

# National Standards for Music

## Music Standard 1: Singing, alone and with others, a varied repertoire of music

### Grade K-4 Achievement Standard

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

### Grade 5-8 Achievement Standard

- Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students sing music written in two and three parts
- Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

## Music Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

### Grade K-4 Achievement Standard

- Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
- Students perform expressively a varied repertoire of music representing diverse genres and styles
- Students echo short rhythms and melodic patterns
- Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

### Grade 5-8 Achievement Standard

- Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing +E11 position, and good breath, bow, or stick control
- Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

### Music Standard 3: Improvising melodies, variations, and accompaniments

#### Grade K-4 Achievement Standard

- Students improvise "answers" in the same style to given rhythmic and melodic phrases
- Students improvise simple rhythmic and melodic ostinato accompaniments
- Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)

#### Grade 5-8 Achievement Standard

- Students improvise simple harmonic accompaniments
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

### Music Standard 4: Composing and arranging music within specified guidelines

#### Grade K-4 Achievement Standard

- Students create and arrange music to accompany readings or dramatizations
- Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)
- Students use a variety of sound sources when composing

#### Grade 5-8 Achievement Standard

- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- Students arrange simple pieces for voices or instruments other than those for which the pieces were written
- Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

### Music Standard 5: Reading and notating music

#### Grade K-4 Achievement Standard

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

#### Grade 5-8 Achievement Standard

- Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- Students read at sight simple melodies in both the treble and bass clefs
- Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
- Students use standard notation to record their musical ideas and the musical ideas of others  
Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Music Standard 6: Listening to, analyzing, and describing music	
<p><b>Grade K-4 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students identify simple music forms when presented aurally</li> <li>Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures</li> <li>Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances</li> <li>Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices</li> <li>Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music</li> </ul>	<p><b>Grade 5-8 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology</li> <li>Students analyze the uses of elements of music in aural examples representing diverse genres and cultures</li> <li>Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</li> </ul>
Music Standard 7: Evaluating music and music performances	
<p><b>Grade K-4 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students devise criteria for evaluating performances and compositions</li> <li>Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles</li> </ul>	<p><b>Grade 5-8 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</li> <li>Students evaluate the quality and effectiveness of their 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</li> </ul>
Music Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts	
<p><b>Grade K-4 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts</li> <li>Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions)</li> </ul>	<p><b>Grade 5-8 Achievement Standard</b></p> <ul style="list-style-type: none"> <li>Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</li> <li>Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works)</li> </ul>

## Music Standard 9: Understanding music in relation to history and culture

### Grade K-4 Achievement Standard

- Students identify by genre or style aural examples of music from various historical periods and cultures
- Students describe in simple terms how elements of music are used in music examples from various cultures of the world
- Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures
- Students demonstrate audience behavior appropriate for the context and style of music performed

### Grade 5-8 Achievement Standard

- Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed

## National Standards Based Report Card for Music

**Performing: Sings and plays instruments, alone and with others, of a varied repertoire of music**

1   2   3   4

**Creating: Improvises, reads & notates, composes and/or arranges melodies, variations, and accompaniments within specified guidelines**

1   2   3   4

**Responding: Listens to, evaluates and describes music & musical performances**

1   2   3   4

**Connecting: Understands relationships between music, the other arts, disciplines outside the arts and music's relationship to history and culture**

1   2   3   4

*National Standards Compiled from the Kennedy Center's ArtsEdge Digital Resource  
National Standards Report Cards Arranged by Katia Marzolf Borione, AACA Director of Arts & Culture  
More information can be found at <http://artsedge.kennedy-center.org/educators/standards.aspx>*