

Music Standards

General music addresses the basic skills students need to develop to become a knowledgeable performer or consumer of music. Each grade group shows the curriculum standard and provides examples of some skills each student should be able to demonstrate by the end of those grades.

Singing: Sing a variety of music accurately, expressively and in a healthy manner. Achieve comfort with personal singing voice.

Instruments: Perform various kinds of music accurately and expressively on instruments.

Creating: Create and improvise music.

Literacy: Read and write music using accepted notation.

Listening, hearing and evaluating music: Listen to, evaluate and describe various kinds of music, using appropriate musical terminology.

Utilize elements of music: Understand and apply musical concepts.

Understand, apply and relate music and music history: Apply an understanding of music history. Relate music to the other subjects.

General Music: Kindergarten- 6th Grade

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DNH CSD

Kindergarten, 1st Grade, and 2nd Grade

Singing:

- Use speaking and singing voice with expression.
- Match pitch with singing voice.
- Sing a variety of styles in a healthy manner and with expression.

Instruments:

- Play instruments with steady beat and changing speeds, volumes, and notes.
- Echo rhythm patterns.
- Use appropriate technique to perform instruments and body percussion (clap, snap, stomp, pat).
- Play pieces and accompany songs with a variety of instruments.

Creating:

- Make up songs and patterns.
- Create and improvise melodies and rhythms patterns with singing, clapping, and playing.

Literacy:

- Use music vocabulary to describe sounds.
- Read and write basic rhythm symbols.

Listening, hearing and evaluating music:

- Listen to performances and be able to give feedback.
- Recognize contrasts in volume, speed, and notes, identify simple patterns in musical structure, and show melodic shape.

Utilize elements of music:

- Show the steady beat in place and by moving around the room.
- Sing the home pitch of a piece at its end.

Understand, apply and relate music and music history:

- Understand how music is used for expression.
- Understand how music has been used throughout history and as a part of everyday life.
- Listen to music from throughout history.

3rd and 4th Grade

Singing:

- Demonstrate expressive singing with vocal control, correct notes, diction, breath control, correct posture, and a clear sound.
- Sing as an ensemble, responding to director cues and staying on one's part.
- Sing a part in a round or on a vocal ostinato.

Instruments:

- Demonstrate use of instruments through appropriate sound, posture, and skill performance.
- Play as an ensemble, responding to director cues and staying on one's part.
- Sort and identify instruments by ear and sight.
- Play a personal composition
- Play simple patterns and chords with singing.

Creating:

- Create music to accompany literature or contrast a section in a song.
- Create variations by changing volume, speed, sound, phrasing, or notes.

Literacy:

- Understand rhythm length and how it relates to the beat of a piece.
- Read and write rhythms, notes, and melodies on the staff.

Listening, hearing and evaluating music:

- Listen to student and other performers and be able to give feedback using music terms.
- Identify the patterns in more complex forms, double and triple meters, and individual instruments.

Utilize elements of music:

- Show steady beat and appropriate movement.
- Identify musical concepts such as modality, phrase, meter, and patterns.
- Sing the home pitch of a piece at any time.

Understand, apply, and relate music and music history:

- Relate music to other disciplines and be able to identify similarities in common terms.
- Listen to music from throughout history and describe the similarities and differences.
- Understand how music is a reflection of its culture.
- Understand how music has changed throughout history and is used in everyday life.

5th and 6th Grade

Singing:

- Demonstrate expressive singing with vocal and breath control, correct notes, diction, register changes, correct posture, and a clear sound.
- Sing an individual part memorized, in three parts, and with and without accompaniment.
- Sing a variety of styles.

Instruments:

- Demonstrate use of instruments through appropriate sound, posture, and skill performance.
- Follow conducting cues when playing with other students in large and small ensembles.
- Perform alone and in small groups for peers.

Creating:

- Create melodies to accompany texts and suggest instruments to add to a piece.
- Create with specified musical concepts, such as feeling, speed, pattern, or key.
- Improvise over simple harmonies and vary melody and rhythm.

Literacy:

- Use written music to play instruments and sing.
- Follow one line of music written in choral or score style.
- Identify same and different patterns in music and perform simple patterns at sight.
- Write and perform intervals in music notes.
- Notate simple rhythm and melody patterns after hearing them played.
- Read and name more complex notation symbols, including different clefs, notes, rhythm, volume, and articulation.

Listening, hearing and evaluating music:

- Analyze personal and group performances using musical vocabulary.
- Understand and analyze music in more complex styles and from other cultures.

Utilize elements of music:

- Sing chord roots and play simple chord progressions.
- Identify if the beat is organized in twos or threes; demonstrate the beat and its subdivisions.

Understand, apply and relate music and music history:

- Compare and contrast music from various time periods and cultures.
- Identify similarities of time periods across disciplines.
- Identify and perform pieces in a variety of styles, time periods, and cultures.