



# Music

## Skills and Techniques

### Standard 1:

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.2)

1. sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.
2. sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).
3. uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation).
4. blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

### Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.2)

1. independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.
2. performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).
3. performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor.
4. performs simple music phrases by ear.

### Standard 3:

The student reads and notates music. (MU.A.3.2)

1. sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.
2. accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.
3. writes notation for simple melodic patterns that have been performed by someone else.

## Creation and Communication

### Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.2)

1. improvises “musical answers” (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.
2. improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.

### Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.2)

1. knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.
2. understands how composed music communicates text, ideas, meanings, and emotion.

## Cultural and Historical Connections

### Standard 1:

The student understands music in relation to culture and history. (MU.C.1.2)

1. knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).
2. describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.
3. understands the roles that regions, events, and

historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).

4. knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

2. knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).
3. understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.
4. understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).

## **Aesthetic and Critical Analysis**

### **Standard 1:**

**The student listens to, analyzes, and describes music.**

**(MU.D.1.2)**

1. knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).
2. identifies instruments and their "families" (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).
3. uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

### **Standard 2:**

**The student evaluates music and music performance.**

**(MU.D.2.2)**

1. knows how to devise simple criteria to evaluate performances and compositions.
2. uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances.

## **Applications to Life**

### **Standard 1:**

**The student understands the relationship between music, the other arts, and disciplines outside the arts.**

**(MU.E.1.2)**

1. knows similarities and differences in artistic vocabulary.
2. understands the relationship between music and other subjects (e.g., between folk songs and historical events).

### **Standard 2:**

**The student understands the relationship between music and the world beyond the school setting. (MU.E.2.2)**

1. knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).