

MUSIC GRADE SPAN EXPECTATIONS DRAFT 9/14/07

<i>P 1 Performing alone and with others a varied repertoire (western and non-western styles) of music</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus P1 (K-2) Students begin to demonstrate their ability to perform music alone and with others by....	Mus P1 (3-4) Students will demonstrate their ability to perform music alone and with others by....	Mus P1 (5-6) Students will demonstrate their ability to perform music alone and with others by....	Mus P1 (7-8) Students will demonstrate their ability to perform music alone and with others by....	Mus P1 (9-10) Students will demonstrate their ability to perform music alone and with others by....	Mus P1 (11-12) Students will demonstrate their ability to perform music alone and with others by....
P1.1 Singing and playing a varied selection of music while beginning to show appropriate expression and technique	P1.1 Singing and playing a varied selection of music with appropriate expression and technique	P1.1 Performing with some evidence of: accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone. Includes evidence of: proper technique required by the performance medium (i.e. posture, breath control)	P1.1 Performing with some evidence of: accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone. Includes evidence of: proper technique required by the performance medium (i.e. posture, breath control)	P1.1 Performing with appropriate expression and technical accuracy by demonstrating accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone and demonstrating proper technique as required by the performance medium (i.e. posture, breath control)	P1.1 Performing with appropriate expression and technical accuracy by demonstrating accurate pitch, rhythm, tempi, style, dynamics, phrasing, expression, blend and tone and demonstrating proper technique as required by the performance medium (i.e. posture, breath control)
P1. 2 Beginning to sing and play alone and with others in a group	P1. 2 Singing and playing alone and with others in a group	P1.2 Performing with developed solo, small and large ensemble skills including at least one graded full ensemble piece and one graded chamber ensemble or solo selection	P1.2 Performing with developed solo, small and large ensemble skills at a grade level of 2 (large ensemble) and 1-2 (chamber ensemble and/or solo)	P1.2 Performing with well developed solo, small and large ensemble skills at a grade level of 4 (large ensemble) and 3 (chamber ensemble and/or solo)	P1.2 Performing with well developed solo, small and large ensemble skills at a grade level of 5 (large ensemble) and 4 (chamber ensemble and/or solo)
<i>P2 Showing evidence of music literacy</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus P2 (K-2) Students begin to show evidence of music literacy by.....	Mus P2 (3-4) Students will show evidence of music literacy by.....	Mus P2 (5-6) Students will show evidence of music literacy by.....	Mus P2 (7-8) Students will show evidence of music literacy by.....	Mus P2 (9-10) Students will show evidence of music literacy by.....	Mus P2 (11-12) Students will show evidence of music literacy by.....

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P2. 1 Beginning to read simple rhythmic patterns in a variety of ways.	P2.1 Reading a single rhythmic phrase in a variety of ways, body percussion or on an appropriate instrument (I.E. non-pitched percussion instruments)	P2. 1 Reading and describing the musical elements contained within a familiar musical score.	P2. 1 Reading and describing the musical elements contained within a familiar musical score.	P2. 1 Reading and describing the musical elements contained within a familiar musical score.	P2. 1 Reading and describing the musical elements contained within a familiar or unfamiliar musical score.
P2.2 Beginning to read a single melodic pattern on a simplified music staff	P2.2 Reading a single melodic line in the treble clef in a variety of ways, vocally or on an appropriate instrument given specific guidelines (I.E. Recorder or Pitched Instruments)	P2.2 Sight-reading a graded piece of music from beginning to end without interruption.	P2.2 Sight-reading a graded piece of ensemble/ chamber/ solo music with accuracy and expression.	P2. 2 Sight-reading a piece of music at the grade 3 level (ensemble) or grade 2 (chamber/ solo) with accuracy and expression.	P2.2 Student is able to sight-read a piece of music at of the grade 4 level (ensemble), grade 3 (chamber/ solo) with consistent accuracy and expression.

<i>C1 Improvising melodies, variations, and accompaniments</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus C1 (K-2) Students begin to show evidence of improvising by.....	Mus C1 (3-4) Students will show evidence of improvising by.....	Mus C1 (5-6) Students will show evidence of improvising by.....	Mus C1 (7-8) Students will show evidence of improvising by.....	Mus C1 (9-10) Students will show evidence of improvising by.....	Mus C1 (11-12) Students will show evidence of improvising by.....
C1. 1 beginning to improvise rhythmic/ melodic variations over ostinato patterns	C1. 1 improvising improvise rhythmic/melodic variations over an ostinato patterns and simple chord progressions.	C1. 1 improvising melodic embellishments and simple rhythmic and/or melodic variations on pentatonic melodies and major melodies by performing selected appropriate motivic material.	C1. 1 improvising short melodies, melodic embellishments and simple rhythmic and/or melodic variations on pentatonic and major melodies.	C1. 1 improvising melodies in major, minor and pentatonic tonalities over standard chord progressions using consistent style.	C1.1 improvising melodies in four different tonalities over standard chord progressions using consistent style.
		C1. 2 improvising simple harmonic accompaniments including at least the I-V, I-IV chord progressions.	C1. 2 Improvising simple harmonic accompaniments including at least the I-IV-V chord progression.	C1. 2 improvising simple harmonic accompaniments including at least the I-IV-V chord progression in major and minor keys.	C1. 2 improvising appropriate harmony parts to at least three different melodies from appropriate melodies in major and minor keys including I, IV, and V chords

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<i>C2 Composing and arranging music within specified guidelines</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus C2 (K-2) Students begin to show evidence of composing and arranging by...	Mus C2 (3-4) Student will show evidence of composing and arranging by...	Mus C2 (5-6) Student will show evidence of composing and arranging by...	Mus C2 (7-8) Student will show evidence of composing and arranging by...	Mus C2 (9-10) Student will show evidence of composing and arranging by...	Mus C2 (11-12) Student will show evidence of composing and arranging by...
C2. 1 beginning to create “sound environments” implementing a variety of sound sources for stories, poems and other literary forms	C2. 1 creating “sound environments” implementing a variety of sound sources for stories, poems and other literary forms	C2. 1 composing original melodic/ rhythmic phrases in a given tonality.	C2. 1 composing several original pieces in contrasting styles using established form and tonality.	C2. 1 composing two original compositions in contrasting styles using a musical form showing unity, variety and balance within an established tonality.	C2. 1 composing two original compositions in contrasting styles using a musical form showing unity, variety and balance within an established tonality. Compositions show use of musical elements for expressive effect.
C2. 2 beginning to recognize and use standard (traditional notation, symbols and terms) or non-standard ways to “notate” musical ideas	C2.2 using standard (traditional notation, symbols and terms) or non-standard ways to “notate” musical ideas	C2.2 arranges a melody by making musical choices altering the music elements (i.e. tempo/tonality/key/style, etc.) and writing for different instruments/ voices.	C2. 2 arranging a two-part melody by making musical choices altering the music elements (i.e. tempo/ tonality/ key/ style, etc.) and writing for different instruments/ voices and is playable/ singable.	C2. 2 Showing evidence of arranging a piece in four parts for voices or instruments other than those for which the piece was originally written and is legible and playable/singable.	C2. 2 arranging two pieces in contrasting styles in at least four parts for voices or instruments other than those for which the piece was originally written and is legible and playable/singable.

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<i>R1 Listening to, analyzing, and describing music</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus R1 (K-2) Students begin to show evidence of listening to, analyzing, and describing music by.....	Mus R1 (3-4) Student will show evidence of listening to, analyzing, and describing music by.....	Mus R1 (5-6) Student will show evidence of listening to, analyzing, and describing music by.....	Mus R1 (7-8) Student will show evidence of listening to, analyzing, and describing music by.....	Mus (9-10) Student will show evidence of listening to, analyzing, and describing music by.....	Mus (11-12) Student will show evidence of listening to, analyzing, and describing music by.....
R1. 1 Beginning to understand the musical elements through experiences with diverse cultures through music and purposeful movement.	R. 1 Demonstrating knowledge of specific elements of music aurally when analyzing, evaluating, responding or describing his/her own music, recorded or live performances.	R1 Using music vocabulary, analyze a musical selection identifying dynamic effects, dynamic levels, instrumentation and musical style.	R1 Using technical music vocabulary, analyze a musical selection identifying tempo and dynamic variations, commenting on balance, blend, tone color, tone quality, and basic form types (binary, ternary, rondo, theme and variations)	R1 Using technical music vocabulary, analyze two musical selections, one previously studied and one unfamiliar, while identifying the function of each part (i.e. melody/harmony /countermelody /accompaniment) and basic form types (binary/ternary/ rondo/theme and variations)	R1 Using technical music vocabulary, analyze two musical selections both unfamiliar, that incorporate harmonic tonality, cadence, modulations, extended form types (i.e. sonata-allegro, fugue, ostinato)
R1. 2 Beginning to show understanding of aesthetic qualities in music while explaining personal preferences with appropriate vocabulary.	R1. 2 responding through purposeful movement while demonstrating a knowledge of music's aesthetic qualities.				

<i>R2 Evaluating music and music performances</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus R2 (K-2)	Mus R2 (3-4)	Mus R2 (5-6)	Mus R2 (7-8)	Mus R2 (9-10)	Mus R2 (11-12)
Students begin to show evidence of evaluating music and music performances by.....	Student will show evidence of evaluating music and music performances by.....	Student will show evidence of evaluating music and music performances by.....	Student will show evidence of evaluating music and music performances by.....	Student will show evidence of evaluating music and music performances by.....	Student will show evidence of evaluating music and music performances by.....

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R2 Beginning to develop a music vocabulary in order to evaluate performances and pieces and to demonstrate knowledge of the aesthetic qualities evoked by music through purposeful movement, drawings, and dance.	R2 Developing a list of specific criteria using elements of music, principals of composition, and appropriate vocabulary for evaluating performances and compositions. Identifying aesthetic qualities in music by explaining (using a varied media) personal preferences for a specific piece of music using appropriate music vocabulary.	R2 Identifying two specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisations and using these elements to compare the music examples to similar or exemplary models.	R 2 Identifying three specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisations and using these elements to compare the music examples to similar or exemplary models.	R2 Identifying five specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisations and using these elements to compare the music examples to similar or exemplary models.	R2 Identifying five specific music elements for making critical evaluations of performances, compositions, arrangements and/or improvisations and using these elements to compare the music examples to similar or exemplary models.
<i>R3 Understanding relationships between music, the other arts, and disciplines outside the arts</i>					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus R3 (K-2)	Mus R3 (3-4)	Mus R3 (5-6)	Mus R3 (7-8)	Mus R3 (9-10)	Mus R3 (11-12)
Students begin to demonstrate an understanding of relationships between and among the arts and other disciplines by.....	Student will demonstrate an understanding of relationships between and among the arts and other disciplines by.....	Using a musical example, and an example from the other arts or disciplines outside the arts, comment on the following:	Using a musical example, and an example from the other arts or disciplines outside the arts, comment on the following:	Student uses a musical example, and examples from the other arts and at least one discipline outside the arts to comment on the following:	Using a musical example, and examples from the other arts and <u>at least one discipline outside the arts</u> , comment on the following:
R3. 1 beginning to explore the commonalities within the arts and identifying/ describing what is the same or different.	R3. 1 exploring the commonalities within the arts and identifying/ describing what is the same or different.	R3. 1 the similar and distinctive use of the elements, creative processes and organizational principles in the other arts.	R3. 1 the similar and distinctive use of the elements, creative processes and organizational principles in the other arts.	R3.1 the similar and distinctive use of the elements, creative processes, and organizational principles in the various disciplines.	R3.1 the similar and distinctive use of the elements, creative processes, and organizational principles in the various disciplines.
R3. 2 exploring the integration of music with areas outside of the arts.	R3. 2 exploring the integration of music with areas outside of the arts.			R3. 2 the comparative characteristics of two disciplines within a particular historical period or style.	R3. 2 the comparative characteristics of two disciplines within a particular historical period or style.
		R3. 3 one way in which the Principles and subject matter	R3. 3 two ways in which the principles and subject	R3. 3 three ways in which the principles and subject	R3. 3 three ways in which the principles and subject

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		of the disciplines within the arts or outside the arts are interrelated with those of music.	matter of the disciplines within the arts or outside the arts are interrelated with those of music.	matter of various disciplines within the arts or outside the arts are interrelated with those of music.	matter of various disciplines within the arts or outside the arts are interrelated with those of music.
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R4 Understanding music in relation to history and culture					
GSEs for Grades K-2 (grade 4-E)	GSEs for Grades 3-4 (grade 4-P)	GSEs for Grades 5-6 (grade 8-2)	GSEs for Grades 7-8 (Grade 8 -3)	GSEs for HS Proficiency (HS- 3)	GSEs for HS Extended Learning (HS- 4)
Mus R4 (K-2)	Mus R4 (3-4)	Mus R4 (5-6)	Mus R4 (7-8)	Mus R4 (9-10)	Mus R4 (11-12)
Students begin to demonstrate their understanding of music in relation to history and culture by.....	Students will demonstrate their understanding of music in relation to history and culture by.....	Students will demonstrate their understanding of music in relation to history and culture by.....	Students will demonstrate their understanding of music in relation to history and culture by.....	Students will demonstrate their understanding of music in relation to history and culture by.....	Students will demonstrate their understanding of music in relation to history and culture by.....
R4. 1 beginning to show evidence of relating historical events to various musical selections. Student begins to identify music suitable for specific everyday uses in life and begins to demonstrate appropriate audience behavior and response to performances.	R4.1 relating historical events to various musical selections. Student is able to identify music suitable for specific everyday uses in life and demonstrates appropriate audience behavior and response to performances	R4. 1 Classifying and explaining two unfamiliar aural examples of music (using at least one American work), each differing by... · genre/style (i.e. march, opera, symphony) and/or · historical period or culture	R4. 1 Classifying and explaining three unfamiliar aural examples of music (using at least one American work), each differing by... · genre/style (i.e. march, opera, symphony) and/or · historical period or culture	R4. 1 Classifying and explaining five unfamiliar aural examples of music (using at least one American work), each differing by... · genre/style (i.e. march, opera, symphony) and/or · historical period or culture	R4. 1 Classifying and explaining six unfamiliar aural examples of music (using at least one American work), each differing by... · genre/style (i.e. march, opera, symphony) and/or · historical period or culture
		R4. 2 Identifying a well-known musical artist from each genre/style and describing his/her role within that style.	R4. 2 Identifying a well-known musical artist from each genre/style and describing his/her role within that style.	R4. 2 Identifying a well-known musical artist from each genre/style and describing his/her role within that style.	R4. 2 Identifying a well-known musical artist from each genre/style and describing his/her role within that style.