * 1. a) I~~i~~dentify~~ing~~ written melodic patterns that move upward, downward, and stay the same.~~;~~   2. b) U~~u~~se~~ing~~ the musical alphabet to notate melodic patterns;   3. c) R~~r~~ead~~ing~~ and notate melodies based on a pentatonic scale.~~;~~   4. d) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns that include half notes, half rests, whole notes, and whole rests.~~; and~~   5. e) U~~u~~se~~ing~~ basic music symbols. |
| 2.2 | 2.13 | ✓ |  | ✓ |  | 2.~~2~~13 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~   1. a) S~~s~~ing~~ing~~ melodic patterns that move upward, downward, and stay the same.~~;~~ 2. b) S~~s~~ing~~ing~~ melodies within the range of a sixth.~~; and~~ 3. c) I~~i~~ncrease~~ing~~ pitch accuracy while singing phrases and simple songs.   d) Demonstrate expressive singing by changing dynamics and tempo. |
| 2.3 | 2.14 | ✓ |  | ✓ |  | 2.~~3~~14 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) P~~p~~lay~~ing~~ melodic patterns that move upward, downward, and stay the same.~~;~~ 2. b) P~~p~~lay~~ing~~ expressively, following changes in dynamics and tempo.~~;~~ 3. c) A~~a~~ccompany~~ing~~ songs and chants with ostinatos and single-chords.~~; and~~   d) U~~u~~se~~ing~~ proper playing techniques. |
| 2.4 | 2.15 | ✓ |  | ✓ | ✓ | 2. ~~4~~15 The student will classify, perform, and count rhythmic patterns. ~~that include half notes, half rests, whole notes, and whole rests, quarter notes.~~   * 1. ~~instruments, voice, body percussion, and movement;~~   2. ~~aural skills to imitate given phrases;~~   3. ~~and traditional notation.~~  1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. Include half notes, half rests, whole notes, and whole rests. |
| 2.5 | 2.17 | ✓ |  | ✓ |  | 2.~~5~~17 The student will respond to music with movement.~~, including~~   1. a) U~~u~~se~~ing~~ locomotor and non-locomotor movements of increasing complexity.~~;~~ 2. b) D~~d~~emonstrate~~ing~~ expressive qualities of music, including changes in dynamics and tempo.~~;~~ 3. c) C~~c~~reate~~ing~~ movement to illustrate AB and ABA musical forms.~~;~~ 4. ~~performing non-choreographed and choreographed movements, including line and circle dances;~~ 5. d) P~~p~~erform~~ing~~ dances and other musical activities ~~from a variety of cultures~~.~~; and~~ 6. ~~portraying songs, stories, and poems from a variety of cultures.~~ |
| 2.6 | 2.1 | ✓ |  | ✓ |  | 2.~~6~~1 The student will improvise and compose ~~create~~ music. ~~by~~:   1. a) I~~i~~mprovise~~ing~~ simple rhythmic question-and-answer phrases.~~;~~ 2. b) I~~i~~mprovise~~ing~~ accompaniments, including ostinatos.~~;~~ 3. c) I~~i~~mprovise~~ing~~ to enhance stories, songs, and poems.~~; and~~ 4. d) C~~c~~ompose~~ing~~ simple pentatonic melodies~~, using traditional~~ notation represented by a variety of notational systems. |
| 2.7 | 2.6 | ✓ |  | ✓ |  | 2.~~7~~6 The student will explore historical and cultural aspects of music. ~~by~~   1. a) I~~i~~dentify~~ing~~ music representing ~~the~~ heritage, customs, and traditions of a variety of cultures.~~;~~ 2. ~~explaining the difference between folk/popular music and orchestral music;~~ 3. ~~identifying what musicians and composers do to create music;~~ ~~and~~   b) ~~identifying the~~ Explore styles of musical examples from various historical periods. |
| 2.8 | 2.5 | ✓ |  | ✓ | ✓ | 2.~~8~~5 The student will demonstratecollaboration and communication skills for music rehearsal and performance.   1. Use a~~a~~udience and participant ~~behaviors~~ etiquette appropriate for the purposes and settings in which music is performed. 2. Use active listening as a musician. 3. Work together to reach a common goal. |
| 2.9 | 2.11 | ✓ |  | ✓ |  | 2.~~9~~11 The student will identify ~~the~~ relationships between music and other fields of knowledge. |
| 2.10 | 2.3 | ✓ |  | ✓ |  | 2.~~10~~3 The student will analyze music. ~~by~~   1. a) ~~identifying~~ Compare and contrast Identify selected ~~orchestral and folk~~ instruments visually and aurally.~~;~~ 2. b) D~~d~~escribe~~ing~~ sudden and gradual changes in dynamics and tempo~~,~~ using music terminology.~~;~~ 3. c) I~~i~~dentify~~ing~~ and categorize~~ing~~ selected musical forms.~~;~~ ~~and~~   d) U~~u~~se~~ing~~ music vocabulary to describe music. |
| 2.11 | - |  | ✓ |  |  | ~~2.11 The student will evaluate music by describing personal musical performances.~~ |
| 2.12 | 2.2.c | ✓ |  | ✓ |  | 2.2.c ~~2.12 The student will collaborate with others in a music performance and analyze what was successful and what could be improved.~~c) Develop questions for evaluating and revising music ideas as a group. |
| 2.13 | - |  | ✓ |  |  | ~~2.13 The student will explain how music expresses ideas, experiences, and feelings.~~ |
| 2.14 | 2.4 |  | ✓ |  |  | 2.~~14~~4 The student will describe how music evokes personal ideas and emotions. |
| - | 2.2 |  |  |  | ✓ | 2.2 The student will apply a creative process for music.   1. Brainstorm ideas for creating music. 2. Describe steps taken in the creation of music. |
| - | 2.7 |  |  |  | ✓ | 2.7 The student will describe roles of music and musicians in communities. |
| - | 2.8 |  |  |  | ✓ | 2.8 The student will identify appropriate sources for listening to music. |
| - | 2.16 |  |  |  | ✓ | 2.16 The student will understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments, and voice. |

**Grade Three General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 3.1 | 3.12 | ✓ |  | ✓ |  | 3.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   * 1. a) I~~i~~dentify~~ing~~ written melodic movement as step, leap, or repeat.~~;~~   2. b) D~~d~~emonstrate~~ing~~ the melodic shape (contour) of a written musical phrase.~~;~~   3. c) U~~u~~se~~ing~~ ~~traditional notation to write melodies on the treble staff~~ a variety of notational systems.~~;~~   4. d) R~~r~~ead~~ing~~ melodies of increasing complexity based on a pentatonic scale.~~;~~   5. e) D~~d~~ivide~~ing~~ rhythms into measures.~~;~~   6. f) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.~~; and~~   g) E~~e~~xplain~~ing~~ the functions of basic music symbols. |
| 3.2 | 3.13 | ✓ |  | ✓ |  | 3~~.2~~13 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~   1. a) S~~s~~ing~~ing~~ in tune with a clear tone quality.~~;~~ 2. b) S~~s~~ing~~ing~~ melodies within the range of an octave.~~;~~ 3. c) S~~s~~ing~~ing~~ melodies ~~written on the treble staff~~ notated in varying forms.~~;~~ 4. d) S~~s~~ing~~ing~~ with expression~~,~~ using a wide range of tempos and dynamics.~~;~~ 5. e) S~~s~~ing~~ing~~ rounds, partner songs, and ostinatos in two-part ensembles.~~; and~~   f) M~~m~~aintain~~ing~~  proper posture for singing. |
| 3.3 | 3.14 | ✓ |  | ✓ |  | 3.~~3~~14 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) P~~p~~lay~~ing~~ music in two-part ensembles.~~;~~ 2. b) P~~p~~lay~~ing~~ melodies ~~written on the treble staff~~ notated in varying forms.~~;~~   c) Play a given melody on an instrument.   1. d) P~~p~~lay~~ing~~ with expression~~,~~ using a wide range of tempos and dynamics.~~;~~ 2. e) A~~a~~ccompany~~ing~~ songs and chants with tonic and dominant ~~I and V(V~~~~7~~~~)~~ chords.~~; and~~   f) D~~d~~emonstrate~~ing~~ proper playing techniques. |
| 3.4 | 3.15 | ✓ |  | ✓ | ✓ | 3~~.4~~15 The student will classify, perform, and count rhythmic patterns.   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. ~~that i~~Include sixteenth notes, single eighth notes, eighth rests, and dotted half notes. |
| 3.5 | 3.16 | ✓ |  | ✓ |  | 3.~~5~~16 The student will demonstrate understanding of meter. ~~by~~   * 1. a) D~~d~~etermine~~ing~~ strong and weak beats.~~; and~~   2. b) P~~p~~erform~~ing~~ sets of beats grouped in twos and threes. |
| 3.6 | 3.17 | ✓ |  | ✓ |  | 3.~~6~~17 The student will respond to music with movement.~~, including~~   1. ~~illustrating sets of beats grouped in twos and threes~~; 2. ~~creating movement to~~ a) I~~i~~llustrate~~ing~~ rondo form (ABACA).~~;~~ 3. b) P~~p~~erform~~ing~~ non-choreographed and choreographed movements~~,~~. ~~including line and circle dances; and~~   c) P~~p~~erform~~ing~~ dances and other music activities ~~from a variety of cultures~~. |
| 3.7 | 3.1 | ✓ |  | ✓ |  | 3.~~7~~1 The student will improvise and compose ~~create~~ music. ~~by~~   1. a) I~~i~~mprovise~~ing~~ rhythmic question-and-answer phrases.~~;~~ 2. b) I~~i~~mprovise~~ing~~ accompaniments, including ostinatos.~~;~~ ~~and~~   c) C~~c~~ompose~~ing~~ ~~pentatonic~~ melodies~~, using traditional notation~~ represented by a variety of notational systems. |
| 3.8 | 3.6 | ✓ |  | ✓ |  | 3.~~8~~6 The student will explore historical and cultural aspects of music. ~~by~~   * + - 1. a) R~~r~~ecognize~~ing four~~ music compositions from ~~four~~ different periods of music history. ~~and identifying the composers~~; ~~and~~       2. b) L~~l~~isten~~ing~~ to and describe~~ing~~ ~~examples of non-Western~~ instruments from a variety of time periods and places.~~; and~~ |
| 3.9 | 3.5 | ✓ |  | ✓ |  | 3.~~9~~5 The student will ~~demonstrate~~ explain collaboration and communication skills for music rehearsal and performance.   1. Use ~~a~~udience and participant ~~behaviors~~ etiquette appropriate for the purposes and settings in which music is performed. 2. Demonstrate active listening for musical understanding. 3. Use nonverbal communication (e.g., eye contact, body language). |
| 3.10 | 3.11 | ✓ |  |  |  | 3.~~10~~11 The student will describe ~~the~~ relationships between music and other fields of knowledge. |
| 3.11 | 3.3 | ✓ |  | ✓ |  | 3.~~11~~3 The student will analyze and evaluate music. ~~by~~   * 1. a) I~~i~~dentify~~ing~~ and explain~~ing~~ examples of musical form.~~;~~   2. b) Compare and contrast instruments ~~from the four orchestral families~~ visually and aurally.~~;~~   3. c) L~~l~~isten~~ing~~ to and describe~~ing~~ basic music elements~~,~~ using music terminology~~; and~~   4. d) C~~c~~ompare~~ing~~ and contrast~~ing~~ stylistic differences in music from ~~various styles and~~ a variety of cultures. |
| 3.12 | 3.3.e | ✓ |  | ✓ |  | ~~3.12 The student will evaluate and critique music by~~  e) D~~d~~escribe~~ing~~ music compositions and performances. |
| 3.13 | - |  | ✓ |  |  | ~~3.13 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.~~ |
| 3.14 |  |  | ✓ |  |  | ~~3.14 The student will examine ways in which the music of a culture reflects its people’s attitudes and beliefs.~~ |
| 3.15 | 3.4 | ✓ |  |  |  | 3.~~15~~4 The student will explain personal motivations for making music. |
| 3.16 | 3.7 | ✓ |  | ✓ |  | 3.~~16~~7 The student will describe why music has ~~quality and~~ value to people and communities. |
| - | 3.2 |  |  |  | ✓ | 3.2 The student will apply a creative process for music.   1. Brainstorm multiple ideas for creating music as a group. 2. Identify elements of a creative process for music. 3. Reflect on the quality and technical skill of a personal or group music performance. |
| - | 3.8 |  |  |  | ✓ | 3.8 The student will recognize ethical use of the Internet for exploring music topics. |
|  | 3.9 |  |  |  | ✓ | 3.9 The student will identify a variety of careers in music. |
|  | 3.10 |  |  |  | ✓ | 3.10 The student will identify how music can be created using innovative tools and new media. |

**Grade Four General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 4.1 | 4.12 | ✓ |  | ✓ |  | 4.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   * 1. a) R~~r~~ead~~ing~~ melodies based on a hexatonic scale.~~;~~   2. b) U~~u~~se~~ing~~ traditional notation to write melodies containing stepwise motion.~~;~~   3. c) R~~r~~ead~~ing~~ two-note accompaniment patterns (bordun).~~;~~   4. d) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns that include dotted quarter note followed by an eighth note.~~;~~   5. e) U~~u~~se~~ing~~ a system to sight-read melodic and rhythmic patterns.~~;~~   6. f) I~~i~~dentify~~ing~~ the meaning of the upper and lower numbers of simple time signatures ( , , ) .~~;~~ ~~an~~   7. g) I~~i~~dentify~~ing~~ dynamic markings (e.g., *p, mp, mf, f*). |
| 4.2 | 4.13 | ✓ |  | ✓ |  | 4.~~2~~13 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~   1. a) S~~s~~ing~~ing~~ with a clear tone quality and correct intonation.~~;~~ 2. b) S~~s~~ing~~ing~~ diatonic melodies.~~;~~ 3. c) S~~s~~ing~~ing~~ melodies ~~written on the treble staff~~ notated in varying forms.~~;~~ 4. d) S~~s~~ing~~ing~~ with expression~~,~~ using dynamics and phrasing.~~;~~ 5. e) S~~s~~ing~~ing~~ in simple harmony.~~;~~ ~~and~~   f) D~~d~~emonstrate~~ing~~ proper posture for singing. |
| 4.3 | 4.14 | ✓ |  | ✓ |  | 4.~~3~~14 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) P~~p~~lay~~ing~~ music of increasing difficulty in two-part ensembles.~~;~~ 2. b) P~~p~~lay~~ing~~ melodies of increasing difficulty ~~written on the treble staff~~ notated in varying forms.~~;~~ 3. c) P~~p~~lay~~ing~~ a given melody on an ~~recorder or other similar~~ instrument.~~;~~ 4. d) P~~p~~lay~~ing~~ with expression~~,~~ using dynamics and phrasing.~~;~~ 5. e) A~~a~~ccompany~~ing~~ songs and chants with ~~I, IV, and V(V~~~~7~~~~)~~ tonic, subdominant, and dominant chords.~~; and~~   f) D~~d~~emonstrate~~ing~~ proper playing techniques. |
| 4.4 | 4.15 | ✓ |  | ✓ | ✓ | 4~~.4~~15 The student will classify, perform, and count rhythmic patterns.   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice.   d) ~~that i~~Include dotted quarter note followed by an eighth note. |
| 4.5 | 4.17 | ✓ |  | ✓ |  | 4.~~5~~17 The student will respond to music with movement.~~, including~~   1. a) P~~p~~erform~~ing~~ non-choreographed and choreographed movements.~~;~~ 2. b) P~~p~~erform~~ing~~ ~~traditional folk~~ dances and other music activities.~~; and~~   c) C~~c~~reate~~ing~~ movement to illustrate rondo (ABACA) musical form. |
| 4.6 | 4.1 | ✓ |  | ✓ |  | 4.~~6~~1 The student will improvise and compose ~~create~~ music. ~~by~~   1. a) I~~i~~mprovise~~ing~~ melodies and rhythms~~,~~ using a variety of sound sources.~~;~~ 2. b) C~~c~~ompose~~ing~~ short melodic and rhythmic phrases within specified guidelines. ~~; and~~ 3. ~~using contemporary media and technology~~. |
| 4.7 | 4.6 | ✓ |  | ✓ |  | 4. ~~7~~6 The student will explore historical and cultural aspects of music. ~~by~~   1. a) D~~d~~escribe~~ing~~ ~~four~~ music compositions from ~~four~~ different periods of music history. ~~and identifying the composers;~~ 2. b) D~~d~~escribe~~ing placing~~ musical ~~examples into categories of~~ styles from a variety of time periods and places.~~;~~ 3. c) L~~l~~isten~~ing~~ to and describe~~ing~~ music from a variety of world cultures.~~; and~~ 4. d) E~~e~~xamine~~ing~~ how music from popular culture reflects the past and influences the present.~~;~~   e) ~~4.14 The student will~~ E~~e~~xplain~~ing~~ how criteria used to value music may vary ~~from one culture to another.~~ between people and communities. |
| 4.8 | 4.5 | ✓ |  | ✓ |  | 4.~~8~~5 The student will ~~demonstrate~~ apply collaboration and communication skills for music rehearsal and performance.   1. Demonstrate aA~~a~~udience and participant ~~behaviors~~ etiquette appropriate for the purposes and settings in which music is performed. 2. Explain aActive listening for musical understanding. 3. Give~~ing~~ and receive~~ing~~ age-appropriate feedback on performance. |
| 4.9 | 4.11 | ✓ |  | ✓ |  | 4. ~~9~~11 The student will explore connections ~~compare the relationships~~ between music and other fields of knowledge for the development problem-solving skills. |
| 4.10  4.11 | 4.3 | ✓ |  | ✓ |  | 4.~~10~~3 The student will analyze and evaluate music. ~~by~~   1. a) I~~i~~dentify~~ing~~ instruments from a variety of music ensembles both visually and aurally.~~;~~ 2. b) D~~d~~istinguish~~ing~~ between major and minor tonality.~~;~~ 3. c) L~~l~~isten~~ing~~ to, compare~~ing~~, and contrast~~ing~~ music compositions from a variety of cultures and time periods.~~;~~ 4. d) I~~i~~dentify~~ing~~ elements of music through listening~~,~~ using music terminology.~~; and~~ 5. e) I~~i~~dentify~~ing~~ rondo form (ABACA).   ~~4.11 The student will evaluate and critique music by~~   1. f) R~~r~~eview~~ing~~ criteria used to evaluate compositions and performances.~~; and~~ 2. g) D~~d~~escribe~~ing~~ performances and offering constructive feedback. |
| 4.12 |  |  | ✓ |  |  | ~~4.12 The student will identify characteristics and behaviors that lead to success as a musician.~~ |
| 4.13 | 4.4 | ✓ |  |  |  | 4.~~13~~4 The student will explain personal preferences for musical works and performances~~,~~ using music terminology. |
| 4.14 | 4.6 | ✓ |  | ✓ |  | 4. ~~7~~6.e) ~~4.14 The student will~~ E~~e~~xplain~~ing~~ how criteria used to value music may vary ~~from one culture to another.~~ between people and communities. |
| 4.15 |  |  | ✓ |  |  | ~~4.15 The student will describe how personal beliefs influence responses to music.~~ |
| - | 4.2 |  |  |  | ✓ | 4.2 The student will apply a creative process for music.   1. Describe ideas for creating music as a group. 2. Describe elements of a creative process for music. 3. Reflect on the process and outcome of creating music and revise work based on peer and teacher feedback. |
| - | 4.7 |  |  |  | ✓ | 4.7 The student will explain how music is an integral part of one’s life and community. |
| - | 4.8 |  |  |  | ✓ | 4.8 The student will describe digital citizenship for exploring music topics. |
| - | 4.9 |  |  |  | ✓ | * 1. The student will identify skills learned in music class that relate to a variety of career options. |
|  | 4.10 |  |  |  | ✓ | 4.10 The student will compare and contrast digital and traditional methods for creating music. |
|  | 4.16 |  |  |  | ✓ | 4.16 The student will demonstrate meter.   1. Apply strong and weak beats. 2. Perform and illustrate sets of beats grouped in twos and threes. |

**Grade Five General Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| 5.1 | 5.12 | ✓ |  | ✓ |  | 5.~~1~~12 The student will demonstrate music literacy. ~~read and notate music, including~~   1. a) I~~i~~dentify~~ing~~ the treble (G) and bass (F) clefs.~~;~~ 2. b) U~~u~~se~~ing~~ a system to sight-read melodies based on the diatonic scale. 3. c) U~~u~~se~~ing~~ traditional notation to write melodies containing skips and leaps.~~;~~ 4. d) R~~r~~ead~~ing~~ and notate~~ing~~ rhythmic patterns of increasing complexity.~~;~~ 5. e) I~~i~~dentify~~ing~~ the meaning of the upper and lower numbers of compound time signatures ( ).~~; and~~   ~~6.~~ f) I~~i~~dentify~~ing~~ tempo markings. |
| 5.2 | 5.13 | ✓ |  | ✓ |  | 5.~~2~~13 The student will develop skills for individual and ensemble singing performance. ~~sing a variety of songs of limited range alone and with others, including~~   1. ~~demonstrating beginning choral behaviors and skills in ensemble singing;~~ 2. a) S~~s~~ing~~ing~~ with attention to blend, balance, intonation, and expression.~~;~~ 3. b) S~~s~~ing~~ing~~ melodies of increasing complexity ~~written on the treble staff~~ notated in varying forms.~~;~~ 4. c) S~~s~~ing~~ing~~ in two- and three-part harmony.~~; and~~ 5. d) M~~m~~odel~~ing~~ proper posture for singing. |
| 5.3 | 5.14 | ✓ |  | ✓ |  | 5.~~3~~14 The student will develop skills for individual and ensemble instrumental performance. ~~play a variety of pitched and nonpitched instruments alone and with others, including~~   1. a) P~~p~~lay~~ing~~ music of increasing difficulty in a variety of ensembles.~~;~~ 2. b) P~~p~~lay~~ing~~ melodies and accompaniments of increasing difficulty ~~written on the treble staff~~ notated in varying forms.~~;~~ 3. c) P~~p~~lay~~ing~~ with expression.~~; and~~ 4. d) Apply ~~demonstrating~~ proper playing techniques. |
| 5.4 | 5.15 | ✓ |  | ✓ | ✓ | 5~~.4~~15 The student will classify, perform, and count rhythmic patterns   1. Use a counting system. 2. Include patterns that suggest duple and triple meter. 3. Use instruments, body percussion, and voice. 4. ~~of~~ I~~i~~ncrease~~d~~ complexity, including syncopations. |
| 5.5 | 5.17 | ✓ |  | ✓ |  | 5.~~5~~17 The student will respond to music with movement.~~, including~~   1. a) P~~p~~erform~~ing~~ non-choreographed and choreographed movements~~,~~ including music in duple and triple meters.~~; and~~ 2. b) P~~p~~erform~~ing~~ dances and other music activities. |
| 5.6 | 5.1 | ✓ |  | ✓ |  | 5.~~6~~1 The student will improvise and compose ~~create~~ music. ~~by~~   1. a) I~~i~~mprovise~~ing~~ melodies and rhythms of increasing complexity.~~;~~ 2. b) C~~c~~ompose~~ing~~ a short original composition within specified guidelines.~~; and~~ 3. ~~using contemporary media and technology.~~ |
| 5.7 | 5.6  5.7  5.9 | ✓ |  | ✓ |  | 5. ~~7~~6 The student will explore historical and cultural aspects of music. ~~by~~   1. a) I~~i~~dentify~~ing~~ representative composers and music compositions from ~~four~~ different periods of music history.~~;~~ 2. b) C~~c~~ompare~~ing~~ and contrast~~ing~~ a variety of musical styles using music terminology.~~;~~ 3. 5.7 The student will describe~~ing~~ how people may participate in music within the community as performers, consumers of music, and music advocates. 4. 5.9 The student will recognize~~ing~~ various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business ~~attorneys~~, arts administrator~~s~~, performer, music therapist, music teacher).   c) ~~5.17 The student will~~ E~~e~~xamine~~ing~~ factors that may inspire musicians to perform or compose. |
| 5.8 | 5.5 | ✓ |  | ✓ |  | 5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.   1. ~~5.8 The student will~~ E~~e~~xhibit acceptable performance ~~behavior~~ etiquette as a participant and/or listener in relation to the context and style of music performed. 2. ~~5.14 The student will~~ C~~c~~ollaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. |
| 5.9 | 5.11 | ✓ |  | ✓ |  | 5. ~~9~~11 The student will compare and contrast ~~the~~ relationships between music and other fields of knowledge for the development of problem-solving skills. |
| 5.10 |  |  | ✓ |  |  | ~~5.10 The student will describe the roles of music and musicians in society.~~ |
| 5.11 | 5.3 | ✓ |  | ✓ |  | 5.~~11~~3 The student will analyze and evaluate music. ~~by~~   1. a) G~~g~~roup~~ing classroom, orchestral, and world~~ a variety of instruments into categories based on how their sounds are produced.~~;~~ 2. b) E~~e~~xperiment~~ing~~ with the science of sound.~~;~~ 3. c) A~~a~~nalyze~~ing~~ elements of music through listening~~,~~ using music terminology.~~; and~~ 4. d) E~~e~~xplain~~ing~~ theme-and-variation~~s~~ form.~~;~~ |
| 5.12 | 5.3.e | ✓ |  | ✓ |  | ~~5.12~~3 e) ~~The student will evaluate music by~~ A~~a~~pply~~ing~~ accepted criteria when judging the quality of compositions and performances. |
| 5.13 |  |  | ✓ |  |  | ~~5.13 The student will define~~ *~~copyright~~* ~~as applied to the use of music.~~ |
| 5.14 | 5.5 | ✓ |  | ✓ | ✓ | 5.5 The student will apply collaboration and communication skills for music creation, rehearsal, and performance.   1. ~~5.8 The student will~~ E~~e~~xhibit acceptable performance ~~behavior~~ etiquette as a participant and/or listener in relation to the context and style of music performed. 2. ~~5.14 The student will~~ C~~c~~ollaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole. |
| 5.15 |  |  | ✓ |  |  | ~~5.15 The student will develop personal criteria to be used for determining the quality and value of musical compositions.~~ |
| 5.16 | 5.4 | ✓ |  | ✓ |  | 5.~~16~~4 The student will analyze personal preferences among music compositions using music terminology. |
| 5.17 | 5.6.c | ✓ |  | ✓ |  | 5.6.c) ~~5.17 The student will~~ E~~e~~xamine~~ing~~ factors that may inspire musicians to perform or compose. |
| - | 5.2 |  |  |  | ✓ | 5.2 The student will apply a creative process for music.  a) Investigate music by documenting questions and conducting research on a musical topic of interest.  b) Explain the role of a creative process in developing a music product or performance.  c) Share finished works of music with a group. |
| - | 5.8 |  |  |  | ✓ | 5.8 The student will define *intellectual property* as it relates to music and the music industry. |
| - | 5.10 |  |  |  | ✓ | 5.10 The student will investigate and explore innovative ways to make music. |
| - | 5.16 |  |  |  | ✓ | 5.16 The student will demonstrate meter.   1. Apply accent. 2. Identify duple and triple meter. |

**Elementary Instrumental Music**

| STANDARD | | ACTION | | | | CHANGES Original standards ~~Removed text~~ Added text |
| --- | --- | --- | --- | --- | --- | --- |
| 2013 | 2020 | Moved | Deleted | **Revised** | **New** |
| EI.1 | EI.12 | ✓ |  | ✓ |  | EI.~~1~~12 The student will demonstrate music literacy. ~~echo, read, and notate music, including~~   1. a) I~~i~~dentify~~ing~~, define~~ing~~, and use~~ing~~ basic standard and instrument specific notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music.~~; and~~ 2. b) Notate student-created compositions using standard notation. 3. c) S~~s~~ing~~ing~~ selected lines from music being studied. 4. d) ~~EI.2 The student will~~ E~~e~~cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests.   h) Sight-read music of varying styles. |
| EI.2 | EI.12.d | ✓ |  | ✓ |  | ~~EI.2~~ 12.d) ~~The student will~~ E~~e~~cho, read, count (using a counting system), and perform simple rhythms and rhythmic patterns, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, and corresponding rests. |
| EI.3 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~ |
| EI.4 | EI.12.e | ✓ |  | ✓ | ✓ | ~~EI.4~~ 12.e) ~~The student will~~ Identify, read, and perform music in simple meters ( , , , C). |
| EI.5 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~ |
| EI.6 | EI.13 | ✓ |  | ✓ |  | EI.~~6~~13 The student will identify and demonstrate half-step and whole-step patterns in order to read, notate, and perform scales and key signatures.~~, including~~   1. a) W~~w~~ind/~~mallet~~percussion student—one-octave ~~ascending and descending~~ concert F and B-flat major scales.~~; and~~ 2. b) Orchestral string student—one-octave ~~ascending and descending~~ D and G major scales. |
| EI.7 |  |  | ✓ |  |  | ~~EI.7 The student will identify and perform music written in binary form.~~ |
| EI.8 | EI.1 | ✓ |  | ✓ |  | EI.~~8~~1 The student will ~~use~~ create music ~~composition~~ as a means of individual expression. ~~by~~  a) C~~c~~ompose~~ing~~ a four-measure rhythmic-melodic variation.~~; and~~  b) ~~EI.15 The student will perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles.  c) ~~EI.16 The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| EI.9 | EI.12.f | ✓ |  | ✓ |  | ~~EI.9~~12.f)~~The student will~~ D~~d~~efine and apply music terminology found in the music literature being studied. |
| EI.10 | EI.14 | ✓ |  | ✓ |  | EI.~~10~~14 The student will demonstrate preparatory instrumental basics and playing procedures.~~, including~~   1. a) I~~i~~dentify~~ication~~ and select~~ion of~~ an appropriate instrument.~~;~~ 2. b) I~~i~~dentify~~ication~~ ~~of the~~ parts of the instrument.~~;~~ 3. c) Identify procedures for care of the instrument.~~;~~ 4. d) Identify proper playing posture and instrument position.~~;~~ 5. ~~wind student—embouchure;~~ 6. ~~string student—bow hold and left-hand position; and~~ 7. ~~percussion student—stick grip for snare drum and mallets; setup of timpani, mallet instruments, and auxiliary instruments.~~   e) Basic tuning of the instrument with a visual aid or electronic tuner. |
| EI.11 | EI.15 | ✓ |  | ✓ |  | EI.~~11~~15 The student will demonstrate proper instrumental techniques.~~, including~~   1. a) Correct hand positions, finger/slide placement, ~~using finger/slide patterns and~~ fingerings/positions, and finger/slide patterns.~~;~~ 2. b) P~~p~~roduction of tones that are clear, free of tension, and sustained.~~;~~ 3. c) W~~w~~ind student—proper breathing techniques and embouchure; contrasting articulations (tonguing, slurring, staccato, accent).~~;~~ 4. d) Orchestral string: bow hold, straight bow stroke; contrasting articulations (pizzicato, legato, staccato, two-note slurs).~~; and~~ 5. e) P~~p~~ercussion student—stick control, appropriate grip, and performance of beginning roll, diddle, and flam rudiments, and multiple bounce roll.~~,5-stroke roll, and flam, using appropriate grip; stick control with mallets, using appropriate grip.~~ |
| EI.12 | EI.16 | ✓ |  | ✓ |  | EI.~~12~~16 The student will demonstrate musicianship and ensemble skills at a beginning level.~~,including~~  ~~EI.17. 1.~~ a) I~~i~~dentify~~ing~~ the characteristic sound of the instrument being studied.~~;~~ [Moved from EI.17]  ~~1.~~ b) P~~p~~laying unisons.~~;~~  ~~2.~~ c) D~~d~~ifferentiate~~ing~~ between unisons that are too high or low in order to match pitches.~~, and~~  d) M~~m~~ake~~ing~~ adjustments to facilitate correct intonation.~~;~~  ~~3.~~ e) B~~b~~alance~~ing~~ instrumental timbres.~~;~~  ~~4.~~ f) M~~m~~atch~~ing~~ dynamic levels and playing style.~~;~~  ~~6.~~ g) M~~m~~aintain~~ing~~ a steady beat at various tempos in the music literature being studied.  ~~5.~~ h) R~~r~~espond~~ing~~ to conducting patterns and gestures.~~; and~~  ~~EI.~~14 i) ~~The student will b~~Begin to use articulations and dynamic contrasts as a means of expression. |
| EI.13 | EI.12.g | ✓ |  | ✓ |  | ~~EI.13~~ 12.g) ~~The student will~~ R~~r~~ead and interpret standard music notation while performing music of varying styles and levels of difficulty.~~, in accordance with VBODA Levels 1 and 2.~~ |
| EI.14 | EI.16.i | ✓ |  | ✓ |  | EI.~~14~~16.i) ~~The student will b~~Begin to use articulations and dynamic contrasts as a means of expression. |
| EI.15 | EI.1.b | ✓ |  | ✓ |  | ~~EI.15~~ 1.b) ~~The student will~~ ~~perform~~ Improvise simple rhythmic and melodic examples in call-and-response styles. |
| EI.16 | EI.1.c | ✓ |  | ✓ |  | ~~EI.16~~ 1.c) ~~The student will create, through~~ P~~p~~lay~~ing~~ and write~~ing,~~ rhythmic variations of four-measure selections taken from ~~folk songs~~existing melodies, exercises, or etudes. |
| EI.17 | EI.2  EI.5  EI.16 | ✓ |  | ✓ |  | EI.~~17~~5 The student will identify and demonstrate collaboration and communication skills for music. ~~musicianship and personal engagement by~~   1. ~~identifying the characteristic sound of the instrument being studied;~~ [Moved to EI.16] 2. ~~monitoring individual practice through the use of practice records or journals that identify specific musical goals;~~ [Moved to EI.2] 3. a) P~~p~~articipate~~ing~~ in school performances and ~~local or district~~ community events~~,~~ as appropriate to level, ability, and interest.~~; and~~ 4. b) D~~d~~escribe~~ing~~ and demonstrate~~ing~~ rehearsal and concert etiquette as a performer (e.g., using critical aural skills, following conducting gestures, maintaining attention in rest position).   c) Describe and demonstrate~~ing~~ active listen~~er~~ing in rehearsal and as an audience member. [Moved from EI.18] |
| EI.18 | EI.5  EI.6  EI.8  EI.9  EI.10  EI.11  EI.17 | ✓ |  | ✓ |  | EI.~~18~~6 The student will explore historical and cultural ~~aspects~~ influences of music. ~~by~~   1. a) I~~i~~dentify~~ing~~ the cultur~~es~~al influences, musical styles, composers, and historical periods associated with the music literature ~~being studied~~ through listening, performing, and studying.~~;~~ 2. b) I~~i~~dentify~~ing~~ ways in which culture influences the development of instruments, instrumental music, and instrumental music styles.~~;~~ 3. ~~identifying ways in which technology influences music;~~ [Moved to EI.10] 4. ~~describing the relationship of music to the other fine arts and other fields of knowledge;~~ [Moved to EI.11] 5. ~~describing career options in music;~~ [Moved to EI.9] 6. ~~describing ethical standards as applied to the use of social media and copyrighted materials; and~~ [Moved to EI.8] 7. ~~demonstrating concert etiquette as an active listener.~~ [Moved to EI.5 and EI.17] |
| EI.19 | EI.3 | ✓ |  | ✓ |  | EI.~~19~~3 The student will analyze, interpret, and evaluate music. ~~by~~   1. ~~describing the cultural influences and historical context of works of music.~~ 2. a) D~~d~~escribe~~ing~~ diverse works of music using inquiry skills and music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ accepted criteria used for evaluating works of music.~~;~~ 4. c) D~~d~~escribe~~ing~~ performances of music, using music terminology.~~;~~ ~~and~~ 5. ~~identifying accepted criteria used for critiquing musical performances of self and others.~~ |
| EI.20 | EI.4 | ✓ |  | ✓ |  | EI.~~20~~4 The student will formulate and justify personal responses to music. ~~investigate aesthetic concepts related to music by~~   1. ~~proposing a definition of~~ *~~music~~*~~;~~ 2. a) I~~i~~dentify~~ing~~ reasons for preferences among works of music using music terminology.~~;~~ 3. b) I~~i~~dentify~~ing~~ ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.~~; and~~ |
| - | EI.2 | ✓ |  | ✓ | ✓ | EI.2 The student will apply a creative process for music.   1. Identify and apply steps of a creative process. 2. Collaboratively identify and examine inquiry-based questions related to music. 3. M~~m~~onitor~~ing~~ individual practice and progress toward goals. ~~through the use of practice records or journals that identify specific musical goals.;~~ [Moved from EI.17] |
| - | EI.7 |  |  |  | ✓ | EI.7 The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment. |