



Music Education Standards

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Introduction

The music standards provide teachers and curriculum coordinators with a summary of what music content should be taught from grade to grade, prekindergarten through high school. Adapted from the highly regarded Wisconsin and Virginia curriculum frameworks, the standards incorporate the comments and suggestions of area teachers, administrators and community organizations.

The learning standards outline what learners of music should know and demonstrate by the end of each grade or course. They detail the skills involved in creating and performing works of art as well as to responding to existing works¹ that students are expected to acquire at a particular grade level.

The Resulting Student Experience²

The goal of music education is to empower students to experience music as a source of personal enrichment, as a vehicle for the constructive expression of human emotions, and as a unique intellectual discipline. This goal will be attained through a structured, sequential program of study. Students will develop an intellectual and physical understanding of music through experiences in singing, moving, listening, improvising, and playing instruments. They will learn to read and notate music, and to create compositions that transcribe their thoughts and emotions into concrete, musical forms of human expression. Students will exercise their critical thinking skills by investigating and analyzing all facets of the music discipline, employing both traditional modes of instruction and the latest technological advancements. Through active involvement in music throughout the public school years, the students of the District of Columbia will build a foundation for a lifetime of participation in and enjoyment of music.

¹ As outlined by the NAEP Arts Assessment (for reference see: http://nces.ed.gov/programs/quarterly/vol_1/1_4/3-esq14-b.asp)

² Excerpted and adapted from the Virginia Music Standards of Learning

Organization

The Music Standards reflect the gradual progression in musical development that culminates in a high level of artistic attainment at the secondary level. The standards are organized by areas and levels of instruction—Music preK-12, Instrumental (Beginning, Intermediate, Advanced, and Artist), and Vocal/Choral (Beginning, Intermediate, Advanced, and Artist). Within each area and level of instruction, Music Standards of Learning are organized by nine related strands³:

The Nine Strands

- I. Listen to, analyze, and describe music.
- II. Sing alone and with others
- III. Perform on instruments, alone and with others
- IV. Improvise melodies, variations and accompaniments
- V. Compose and arrange music
- VI. Read and notate music
- VII. Evaluate and make judgments about music
- VIII. Connect music to other art forms and subject areas
- IX. Understand the historical and cultural context of music

³ The strands are reflective of the nine content standards outlined by the National Standards of Music Education (<http://www.menc.org/publication/books/prek12st.html>), but in a sequential order that reflects the way music is learned

General Music Standards

The general music standards identify content for the development of skills and knowledge in music for public schools in the District of Columbia. Standards are identified by grade level for pre-kindergarten through grade eight and by proficient and advanced level for students in high school (grades nine through twelve).

The standards are to be used as guidelines and benchmarks for student achievement and to provide a variety of music experiences throughout the different grade levels and grade clusters. The nine strands provide the bases for all instructional strategies that are appropriate to each category and are based on the National Music Standards.

The general music standards provide the framework for students to learn ways in which the content of the separate disciplines within and outside the arts are interrelated with those of music. The strands are integrated through a variety of classroom and performance activities. Through individualized instruction and the provision of multiple educational opportunities, students will obtain valuable music skills and knowledge to prepare them for future educational, occupational, and personal endeavors.

MUSIC STANDARDS

1. Listen to, analyze, and describe music.

PreKindergarten

1.1 Identify various sound sources (e.g., voices: singing, speaking, whispering, shouting; body: clapping, tapping; environment: animal sounds, wind, rain, etc.).

1.2 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles.

MUSIC STANDARDS

1. Listen to, analyze and describe music.

Kindergarten	Grade 1	Grade 2
<p>1.1 Recognize when music changes from one section to a contrasting section.</p> <p>1.2 Identify classroom instruments by sight and sound.</p> <p>1.3 Distinguish between tone colors: voices vs. instruments; men's vs. women's vs. children's voices.</p> <p>1.4 Recognize and demonstrate elements of music: fast/slow, high/low, long/short, and loud/soft. 1.5 Distinguish between extreme contrasts of sound.</p> <p>1.6 Respond to music with movement: employ large body movement; demonstrate various locomotor and non-locomotor movements; use movement to enhance music, stories, and poems; and use the body to illustrate moods and contrasts in music.</p>	<p>1.1 Recognize simple musical forms such as phrase, AB, and echo.</p> <p>1.2 Identify pitched and non-pitched classroom instruments by sight and sound.</p> <p>1.3 Distinguish between extreme contrasts of sound and between melodic rhythm and steady beat.</p> <p>1.4 Recognize sudden dynamic and tempo changes in music.</p> <p>1.5 Identify high pitches and low pitches and demonstrate different pitches vocally, instrumentally, and with movement.</p> <p>1.6 Respond to music with movement: perform line and circle dances; perform dances and games from various cultures; dramatize songs, stories, and poems; and perform choreographed movements.</p>	<p>1.1 Recognize musical forms such as like and unlike melodic phrases; music in two-part (AB) form; and the beginning and ending of phrases.</p> <p>1.2 Identify selected orchestral and folk instruments by sight and sound.</p> <p>1.3 Distinguish between accompanied and unaccompanied vocal music.</p> <p>1.4 Recognize sudden and gradual changes in music, especially the dynamics and tempo.</p> <p>1.5 Use music terminology to identify and describe melody patterns that move upward, downward, and remain the same and demonstrate different patterns vocally, instrumentally, and with movement.</p> <p>1.6 Respond to music with movement: perform traditional folk dances, and choreographed and non-choreographed, and interpretive movement.</p>

MUSIC STANDARDS

1. Listen to, analyze and describe music.

Grade 3	Grade 4	Grade 5
<p>1.1 Identify simple musical forms, emphasizing verse/refrain, AB and ABA forms.</p> <p>1.2 Identify ascending/descending melody in selected pieces of music.</p> <p>1.3 Identify the four orchestral families (woodwind, string, brass, percussion) by sight and sound and the way in which sound is produced on various instruments.</p> <p>1.4 Respond through physical movement to selected prominent music characteristics or to specific music events while listening to music (e.g., changes in pitch direction, tempo, dynamics).</p>	<p>Students in general music classes:</p> <p>1.1 Identify simple music forms upon listening to a given example such as AABA, AABB, rondo and round.</p> <p>1.2 Identify phrases and sections of music that are the same, similar or different.</p> <p>1.3 Identify the sounds of a variety of instruments, including many orchestra and band instruments, and other instruments from various cultures, as well as male and female adult voices.</p> <p>1.4 Use music terminology to describe how pitch levels may move upward, downward, or stay the same and demonstrate the melodic shape (contour) of a musical phrase.</p>	<p>Students in general music classes:</p> <p>1.1 Define the special properties of musical sounds (pitch, duration, volume and timbre).</p> <p>1.2 Analyze how musical sounds are used in various genres and culture.</p> <p>1.3 Identify vocal and instrumental ensembles from a variety of genres and cultures (e.g., classical, jazz, blues, gamelan, mariachi, cumbia, salsa, mambo, reggae).</p> <p>1.4 Demonstrate perceptual skills by listening to and compare and contrast music of various styles and cultures.</p>

MUSIC STANDARDS

1. Listen to, analyze and describe music.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes:</p> <p>1.1 Describe larger music forms such as sonata-allegro form, concerto, theme and variations.</p> <p>1.2 Analyze and compare the use of the elements of music of several genres and cultures, emphasizing meter and rhythm.</p> <p>1.3. Identify and explain the following specific musical elements while listening to a given musical example: scales, tonality, syncopation, tone color, and meter.</p>	<p>Students in general music classes:</p> <p>1.1 Describe larger musical forms such as canon, fugue, suite, opera, and oratorio.</p> <p>1.2 Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing tonality and intervals.</p> <p>1.3. Identify and explain the following specific musical elements while listening to a given musical example: ostinato, form, sequence, repetition, and imitation.</p>	<p>Students in general music classes:</p> <p>1.1 Describe larger musical forms such as symphony and tone poem.</p> <p>1.2 Analyze and compare the use of musical elements of several genres, styles, and cultures, emphasizing chords and harmonic progressions.</p> <p>1.3. Identify and explain the following specific musical elements while listening to a given musical example: counter-melody, cross-rhythm, retrograde chord progressions.</p> <p>1.4 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music (meter, cross-rhythms, melodic contour analysis, sequence, retrograde, imitation, repetition, scales/tonality, chord progressions, form).</p>

MUSIC STANDARDS

1. Listen to, analyze and describe music.

High School Proficient

Students in general music classes:

1.1 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.2 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples of a varied repertoire of music representing diverse genres, styles, and cultures.

1.3 Analyze the use of forms in a varied repertoire of music representing diverse genres, styles, and cultures.

1.4 Understand the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings).

High School Advanced

Students in general music classes:

1.1 Compare ways in which musical devices are used in a given example relative to ways in which they are used in other works of the same genre or style.

1.2 Analyze and describe significant musical events perceived and remembered in a given aural example.

1.3 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

1.4 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

MUSIC STANDARDS

2. Sing alone and with others.

PreKindergarten

2.1 Use their voices expressively as they speak, chant, and sing (imitate sounds of animals and sounds in the home and neighborhood).

2.2 Sing a variety of simple songs in various keys, meters, and genres, alone and with a group, becoming increasingly accurate in rhythm and pitch.

MUSIC STANDARDS

2. Sing alone and with others.

Kindergarten	Grade 1	Grade 2
<p>2.1 Sing simple songs from memory, individually and in groups.</p> <p>2.2 Demonstrate the difference between a singing voice and a speaking voice.</p> <p>2.3 Imitate two pitch (sol-mi) patterns.</p> <p>2.4 Perform rhythm patterns that include sounds and silences.</p> <p>2.5 Demonstrate steady beat when singing.</p> <p>2.6 Use the singing voice to echo short melodic patterns.</p>	<p>2.1 Sing with accuracy⁴ a variety of simple songs, echos, and chants, individually and in groups, from memory.</p> <p>2.2 Develop a repertoire of songs with and without accompaniment.</p> <p>2.3 Demonstrate use of pitch (high/low, upward/downward, melody skips, repeats, melodic patterns, ostinatos) and timbre of the voice.</p> <p>2.4 Perform rhythm patterns that include long and short sounds and repeated patterns.</p> <p>2.5 Demonstrate melodic rhythm when singing.</p>	<p>2.1 Sing a variety of simple (within the range of a sixth) holiday, folk, patriotic, game, seasonal and special day songs in various keys, meters, and genres, alone and with a group, with accuracy¹ in rhythm and pitch, from memory.</p> <p>2.2 Develop a repertoire of songs, including those with and without accompaniment, with and without harmony, and songs with ostinatos and meter in 2 and 3.</p> <p>2.3 Match single pitches and groups of pitches played on the piano, individually and in groups.</p> <p>2.4 Relate rhythm patterns to notation.</p> <p>2.5 Read lyrics containing more than one verse and including words divided into syllables.</p> <p>2.6 Sing in a two-part ensemble.</p>

⁴ Singing levels include: Speaking Range Singer – A3 to C4; Limited Range Singer – D3 to F#4; Initial Range Singer – D4 to A4 (Rutkowski, 1997)

MUSIC STANDARDS

2. Sing alone and with others.

Grade 3	Grade 4	Grade 5
<p>2.1 Sing from memory, a variety of seasonal, game, folk and patriotic songs with or without accompaniment.</p> <p>2.2 Develop a repertoire of familiar songs from diverse cultures, including melodies, rounds/canons, partner songs, and songs with ostinatos and meters in 2, 3 and 4.</p> <p>2.3 Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation.</p> <p>2.4 Sing melodies within the range of an octave.</p>	<p>2.1 Sing from memory a varied repertoire of songs from diverse cultures, including countermelodies, rounds/canons, partner songs, descants, and songs with ostinatos, alone and with others.</p> <p>2.2 Sing independently with good pitch, diction, and posture, and maintain a steady tempo.</p> <p>2.3 Distinguish between the "head voice" (high register, light tone color) and the "chest voice" (low register, heavy tone color).</p>	<p>2.1 Sing from memory a varied repertoire of songs representing diverse genres, styles and cultures, including rounds/canons, descants, and songs with ostinatos and songs in two-part harmony, alone and with others.</p> <p>2.2 Sing with good pitch, rhythm, diction, and posture, maintaining a steady tempo.</p> <p>2.3 Sing in groups, blending vocal timbres, matching dynamic levels, and respond to the cues of the conductor.</p>

MUSIC STANDARDS

2. Sing alone and with others.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 2.1 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>2.2 Sing with technical accuracy, a varied repertoire of vocal literature, including good posture, tone quality, and vowel shape, alone and in ensembles (level of difficulty 1 on a scale of 1-6).</p>	<p>Students in general music classes: 2.1 Sing accurately and with good breath control throughout their singing ranges, alone and in small ensembles.</p> <p>2.2 Sing with technical accuracy, a varied repertoire of vocal literature, including good posture, and tone quality, alone and in ensembles (level of difficulty 1 on a scale of 1-6).</p> <p>2.3 Sing music written in two parts.</p>	<p>Students in general music classes: 2.1 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.</p> <p>2.2 Sing with technical accuracy, a repertoire of vocal literature (some from memory), including good posture, tone quality, vowel shape, and articulation, alone and in small and large ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p>2.3 Sing music written in two and three parts.</p>

MUSIC STANDARDS

2. Sing alone and with others.

High School Proficient

Students in general music classes:

2.1 Sing in small ensembles, with one performer for each part, demonstrating effective balance, intonation, and rhythmic unity ((Level of difficulty: 4 on a scale of 1-6).

2.2 Sing with stylistic and technical accuracy, a large and varied repertoire of vocal literature, written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

2.3 Sing music written in four parts with and without accompaniment.

High School Advanced

Students in general music classes:

2.1 Sing in small ensembles, with one performer for each part, demonstrating effective balance, intonation, and rhythmic unity (level of difficulty: 5 on a scale of 1-6).

2.2 Sing with stylistic and technical accuracy, a large and varied repertoire of vocal literature, written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).

2.3 Sing music written in more than four parts with and without accompaniment.

MUSIC STANDARDS

3. Perform on instruments, alone and with others.

PreKindergarten

3.1 Experiment with a variety of instruments and other sound sources.

3.2 Move or use body percussion to demonstrate awareness of beat and tempo.

MUSIC STANDARDS

3. Perform on instruments, alone and with others.

Kindergarten

Grade 1

Grade 2

3.1 Use body percussion and classroom instruments to accompany songs and chants while demonstrating a steady beat.

3.2 Perform rhythmic patterns that include long and short sounds and silences.

3.3 Match movement to rhythm patterns.

3.1 Perform simple accompaniments on pitched and non-pitched classroom instruments.

3.2 Perform rhythm patterns that include long and short sounds and repeated patterns.

3.3 Relate rhythm patterns to notation.

3.4 Demonstrate melodic rhythm (ostinato, melodic patterns).

3.1 Perform rhythmic ostinatos and single-chord accompaniments on classroom instruments.

3.2 Perform and match notated rhythm patterns using traditional music notation.

3.3 Play instruments and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

MUSIC STANDARDS

3. Perform on instruments, alone and with others.

Grade 3	Grade 4	Grade 5
<p>3.1 Perform (by printed notation and by rote) rhythmic and melodic ostinatos and I and V (V7) chords to accompany a two-chord melody, using pitched classroom instruments.</p> <p>3.2 Perform on instruments using a wide range of tempos and dynamics.</p> <p>3.3 Perform in a two-part music ensemble.</p> <p>3.4 Identify and perform sets of beats that are grouped in twos and threes using descriptive terminology to identify which beats are strong and which beats are weak.</p>	<p>Students in general music classes:</p> <p>3.1 Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.</p> <p>3.2 Perform on pitch, in rhythm, with appropriate dynamics and a steady tempo.</p> <p>3.3 Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor</p> <p>3.4 Echo short rhythmic and melodic patterns.</p>	<p>Students in general music classes:</p> <p>3.1 Perform melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, ostinatos, and two-part harmony, by oneself and with others, on classroom instruments.</p> <p>3.2 Use appropriate embouchure and breath control, bowing or drumstick grip to produce tones on instruments.</p> <p>3.3 Perform independent instrumental parts while other students sing or play contrasting parts.</p> <p>3.4 Accompany singing with rhythm and/or melody instruments.</p>

MUSIC STANDARDS

3. Perform on instruments, alone and with others.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 3.1 Perform on one or more instruments, a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in ensembles (Level of difficulty: 1 on a scale of 1-6).</p> <p>3.2 Perform music representing diverse genres and cultures, including special occasions, folk and holiday.</p>	<p>Students in general music classes: 3.1 Perform on one or more instruments, a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, by oneself and in small and large ensembles (Level of difficulty: 2 on a scale of 1-6).</p> <p>3.2 Perform music representing diverse genres and cultures, including ethnic and contemporary pop.</p>	<p>Students in general music classes: 3.1 Perform on one or more instruments, a repertoire of instrumental literature, representing various genres, styles, and cultures, technical accuracy, tone quality and articulation, alone and in small and large ensembles (Level of difficulty: 3 on a scale of 1-6)..</p> <p>3.2 Perform music representing diverse genres and cultures, including classical, jazz, and opera.</p> <p>3.3 Play by ear, simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</p>

MUSIC STANDARDS

3. Perform on instruments alone and with others.

High School Proficient	High School Advanced
<p>Students in general music classes:</p> <p>3.1 Perform on one or more instruments, a large and varied repertoire of instrumental literature, representing various genres, styles, and cultures, and demonstrate technical accuracy, tone quality and articulation, by oneself and in ensembles (Level of difficulty: 4 on a scale of 1 to 6).</p> <p>3.2 Perform on an instrument in small ensembles, demonstrating effective balance, intonation, and well-developed ensemble skills (Level of difficulty: 4 on a scale of 1-6).</p>	<p>Students in general music classes:</p> <p>3.1 Perform on one or more instruments, a large and varied repertoire of instrumental literature, representing various genres, styles, and cultures, and demonstrate technical accuracy, tone quality and articulation, by oneself and in ensembles (Level of difficulty: 5 on a scale of 1 to 6).</p> <p>3.2 Perform on an instrument in small ensembles, demonstrating effective balance, intonation, and well-developed ensemble skills (Level of difficulty: 5 on a scale of 1-6).</p>

MUSIC STANDARDS

4. Improvise melodies, variations, and accompaniments.

PreKindergarten

4.1 Improvise songs to accompany play activities.

4.2 Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.

4.3 Use classroom instruments to imitate and make sounds.

MUSIC STANDARDS

4. Improvise melodies, variations, and accompaniments.

Kindergarten	Grade 1	Grade 2
<p>4.1 Imitate sounds made with the voice.</p> <p>4.2 Coordinate body movements and directions (e.g., run, skip, gallop, march) with music.</p> <p>4.3 Use the voice (singing and speaking) to create accompaniments for songs, recorded selections, stories, and poems.</p>	<p>4.1 Imitate and create tonal patterns that ascend, descend and repeat.</p> <p>4.2 Imitate basic movements of others and create brief patterns of movement to music.</p> <p>4.3 Create melodies to familiar nursery rhymes or chants.</p> <p>4.4 Dramatize songs, stories, and poems (e.g., match sounds with visuals/images, events, or ideas).</p>	<p>4.1 Improvise simple rhythmic and melodic accompaniments, using voice, body percussion or classroom instruments.</p> <p>4.2 Improvise interpretive movement to music (e.g., same, different, contrasting, steady beat, no steady beat, strong/weak beats, long/short duration, meter in 2/3/4, upbeat/downbeat, upward/downward, repetition).</p> <p>4.3 Improvise accompaniments and ostinatos (melodic, rhythmic) to enhance songs, stories, and poems (e.g., match sounds with visuals/images to create improvisations inspired by an event, poem or story).</p>

MUSIC STANDARDS

4. Improvise melodies, variations, and accompaniments.

Grade 3	Grade 4	Grade 5
<p>4.1 Improvise accompaniments and ostinato (melodic, rhythmic) for songs and chants.</p> <p>4.2 Improvise interpretive movement to illustrate different beats of familiar songs and instrumental pieces (e.g., steady/steady beats, strong/weak beats, beats of long/short duration, meters in 2, 3 and 4, and upbeat/downbeat),</p> <p>4.3 Improvise lyrics to familiar melodies</p> <p>4.4 Improvise new verses to songs</p>	<p>Students in general music classes:</p> <p>4.1 Improvise, in the same style, answers to given rhythmic and melodic questions.</p> <p>4.2 Improvise simple rhythmic and melodic ostinato accompaniments (meter in 2 and 3, dotted rhythm, syncopation).</p> <p>4.3 Improvise short songs and instrumental pieces, using a variety of sound sources, including the voice, sounds available in the classroom (instruments), body sounds, and sounds produced by electronic means.</p>	<p>Students in general music classes:</p> <p>4.1 Improvise simple melodies given a pentatonic scale.</p> <p>4.2 Improvise basic rhythmic, melodic and harmonic patterns on classroom instruments.</p> <p>4.3 Improvise music to accompany readings and dramatizations.</p>

MUSIC STANDARDS

4. Improvise melodies, variations, and accompaniments.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 4.1 Improvise melodies and harmonic accompaniments.</p> <p>4.2 Improvise short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition.</p>	<p>Students in general music classes: 4.1 Improvise simple rhythmic variations and melodic embellishments and variations on given diatonic melodies</p> <p>4.4 Improvise short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, and syncopation.</p>	<p>Students in general music classes: 4.1 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p> <p>4.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>4.3 Improvise short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, syncopation, accompaniment and chord progressions.</p>

MUSIC STANDARDS

4. Improvise melodies, variations, and accompaniments.

High School Proficient	High School Advanced
<p>Students in general music classes:</p> <p>4.1 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.</p> <p>4.2 Improvise stylistically appropriate harmonizing parts, using an appropriate style.</p> <p>4.3 Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality</p>	<p>Students in general music classes:</p> <p>4.1 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major, minor and modal keys .</p> <p>4.2 Improvise stylistically appropriate harmonizing parts in a variety of styles.</p> <p>4.3 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality</p>

MUSIC STANDARDS	
5. Compose and arrange music.	
PreKindergarten	
5.1 Create short pieces of music using voices, instruments, and other sound sources	

MUSIC STANDARDS		
5. Compose and arrange music.		
Kindergarten	Grade 1	Grade 2
<p>5.1 Create and arrange music to accompany readings or dramatizations.</p> <p>5.2 Create accompaniments to stories, using the voice or a variety of instruments.</p>	<p>5.1 Create tonal patterns that ascend, descend and repeat.</p> <p>5.2 Create and arrange brief patterns of movement to music.</p> <p>5.3 Compose melodies to familiar nursery rhymes or chants.</p>	<p>5.1 Compose and arrange simple rhythmic and melodic accompaniments using voice, body percussion, or classroom instruments</p> <p>5.2 Compose and arrange accompaniments and ostinatos (melodic, rhythmic) to enhance songs, stories, and poems (e.g., match sounds with visuals/images to create improvisations inspired by an event, poem or story).</p>

MUSIC STANDARDS

5. Compose and arrange music.

Grade 3	Grade 4	Grade 5
<p>5.1 Compose and arrange accompaniments and ostinato (melodic, rhythmic) for songs and chants.</p> <p>5.2 Compose music to enhance stories and poems.</p> <p>5.3 Compose and arrange interpretive movement to illustrate different beats of familiar songs and instrumental pieces (e.g., steady/steady beats, strong/weak beats, beats of long/short duration, meters in 2, 3 and 4, and upbeat/downbeat),</p>	<p>Students in general music classes:</p> <p>5.1 Compose and arrange, in a given style, answers to given rhythmic and melodic questions.</p> <p>5.2 Compose simple rhythmic and melodic ostinato accompaniments (meter in 2 and 3, dotted rhythm, syncopation).</p> <p>5.3 Compose short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means.</p>	<p>Students in general music classes:</p> <p>5.1 Compose and arrange simple melodies.</p> <p>5.2 Compose and arrange basic rhythmic, melodic and chordal patterns on classroom instruments.</p> <p>5.3 Compose and arrange music to accompany readings and dramatizations.</p>

MUSIC STANDARDS

5. Compose and arrange music.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 5.1 Compose and arrange simple melodies and harmonic accompaniments.</p> <p>5.2 Compose short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition.</p> <p>5.3. Arrange simple pieces for voices or instruments using traditional sources of sound.</p> <p>.</p>	<p>Students in general music classes:</p> <p>5.1 Compose melodic and rhythmic embellishments and variations on given diatonic melodies</p> <p>5.2 Compose short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, and syncopation.</p> <p>5.3 Arrange simple pieces for voice and instruments, using traditional and nontraditional sources of sound, including digital/electronic.</p>	<p>Students in general music classes:</p> <p>5.1 Compose melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p> <p>5.2 Compose melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>5.3 Compose and arrange short songs and instrumental pieces in duple and triple meter using the following musical devices: imitation and repetition, ostinato, syncopation, accompaniment and chord progressions.</p>

MUSIC STANDARDS

5. Compose and arrange music.

High School Proficient

Students in general music classes:

5.1 Compose music in several distinct styles, demonstrating creativity in using the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) for expressive effect

5.2 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music

5.3 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

High School Advanced

Students in general music classes:

5.1 Compose music, demonstrating imagination and technical skill in applying the principles of composition.

5.2 Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional musical devices.

5.3 Compose improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, mariachi).

MUSIC STANDARDS
6. Read and notate music.
PreKindergarten
6.1 Illustrate the concepts “high and low,” “up and down,” “long and short” physically and verbally?

MUSIC STANDARDS		
6. Read and notate music.		
Kindergarten	Grade 1	Grade 2
<p>6.1 Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds.</p> <p>6.2 Echo-clap/tap short steady beat patterns while following notation.</p>	<p>6.1 Interpret rhythmic and tonal patterns and tempo and dynamic symbols.</p> <p>6.2 Read (using rhythmic solfege) simple sets of rhythms using quarter and eighth note patterns.</p> <p>6.3 Imitate use of solfege syllables (do, re, mi...) to read short tonal patterns that move up, down or repeat.</p> <p>6.4 Describe the purpose of notes, the staff and clef signs.</p>	<p>6.1 Notate rhythm patterns using traditional notation.</p> <p>6.2 Read (using in rhythmic solfege) sets of simple rhythms that use the quarter rest with quarter, half, and eighth note patterns.</p> <p>6.3 Read (sing) easy melodic patterns using letters (i.e., A,B,C,D,E,F,G) and also using solfege syllables (do, re, mi, fa, sol, la, si).</p>

MUSIC STANDARDS

6. Read and notate music.

Grade 3	Grade 4	Grade 5
<p>6.1 Read (using rhythmic solfege) half, quarter, eighth, dotted half, whole notes, and rests.</p> <p>6.2 Read (sing) short melodic patterns that move up and down and repeat using syllables (do, re, mi, etc.).</p> <p>6.3 Identify symbols (icons/terms) for loud (f - forte) and soft (p - piano).</p> <p>6.4 Read (sing) pentatonic patterns using solfege.</p>	<p>Students in general music classes:</p> <p>6.1 Read (using rhythmic solfege) whole, half, quarter, eighth, and dotted notes in duple and triple meter signatures.</p> <p>6.2 Read (sing) simple pitch notation in the treble clef in major keys, using a moveable “Do” solfege system of syllables.</p> <p>6.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>6.4 Read diatonic scales using solfege.</p>	<p>Students in general music classes:</p> <p>6.1 Read (using rhythmic solfege) rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).</p> <p>6.2 Read (sing) melodic notation in treble clef in major keys and minor keys, using solfege.</p> <p>6.3 Use standard symbols to notate meter, rhythm, pitch, and dynamics in song.</p> <p>6.4 Read major and minor scales, using solfege.</p>

MUSIC STANDARDS

6. Read and notate music.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 6.1 Read and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p> <p>6.2 Read and sing intervals and triads.</p> <p>6.3 Transcribe simple aural examples into rhythmic notation.</p> <p>6.4 Sight-read (sing) melodies in the treble and bass clef.</p> <p>6.5 Identify and define standard notation symbols for pitch, meter, rhythm, dynamics, tempo, articulation, and expression.</p>	<p>Students in general music classes: 6.1 Read and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <p>6.2 Read and perform intervals, chords, and harmonic progressions.</p> <p>6.3 Transcribe simple aural examples into melodic notation.</p> <p>6.4 Sight-read melodies in the treble and bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p>6.5 Use standard notation to record musical ideas of self and others.</p>	<p>Students in general music classes: 6.1 Read and perform (using solfege) rhythmic and melodic notation in duple, triple, compound, and mixed meters (level of difficulty: 1 on a scale of 1-6).</p> <p>6.2 Read and perform augmented and diminished intervals, minor chords, and harmonic minor progression.</p> <p>6.3 Transcribe aural examples into rhythmic and melodic notation.</p> <p>6.4 Use traditional notation to represent compositions or arrangements.</p>

MUSIC STANDARDS

6. Read and notate music.

High School Proficient	High School Advanced
<p>Students in general music classes:</p> <p>6.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) are used.</p> <p>6.2 Notate simple melodies when presented aurally showing the melodic and rhythmic structure of each (level of difficulty: 1 on a scale of 1-6).</p> <p>6.3 Sight-read music accurately (level of difficulty: 4 on a scale of 1-6).</p>	<p>Students in general music classes:</p> <p>6.1 Read a full instrument or vocal score and explain how the elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) are used.</p> <p>6.2 Notate simple melodies when presented aurally showing the melodic and rhythmic structure of each (level of difficulty: 2 on a scale of 1-6).</p> <p>6.3 Sight-read music accurately (level of difficulty: 5 on a scale of 1-6).</p>

MUSIC STANDARDS	
7. Evaluate and make judgments about music.	
PreKindergarten	
7.1 Use own vocabulary to describe voices, instruments, and music of various genres, styles, and periods from diverse cultures.	
7.2 Create movements in response to music of various tempos and styles.	

MUSIC STANDARDS		
7. Evaluate and make judgments about music.		
Kindergarten	Grade 1	Grade 2
7.1 Sing, play instruments, and move, demonstrating awareness of the elements of music and changes in their usage (e.g., steady beat, high & low sounds, same/different phrases).	7.1 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).	7.1 Create movements to music that reflect the pitch, tempo, and dynamics in music.
7.2 Choose songs to sing and music to hear.	7.2 Describe how ideas or moods are communicated through music.	7.2 Develop an opinion, contribute, and take turns to discuss music in terms of likes and dislikes.

MUSIC STANDARDS

7. Evaluate and make judgments about music.

Grade 3	Grade 4	Grade 5
<p>7.1 Use music vocabulary (e.g. tempo - speed, dynamics - loud/soft, pitch - high/low, rhythm - beat and mood - feeling) to describe music.</p> <p>7.2 Demonstrate appropriate audience behavior and contribute to a post-concert discussion of performance events, likes and dislikes.</p>	<p>Students in general music classes: 7.1 Devise specific criteria for evaluating performances and compositions.</p> <p>7.2 State personal preferences in music and explain reasons for the selections.</p>	<p>Students in general music classes: 7.1 Devise and apply specific criteria for evaluating performances and compositions.</p> <p>7.2 Identify and analyze difference in tempo and dynamics in contrasting music selections.</p>

MUSIC STANDARDS

7. Evaluate and make judgments about music.

Grade 6

Students in general music classes:

7.1 Develop and apply criteria for evaluating the quality of music performances and compositions and apply the criteria to them personal performances.

7.2 Explain how images, feeling, or emotion are conveyed in a specific musical work.

Grade 7

Students in general music classes:

7.1 Evaluate the quality of their own and others' performances and compositions and offer constructive suggestions for improvement.

7.2 Compare and contrast the means used to create images or evoke feelings and emotions in musical works from different musical cultures found outside the United States.

Grade 8

Students in general music classes

7.1 Evaluate the quality and effectiveness of own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

7.2 Compare and contrast the means used to create images or evoke feelings and emotions in musical works from different musical cultures found in the United States.

7.3 Compare and contrast the differences between two performances of a specific musical work.

MUSIC STANDARDS

7. Evaluate and make judgments about music.

High School Proficient

Students in general music classes:

7.1 Develop and apply specific criteria for making informed critical evaluations of the quality and effectiveness of music performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

7.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

High School Advanced

Students in general music classes:

7.1 Apply and refine specific criteria for making informed critical evaluations of the quality and effectiveness of music performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

7.2 Evaluate a given musical work in terms of its qualities and explain the musical means used to evoke feelings and emotions.

MUSIC STANDARDS
8. Connect music to other art forms and subject areas.
PreKindergarten
8.1 Identify different kinds of music that can be heard in daily life.

MUSIC STANDARDS		
8. Connect music to other art forms and subject areas.		
Kindergarten	Grade 1	Grade 2
<p>8.1 Participate in activities that explore relationships between music and other arts through drawing, drama, movement, dance and storytelling.</p> <p>8.2 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.</p>	<p>8.1 Describe relationships between music and other arts through drawing, drama, movement, dance and storytelling.</p> <p>8.2 Use music, together with dance, theatre, and the visual arts, for storytelling (language arts).</p> <p>8.3 Count note values/patterns and model properties of numbers (mathematics).</p> <p>8.4 Listen to/sing music of various countries/regions (social studies).</p>	<p>8.1 Explore meaning and relationships of terms that express "rhythm" among the arts (fast, slow, accent, rhythm patterns, beat, etc.).</p> <p>8.2 Interpret song lyrics/describe sounds of classroom instruments (language arts).</p> <p>8.3 Interpret patterns and model properties of numbers (mathematics).</p> <p>8.4 Interpret holiday songs (social studies).</p>

MUSIC STANDARDS		
8. Connect music to other art forms and subject areas.		
Grade 3	Grade 4	Grade 5
<p>8.1 Explore meaning and relationships of terms that express "melody" among the arts (e.g., melody, theme, subject, line, main idea, etc.).</p> <p>8.2 Develop and use symbolic representations of number patterns (mathematics).</p>	<p>Students in general music classes:</p> <p>8.1 Identify similarities and differences in the meanings of common terms used in the various arts.</p> <p>8.2 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture). (language arts).</p>	<p>Students in general music classes:</p> <p>8.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).</p> <p>8.2 Produce sound fundamentals for classroom instruments (science).</p>

MUSIC STANDARDS		
8. Connect music to other art forms and subject areas.		
Grade 6	Grade 7	Grade 8
<p>Students in general music classes:</p> <p>8.1 Compare the terminology used for various artistic elements in each of two or more arts.</p> <p>8.2 Explain the role of music in community events.</p>	<p>Students in general music classes:</p> <p>8.1 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.</p> <p>8.2 Describe how music functions in the media and entertainment industries.</p>	<p>Students in general music classes:</p> <p>8.1 Interpret songs in other languages (world languages).</p> <p>8.2 Describe how music is used and adapted for use in film, video, radio, and television.</p>

MUSIC STANDARDS

8. Connect music to other art forms and subject areas.

High School Proficient

Students in general music classes:

8.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts within a particular historical period.

8.2 Analyze the role and function of music in radio, television, and advertising.

High School Advanced

Students in general music classes:

8.1 Compare how the characteristic media of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art.

8.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

MUSIC STANDARDS

9. Understand the historical and cultural context of music.

PreKindergarten

9.1 Use appropriate movements to respond to music from various historical periods and cultures.

9.2 Sing and play simple singing games from various cultures.

MUSIC STANDARDS

9. Understand the historical and cultural context of music.

Kindergarten	Grade 1	Grade 2
<p>9.1 Discuss and interpret characteristics of music heard in the home and community (church, rap, celebratory, television shows, etc.).</p> <p>9.2 Identify family members and friends who sing or play instruments.</p> <p>9.3 Sing songs and play singing games from various cultures.</p>	<p>9.1 Identify roles of musicians in various settings and the uses of specific music in daily or special events.</p> <p>9.2 Name and characterize the use of specific instruments by people of a particular culture (e.g., conga drums and shakers -African & Latino, castanets- Spanish, tom tom drums and bell clusters- Native American).</p> <p>9.3 Sing memorized songs and play memorized songs from diverse cultures.</p>	<p>9.1 Identify the uses of music in various cultures and time periods.</p> <p>9.2 Listen to a variety of folk music (e.g., American, African, Latin, Asian), identify the artists, and describe their similarities and differences in terms of rhythm, mood, instruments and tone color.</p> <p>9.3 Recognize and talk about music and celebrations of the cultures represented in the school population.</p>

MUSIC STANDARDS

9. Understand the historical and cultural context of music.

Grade 3	Grade 4	Grade 5
<p>9.1 Identify and describe roles (past and present) of musicians in and or from Washington, D.C.</p> <p>9.2 Recognize the influence of various cultures on music in Washington, D.C.</p> <p>9.3 Express orally or through drawings how music is used to bring people together.</p>	<p>Students in general music classes:</p> <p>9.1 Explain the relationship between music and events in history.</p> <p>9.2 Identify and describe distinctive characteristics of the music in terms of expression (mood), rhythm, melody and or timbre.</p> <p>9.3 Explain how experiences, surroundings, stories, and history are expressed through music.</p>	<p>Students in general music classes:</p> <p>9.1 Describe the roles of musicians in each of the four periods of music history (e.g., Baroque, Classical, Romantic and Contemporary) and include a composer and composition representative of each period.</p> <p>9.2 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.</p> <p>9.3 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.</p>

MUSIC STANDARDS

9. Understand the Historical and Cultural Context of Music.

Grade 6	Grade 7	Grade 8
<p>Students in general music classes: 9.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folks songs, dances).</p> <p>9.2 Describe the influences of various cultures and historical events on musical forms and styles.</p> <p>9.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.</p>	<p>Students in general music classes: 9.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians, including representative composers.</p> <p>9.2 Listen to and describe the role of music in ancient and medieval civilizations (e.g., African, Chinese, European, Islamic, Asian, South American.).</p> <p>9.3 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.</p>	<p>Students in general music classes: 9.1 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically created and performed.</p> <p>9.2 Describe the influences of various cultures on the music of early United States.</p> <p>9.3 Classify by style and genre exemplary music works and explain why they are considered exemplary.</p>

MUSIC STANDARDS

9. Understand the historical and cultural context of music.

High School Proficient	High School Advanced
<p>Students in general music classes:</p> <p>9.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>9.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.</p> <p>9.3 Describe the differences between styles in traditional folk genres within the United States.</p> <p>9.4 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.</p> <p>9.5 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</p>	<p>Students in general music classes:</p> <p>9.1 Compare and contrast musical styles within various popular genres in North America and South America.</p> <p>9.2 Compare and contrast the social function of a variety of music forms in various cultures and time periods.</p> <p>9.3 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).</p> <p>9.4 Compare and classify exemplary musical works by genre, style, historical period, composer, and title and explain the characteristics that cause each work to be considered exemplary.</p> <p>9.5 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.</p>

Instrumental Music Standards

Instrumental Music Standards of Learning are organized into four levels—Beginning, Intermediate, Proficient, and Advanced. These four levels are based on the sequential development of skills, as opposed to grade level. Since students in the District of Columbia begin instrumental instruction at varying grades, the use of these four levels allows for needed flexibility. These levels approximate the Virginia Band and Orchestra Directors Association (VBODA) Selective Music List for solo repertoire as Levels 1-2, 2-4, 4-5, and 5-6.

The standards are to be used as guidelines and benchmarks for student achievement. The nine strands provide the organization for all of the instructional strategies in the standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

In this revision the wording for the standards includes both band and string instruments. The descriptive lists of skills and activities related to the standards are organized with band content indicated before string content.

The general description for each level:

Beginning

The standards for the “Beginning” level are designed for students experiencing their first instrumental class. A beginning instrumental program may be found at any grade level within the elementary, middle, or secondary school setting. The standards at this level emphasize fundamental development and an introduction to music reading and writing for the beginning ensemble performer.

Intermediate

The standards for the “Intermediate” level are designed for students who have achieved competency in the beginning instrumental class. An intermediate instrumental program may be found at any grade level within the elementary, middle, or secondary school setting. The standards at this level emphasize continuing development and ensemble participation. Music reading and writing skills continue to be emphasized and improved for the intermediate ensemble performer. Students will continue to explore the relationship between music and the other arts.

Proficient

The standards for the “Proficient” level are designed for students who have achieved competency in individual performance. A proficient instrumental program is more likely to be found at the middle, or secondary school level. The standards at this level emphasize continuing development and ensemble participation. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation, and will demonstrate leadership and evaluative skills in group and individual settings. Students will continue to explore the relationship between music and the other arts.

Advanced

The standards for the “Advanced” level require refined musical skills in individual and group performance. Students will continue to explore the relationship between music and the other arts.

MUSIC STANDARDS			
1. Listen to, analyze and describe music.			
Beginning	Intermediate	Proficient	Advanced
<p>1.1 Demonstrate the ability to adjust pitch while playing an instrument.</p> <p>1.2 Demonstrate ensemble skills by blending instrumental timbres, matching dynamic levels, responding to basic conducting gestures, and maintaining a steady tempo.</p>	<p>1.1 Demonstrate the ability to adjust and match pitches.</p> <p>1.2 Demonstrate ensemble skills by blending instrumental timbres; matching dynamic levels, style, and intonation; and responding to conducting gestures.</p>	<p>1.1 Demonstrate the ability to adjust and match pitches.</p> <p>1.2 Demonstrate ensemble skills blending instrumental timbres; matching dynamic levels, style, and intonation; responding to conducting gestures; using conducting gestures</p>	<p>1.1 Demonstrate the ability to adjust and match pitches.</p> <p>1.2 Demonstrate ensemble skills blending instrumental timbres; matching dynamic levels, style, and intonation; responding to conducting gestures; using conducting gestures</p> <p>1.3 Analyze a specific work and discuss how the music elements are used to create expression.</p>

MUSIC STANDARDS			
2. Sing alone and with others.			
Beginning	Intermediate	Proficient	Advanced
<p>2.1 Sing selected lines from the material being studied.</p>	<p>2.1 Sing a part while other students sing or play contrasting parts.</p>	<p>2.1 Sing a part while other students sing or play contrasting parts.</p>	<p>2.1 Sing a part while other students sing or play contrasting parts.</p>

MUSIC STANDARDS

3. Perform on instruments, alone and with others.

Beginning	Intermediate	Proficient	Advanced
<p>3.1 Demonstrate proper playing position through posture, embouchure and hand position and proper instrument assembly.</p> <p>3.2 Produce tones that are clear and sustained</p> <p>3.3 Maintain a steady tempo while performing materials being studied.</p> <p>3.4 Use contrasting articulation (e.g., winds: tonguing, slurring; strings: détaché, pizzicato, slurring)</p> <p>3.5 Perform four major scales (winds and percussion: F, Bb, Eb, Ab; strings: D, G, C, F), ascending and descending, one octave.</p> <p>3.6 The percussion student will perform six (long roll, five stroke roll, nine stroke roll, flam, single paradiddle, ruff) of The Thirteen</p>	<p>3.1 Demonstrate proper playing position through posture, embouchure and hand position and proper instrument assembly.</p> <p>3.2 Produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>3.3 Incorporate tempo changes and a variety of rhythms and meters in materials being studied.</p> <p>3.4 Demonstrate a variety of articulations or bowings (wind: staccato, legato tongue, accent, marcato, tenuto; strings: staccato, brush stroke, hooked bowings, martelé, marcato, tremolo, multiple-note slurs)</p> <p>3.5 Perform selected major scales (winds: D, G, C, F, Bb, Eb, Ab, Db; violin: C, G, D, A, Bb, Ab, two octaves; viola/cello: C, G, D, E, F, Eb, two octaves; string bass: C, G, D, A, E, F, Bb, Ab, one octave), ascending and descending in eighth notes (M.M. quarter note = 72).</p> <p>3.6 The percussion student will perform The Thirteen Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.</p>	<p>3.1 Demonstrate proper playing position through posture, embouchure and hand position and proper instrument assembly.</p> <p>3.2 Produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>3.3 Incorporate tempo changes and a variety of rhythms and meters in materials being studied.</p> <p>3.4 Demonstrate a variety of articulations or bowings (winds: double-tongue, triple-tongue, breath attacks; strings: spiccato, sforzando, louré, flautando).</p> <p>3.5 Perform all major scales and selected melodic minor scales (winds/percussion: e, a, d, g, c, f, b-flat, e-flat; violin: g, a, b-flat, c, three octaves; viola/cello: c, d, three octaves; string bass: e, f, g, two octaves) with one-octave tonic arpeggios and in thirds, ascending and descending in eighth notes (M.M. quarter note = 72).</p>	<p>3.1 Demonstrate proper playing position through posture, embouchure and hand position and proper instrument assembly.</p> <p>3.2 Produce tones that are clear, free of tension, sustained, and unwavering in pitch.</p> <p>3.3 Incorporate tempo changes and a variety of rhythms and meters in materials being studied.</p> <p>3.4 Perform all articulations or bowings indicated in materials being studied.</p> <p>3.5 Perform all major and melodic minor scales, selected modes, harmonic minor, and pentatonic scales, ascending and descending in a variety of rhythm patterns and articulations.</p> <p>3.6 The percussion student will perform all of the Percussive Arts Society International Drum Rudiments (Percussive Arts Society), open-close-open.</p>

<p>Essential Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.</p> <p>3.7 The wind/percussion student will perform a one-octave chromatic scale, ascending and descending.</p> <p>3.8 Use dynamic contrast as a means of expression.</p> <p>3.9 Demonstrate musical phrasing (melodic contour, natural accents, use of breath or bow) in materials being studied.</p> <p>3.10 Perform music from a variety of cultures, styles, and historical periods.</p>	<p>3.7 The wind/percussion student will perform a chromatic scale, ascending and descending, in eighth notes (M.M. quarter note = 72).</p> <p>3.8 Use dynamic contrast and technical skills as means of expression (winds: vibrato, alternate fingerings, trills, grace notes; percussion: multiple mallets and auxiliary instrument techniques, technique on two timpani; strings: shifting (violin/viola up to third position; cello/bass up to fourth position), alternate fingerings, vibrato).</p> <p>3.9 Demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.</p> <p>3.10 Perform music from a variety of cultures, styles, and historical periods.</p>	<p>3.6 The percussion student will perform The Standard 26 American Drum Rudiments from the National Association of Rudimental Drummers (NARD), open-close-open.</p> <p>3.7 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 72).</p> <p>3.8 use dynamic contrast and technical skills as a means of expression (winds: vibrato, alternate fingerings, trills, grace notes; keyboard percussion: three-mallet technique; auxiliary percussion: multiple percussion techniques; timpani technique on 3 to 4 timpani: tune drums to reference pitches, make tuning changes within an instrumental work; strings: shifting (violin/viola up to fifth position; cello/bass up to thumb position), alternate fingerings, and vibrato).</p> <p>3.9 Demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.</p> <p>3.10 Perform music from a variety of cultures, styles, and historical periods.</p>	<p>3.7 The wind/percussion student will perform a chromatic scale, ascending and descending, throughout the practical range of the instrument in sixteenth notes (M.M. quarter note = 96).</p> <p>3.8 use dynamic contrast and technical skills as means of expression (winds: embellishments, extreme tessitura, and a variety of timbre effects; keyboard percussion: four-mallet technique; auxiliary percussion: multiple percussion techniques; timpani technique on 4 or more drums: tuning all drums to a single reference pitch, make tuning changes within a piece using intervallic pitches; strings: shifting (violin/viola 5th position and higher; cello/bass thumb position and above), varying speeds of vibrato, harmonics, and a variety of timbre effects</p> <p>3.9 Demonstrate musical phrasing through the use of dynamic emphasis and tempo modification in materials being studied.</p> <p>3.10 Perform music from a variety of cultures, styles, and historical periods.</p>
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MUSIC STANDARDS			
4. Improvise melodies, variations, and accompaniments.			
Beginning	Intermediate	Proficient	Advanced
4.1 Embellish two to four measures of a folk song after echoing sample rhythm examples found in folk materials being studied based on I and V (V7) chords.	4.1 Embellish a folk song by creating rhythmic and melodic variations based on I, IV, and V (V7) chords.	4.1 Improvise a melody to a 12 bar blues and ii-V7-I chord progression.	4.1 Improvise a melody to a 12 bar blues, iii-VI-ii-V, and ii-V7-I chord progression in various key centers.

MUSIC STANDARDS			
5. Compose and arrange music.			
Beginning	Intermediate	Proficient	Advanced
5.1 Compose a two to four measure melody using available technology and teacher specified rhythms and pitches.	5.1 Compose an eight-measure melody using available technology within teacher specified parameters.	5.1 Harmonize a teacher-specified melody using available technology.	5.1 Compose a selection for two or more instruments making use of available technology.

MUSIC STANDARDS			
6. Read and notate music.			
Beginning	Intermediate	Proficient	Advanced
<p>6.1 Sight-read music of varying styles (level of difficulty: 1 on a scale of 1 to 6).</p> <p>6.2 Identify and count rhythm patterns from instructional materials using an established rhythm solfege system.</p> <p>6.3 Identify and define music terms and symbols from materials being studied (e.g., letter names, fingerings or positions, location of notes)</p>	<p>6.1 Sight-read music of varying styles (level of difficulty: 2 on a scale of 1 to 6).</p> <p>6.2 Identify and count rhythm patterns from instructional materials using an established rhythm solfege system</p> <p>6.3 Identify, define, and apply music terms and symbols encountered in the material being studied.</p>	<p>6.1 Sight-read music of varying styles (level of difficulty: 3-4 on a scale of 1 to 6).</p> <p>6.2 Identify and count rhythm patterns from instructional materials using an established rhythm solfege system.</p> <p>6.3 Identify, define, and apply music terms and symbols encountered in the material being studied.</p>	<p>6.1 Sight-read music of varying styles (level of difficulty: 5-6 on a scale of 1 to 6).</p> <p>6.2 Identify, count and analyze rhythm patterns from instructional materials using an established rhythm solfege system.</p>

MUSIC STANDARDS			
7. Evaluate and make judgments about music.			
Beginning	Intermediate	Proficient	Advanced
<p>7.1 Evaluate individual and group performance by offering suggestions for improvement.</p>	<p>7.1 Evaluate individual and group performance by offering suggestions for improvement.</p>	<p>7.1 Diagnose and correct personal performance errors.</p>	<p>7.1 Evaluate and improve personal performance by comparison with an exemplary model.</p>

MUSIC STANDARDS			
8. Connect music to other art forms and subject areas.			
Beginning	Intermediate	Proficient	Advanced
8.1 Associate terminology common to music with other disciplines.	8.1 Describe concepts common to music and other disciplines.	8.1 Discuss relationships between music concepts and other disciplines.	8.1 Analyze concepts common to music and other disciplines.

MUSIC STANDARDS			
9. Understand the historical and cultural context of music.			
Beginning	Intermediate	Proficient	Advanced
9.1 Identify career options in music. 9.2 Discuss cultures, styles, composers, and historical periods from materials being studied.	9.1 Identify career and avocational options in music. 9.2 Discuss cultures, styles, composers, and historical periods from materials being studied.	9.1 Research career and avocational options in music using available technology. 9.2 Compare and contrast materials being studied in its historical and cultural context.	9.1 Research career and avocational options in music using available technology. 9.2 Associate aural examples of music with a variety of cultures, styles, and historical periods.

Vocal/Choral Music Standards

The Vocal/Choral Music Standards of Learning are organized into four sequential and developmental levels: Beginning, Intermediate, Proficient, and Advanced. These four descriptors are based on vocal maturation and increasing musicianship skills, as opposed to grade level. The Advanced Level is the culminating vocal/choral experience when the singer is ready for post-secondary musical development and career opportunities. Since students may be introduced to the choral ensemble experience at varying grade levels, the use of four sequential and developmental levels allows for consistency and instructional flexibility at all grade levels.

The standards are to be used as guidelines and benchmarks for student achievement. The nine strands provide the organization for instructional strategies and refer to the skills found in the National Music Standards. Opportunities are provided to explore the relationship between music, the other arts, and disciplines outside the arts.

The general description for each level:

Beginning

The standards for the “Beginning” level are designed for students experiencing their first vocal/choral class. A beginning choir may be found at any grade level within the elementary, middle, or secondary school setting. The standards at this level emphasize fundamental vocal development and an introduction to music reading and writing for the beginning ensemble singer.

Intermediate

The standards for the “Intermediate” level are designed for students who have achieved competency in the beginning vocal/choral class. An intermediate choir may be found at any grade level within the elementary, middle, or secondary school setting. The standards at this level emphasize continuing vocal development and ensemble participation. Music reading and writing skills continue to be emphasized and improved for the intermediate ensemble singer. Students will continue to explore the relationship between music and the other arts.

Proficient

The standards for the “Proficient” level are designed for students who have achieved competency in individual performance. A proficient choir is more likely to be found at the middle, or secondary school level. The standards at

this level emphasize continuing vocal development and ensemble participation. Students will demonstrate an expanded ability in performance, creativity, and analytical investigation, and will demonstrate leadership and evaluative skills in group and individual settings. Students will continue to explore the relationship between music and the other arts.

Advanced

The standards for the “Advanced” level require refined musical skills in individual and group performance. Students will continue to explore the relationship between music and the other arts.

MUSIC STANDARDS

1. Listen to, analyze and describe music.

Beginning	Intermediate	Proficient	Advanced
<p>1.1 Respond to music through movement.</p> <p>1.2 Use movement to demonstrate understanding of basic beat and inner rhythm.</p> <p>1.3 Use movement to enhance various styles of music.</p> <p>1.4 Identify similar and contrasting phrases.</p> <p>1.5 Recognize aurally and visually AB and ABA forms.</p>	<p>1.1 Respond to music through movement.</p> <p>1.2 Create movement for diverse styles of music.</p> <p>1.3 Analyze four-measure phrases using a symbol system</p> <p>1.4 Identify monophonic, homophonic, and polyphonic textures.</p> <p>1.5 Recognize aurally and visually AB and ABA forms.</p>	<p>1.1 Respond to music through movement.</p> <p>1.2 Create movement for diverse styles of music.</p> <p>1.3 Analyze traditional chord structures in the relationship between voice parts (and accompaniments, if present).</p> <p>1.4 Identify compositional methods in the music being studied, including (but not limited to) fugue, melodic chord patterns, word painting, modulation, and aleatoric music</p> <p>1.5 Recognize aurally and visually musical form and understand its significance as the structural foundation of most music.</p>	<p>1.1 Respond to music through movement.</p> <p>1.2 Create movement for diverse styles of music.</p> <p>1.3 Analyze traditional and non-traditional chord structures in the relationship between voice parts (and accompaniments, if present).</p> <p>1.4 Identify compositional methods in the music being studied, including (but not limited to) fugue, melodic chord patterns, word painting, modulation, and aleatoric music</p> <p>1.5 Recognize aurally and visually musical form and understand its significance as the structural foundation of most music.</p> <p>1.6 Apply listening skills to adjust individual intonation within the ensemble.</p>

MUSIC STANDARDS

2. Sing alone and with others.

Beginning	Intermediate	Proficient	Advanced
<p>Respiration: The student will: 2.1. Use appropriate posture and body alignment to support vocal production. 2.2. Identify and describe basic vocal anatomy related to respiration. 2.3. Utilize proper breathing techniques while singing.</p> <p>Phonation/Resonance: The student will: 2.4. Sing with a free, clear tone, demonstrating accurate intonation 2.5. Use vocal development exercises to produce a relaxed, open sound. 2.6 Use vocal development exercises to achieve accurate pitch production. 2.7. Sing with purity of vowels, distinguish between vowel sounds, and perform them correctly. 2.8. Demonstrate knowledge of basic terminology related to phonation.</p> <p>Articulation: The student will: 2.9. Demonstrate clarity of consonants. 2.10. Sing in English (and any other languages) in a way that can be understood.</p>	<p>Respiration: The student will: 2.1. Use appropriate posture and body alignment to support vocal production. 2.2. Demonstrate knowledge of breathing physiology. 2.3. Utilize proper breathing techniques while singing.</p> <p>Phonation/Resonance: The student will: 2.4. Sing with a free, clear tone, demonstrating accurate intonation 2.5. Use vocal development exercises to produce a relaxed, open sound. 2.6 Use vocal development exercises to achieve accurate pitch production. 2.7. Sing with purity of vowels, distinguish between vowel sounds, and perform them correctly. 2.8. Demonstrate knowledge of basic terminology related to phonation and knowledge of individual singing ranges.</p> <p>Articulation: The student will: 2.9. Develop skills in articulation and clarity of pronunciation. 2.10. Sing in English (and any other languages) in a way that can be understood.</p>	<p>Respiration: The student will: 2.1. Demonstrate understanding of vocal technique and be able to apply it to advanced vocal literature. 2.2. Demonstrate knowledge of vocal anatomy. 2.3. Exhibit knowledge of breathing physiology and the ability to apply it to singing.</p> <p>Phonation/Resonance: The student will: 2.4. Sing with a free, clear tone, demonstrating accurate intonation 2.5. Use vocal development exercises to produce a relaxed, open sound. 2.6 Use vocal development exercises to achieve accurate pitch production. 2.7. Sing with vowel purity, distinguishing between pure vowel sounds and diphthongs. 2.8 Demonstrate the use of vowel placement to adjust tone.</p> <p>Articulation: The student will: 2.9. Demonstrate the difference between voiced and unvoiced consonants.</p>	<p>Respiration: The student will: 2.1. Demonstrate command of vocal technique and be able to apply it to advanced vocal literature. 2.2. Use vocal techniques in the control of dynamics and articulation throughout the vocal range. 2.3. Exhibit increased knowledge of breathing physiology and the ability to apply it to singing.</p> <p>Phonation/Resonance: The student will: 2.4. Sing with a free, clear tone, demonstrating accurate intonation 2.5. Use vocal development exercises to produce a relaxed, open sound. 2.6 Use vocal development exercises to achieve accurate pitch production. 2.7. Sing with vowel purity, distinguishing between pure vowel sounds and diphthongs. 2.8 sing a cappella music in a variety of keys</p>

<p>Interpretation The student will: 2.11 Demonstrate indicated dynamics and tempo in individual and group singing. 2.12. Apply dynamic markings including p, f, mp, mf, pp, ff, crescendo, diminuendo. 2.13. Apply tempo markings as indicated.</p> <p>Performing Literature: To perform music in unison and harmony the student will: 2.14. Sing at least three of the following: rounds, canons, descants, partner songs. 2.15 Sing literature in two-part harmony. 2.16. Sing literature with and without instrumental accompaniment. 2.17. Perform music from various world cultures and traditions.</p>	<p>Interpretation The student will: 2.11 Apply dynamic markings consistently. 2.12. Demonstrate awareness of blend and balance in choral singing. 2.13. Apply tempo markings as indicated.</p> <p>Performing Literature: To perform music in unison and harmony the student will: 2.14. Sing literature in three-part or four-part harmony. 2.15. Sing literature with and without instrumental accompaniment. 2.16. Perform music from various cultures and traditions</p>	<p>2.10. Sing in English (and any other languages) in a way that can be understood.</p> <p>Interpretation The student will: 2.11 Incorporate appropriate mood, dynamics, tempo, and tone color into performance. 2.12. Demonstrate blending vocal timbres. 2.13. Demonstrate an understanding of phrasing as it effects expression.</p> <p>Performing Literature: To perform music in unison and harmony the student will: 2.14. Perform literature with traditional and non-traditional harmonies and other musical elements. 2.15. Sing music in at least four parts, with and without accompaniment. 2.16. Perform music from various cultures and traditions in a variety of languages 2.17 Sing in small ensembles with one singer on a part</p>	<p>Articulation: The student will: 2.9. Use the International Phonetic Alphabet (IPA) as a resource tool. 2.10. Sing in English (and any other languages) in a way that can be understood.</p> <p>Interpretation The student will: 2.11 Incorporate appropriate mood, dynamics, tempo, and tone color into performance. 2.12. Demonstrate blending vocal timbres and matching dynamic levels. 2.13. Demonstrate an understanding of phrasing as it effects expression.</p> <p>Performing Literature: To perform music in unison and harmony the student will: 2.14. Perform literature with complex and non-traditional harmonies and other non-traditional musical elements. 2.15. Sing music in at least four parts, with and without accompaniment. 2.16. Perform music from various cultures and traditions in a variety of languages 2.17 sing independently, from memory, a solo from the standard vocal repertoire that is appropriate for an audition.</p>
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MUSIC STANDARDS			
3. Perform on instruments, alone and with others.			
Beginning	Intermediate	Proficient	Advanced
3.1 Use body percussion to practice and perform rhythms.	3.1 Clap melodic rhythm from simple melodies	3.1 Play an individual voice part on a melodic instrument	3.1 Play a simple accompaniment to a voice part on a melodic instrument

MUSIC STANDARDS			
4. Improvise melodies, variations, and accompaniments.			
Beginning	Intermediate	Proficient	Advanced
4.1 Create variations of familiar melodic phrases on a neutral syllable. 4.2. Improvise "responses" in a similar style to given rhythmic and melodic phrases	4.1 Embellish a folk song by creating rhythmic and melodic variations based on I, IV, and V (V7) chords.	4.1 Improvise a melody to a 12 bar blues and ii-V7-I chord progression.	4.1 Improvise a melody to a 12 bar blues, iii-VI-ii-V, and ii-V7-I chord progression in various key centers.

MUSIC STANDARDS			
5. Compose and arrange music.			
Beginning	Intermediate	Proficient	Advanced
5.1 Compose rhythmic patterns and simple melodies within specified guidelines.	5.1 Compose rhythmically interesting melodies within specified guidelines. 5.2 Create harmony for a given melody	5.1 Compose rhythmically interesting melodies within specified guidelines. 5.2 Create harmonies for a given melody.	5.1 Compose a selection for two or more voices making use of available technology.

MUSIC STANDARDS			
6. Read and notate music.			
Beginning	Intermediate	Proficient	Advanced
6.1 Sight-read, analyze and practice simple phrases of up to four measures using music notation.	6.1 Sight-read, analyze and practice simple phrases of up to eight measures using music notation. 6.2 Read and notate rhythmic patterns in various meters at various tempi.	6.1 Use a symbol system to sight-read melodies in major keys. 6.2 Read and notate rhythmic and melodic notation. 6.3 Sight-read individual voice parts in a vocal score.	6.1 Use a symbol system to sight-read melodies in major and minor keys. 6.2 Read and notate rhythmic and melodic notation. 6.3 Sight-read individual voice parts in a vocal score.

MUSIC STANDARDS			
7. Evaluate and make judgments about music.			
Beginning	Intermediate	Proficient	Advanced
7.1 Create basic criteria for evaluating vocal/choral performances and compositions. 7.2. Develop and apply criteria for evaluating vocal/choral performances.	7.1 Create and refine criteria for evaluating vocal/choral performances and compositions. 7.2 Evaluate individual and group performance by offering suggestions for improvement.	7.1 Diagnose and correct personal performance errors.	7.1 Evaluate and improve personal performance by comparison with an exemplary model.

MUSIC STANDARDS			
8. Connect music to other art forms and subject areas.			
Beginning	Intermediate	Proficient	Advanced
8.1. Associate common music elements and descriptive terms with those used in art, dance, and drama.	8.1 Examine and evaluate characteristics of various arts from a particular historic period and various cultures, using appropriate terms.	8.1 Discuss relationships between music concepts and other disciplines.	8.1 Analyze concepts common to music and other disciplines.

MUSIC STANDARDS

9. Understand the historical and cultural context of music.

Beginning	Intermediate	Proficient	Advanced
<p>9.1. Explore careers in music and relate them to careers in the other fine and performing arts.</p> <p>9.2 Compare and contrast the functions of vocal/choral music in various cultures.</p> <p>9.3. Associate distinguishing characteristics of representative choral music from a variety of cultures.</p> <p>9.4. Classify an exemplary vocal/choral work by music style.</p>	<p>9.1. Explore careers in music and relate them to careers in the other fine and performing arts.</p> <p>9.2 Classify an exemplary vocal/choral work by music style.</p> <p>9.3 Describe distinguishing characteristics of representative choral music from a variety of cultures.</p>	<p>9.1 Research career and avocational options in music using available technology.</p> <p>9.2 Compare and contrast materials being studied in its historical and cultural context, including music from the 20th and/or 21st century.</p>	<p>9.1 Research career and avocational options in music using available technology.</p> <p>9.2 Associate aural examples of music with a variety of cultures, styles, and historical periods.</p>

GLOSSARY

Accompaniment - Vocal or instrumental parts that accompany a melody.

Aleatory - Music in which composers deliberately leave parts of the composition and performance undetermined (aspects such as melody, rhythm, dynamics, timbre, and form are left wholly or partly to the discretion and creativity of the performer).

Articulation - The manner in which notes are performed, such as staccato or legato.

Atonal - A type of music in which tones and chords are not related to a central keynote.

Blues - African-American form of secular folk music, related to jazz, that is based on a simple, repetitive poetic-musical structure.

Call and response - Performance style with a singing leader who is imitated by a chorus of followers.

Canon - A musical form in which a melody is imitated exactly in one or more parts. Similar to a *round*.

Chord - Three or more tones sounded simultaneously.

Classroom instruments - Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.

Crescendo - The dynamic effect of gradually growing louder, indicated in the musical score by the marking "<".

Decrescendo - The dynamic effect of gradually growing softer, indicated in the musical score by the marking ">". Also referred to as *diminuendo*.

Duple meter - A time signature with groups of two beats to the measure.

Dynamics - Varying degrees of volume in the performance of music.

Elements of music - Pitch, rhythm, harmony, dynamics, timbre, texture, *form.

Embellishments: melodic and rhythmic - Notes added to ornament a melody or rhythmic pattern.

Expression, expressive, expressively - With appropriate dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Form - The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Gamelan - Musical ensemble of Java or Bali, made up of gongs, chimes, metallophones and drums, among other instruments.

Genre - A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Harmony - The simultaneous combination of notes and the ensuing relationships of intervals and chords. Not all musics of the world rely on harmony for interest, but it is central to most Western music.

Heterophonic - Texture in which two or more voices (or parts) elaborate the same melody simultaneously, often the result of improvisation.

Homophonic - Texture with principal melody and accompanying harmony, as distinct from polyphony.

Improvisation - Creation of a musical composition while it is being performed, seen in Baroque ornamentation, cadenzas of concertos, jazz, and some non-Western music.

Jazz - A musical style created mainly by African-Americans in the early twentieth century that blended elements drawn from African music with the popular and art traditions of the West.

Level of difficulty - For purposes of these standards, music is classified into six levels of difficulty:

- Level 1-Very easy. Easy keys, meters, and rhythms; limited ranges.

- Level 2-Easy. May include changes of tempo, key, and meter; modest ranges.
- Level 3-Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements.
- Level 4-Moderately difficult. Requires well-developed *technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.
- Level 5-Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements.
- Level 6-Very difficult. Suitable for musically mature students of exceptional competence. (Adapted with permission from NYSSMA Manual, Edition XXIII, published by the New York State School Music Association, 1991.)

MIDI (Musical Instrument Digital Interface) - Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.

Monophonic - Single-line texture, or melody without accompaniment.

Ostinato - A brief melodic, rhythmic, or harmonic pattern that is repeated throughout a composition.

Polyphonic - A texture which is characterized by the simultaneous combination of different melodies and rhythms.

Solfege, Solfeggio - A method of singing using the syllables, “DO, RE, MI, FA, SOL, LA, TI, DO” to represent pitches within a tonality.

Style - The distinctive or characteristic manner in which the *elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), *form or type of composition (fugal style, contrapuntal style), or *genre (operatic style, bluegrass style).

Symphony - Large work for orchestra, generally in three or four movements.

Technical accuracy, technical skills - The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

Tone poem - An orchestral composition based on an extra-musical idea; a tone picture (e.g., *The Pines of Rome*, by Ottorino Respighi).

Triple meter - A time signature with groups of three beats to the measure.

Word painting - Musical representation of words from the text as an expressive device; a prominent feature of the Renaissance madrigal.

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