

## **GENERAL MUSIC CURRICULUM STANDARDS GRADES 6-8**

### **Standard 1.0 Singing**

**Student will sing alone and with others, a varied repertoire of music.**

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate the ability to sing alone selected musical examples.
- 1.2 Demonstrate the ability to sing in an ensemble selected musical examples.

#### **Checks for understanding**

- 1.1 Sing a simple melody using proper pitch and rhythm.  
Sing a simple melody using proper pitch, rhythm and dynamics.  
Sing a simple melody using proper pitch, rhythm, dynamics and phrasing.
- 1.2 Sing, in an ensemble, a melody using proper pitch and rhythm.  
Sing, in an ensemble, a melody using proper pitch, rhythm, and dynamics.  
Sing, in an ensemble, a melody using proper pitch, rhythm, dynamics, and phrasing.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing, alone, a familiar song using correct rhythm and pitch.
- 1.1.2 Sing, alone, a familiar song using correct rhythm, pitch, and dynamics.
- 1.1.3 Sing, alone, a familiar song using correct rhythm, pitch, dynamics, and phrasing appropriate to a selected genre.
- 1.2.1 Sing a familiar song, in unison, using correct rhythm and pitch.
- 1.2.2 Sing a selected vocal part, within an ensemble, using correct rhythm and pitch.
- 1.2.3 Sing a selected vocal part, within an ensemble,, using correct rhythm, pitch, and expressive qualities.

### **Standard 2.0 Playing Instruments**

**Students will perform on instruments, alone and with others, a varied repertoire of music.**

#### **Course Level Expectations (CLEs)**

The student will

- 2.1 Demonstrate the ability to perform appropriate instrumental musical examples alone.
- 2.2 Demonstrate the ability to perform an appropriate instrumental part in an ensemble.

### **Checks for understanding**

- 2.1 Play an instrument using correct technique and rhythm.  
Play an instrument using correct technique, rhythm, and/or pitch.  
Play an instrument using correct technique, rhythm, pitch, and expressive qualities.
- 2.2 Play an instrument using correct technique and rhythm within an ensemble.  
Play an instrument using correct technique, rhythm, and/or pitch within an ensemble.  
Play an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Perform, alone, on an instrument using correct technique and rhythm.
- 2.1.2 Perform, alone, on an instrument using correct technique, rhythm, and/or pitch.
- 2.1.3 Perform, alone, on an instrument using correct technique, rhythm, pitch, and expressive qualities.
- 2.2.1 Perform on an instrument using correct technique and rhythm within an ensemble.
- 2.2.2 Perform on an instrument using correct technique, rhythm, and/or pitch within an ensemble.
- 2.2.3 Perform on an instrument using correct technique, rhythm, pitch, and expressive qualities within an ensemble.

### **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Improvise a melody.
- 3.2 Improvise a variation.
- 3.3 Improvise an accompaniment.

### **Checks for understanding**

- 3.1 Sing and/or play improvised melodies following teacher specified guidelines.  
Improvise a four-measure melody using teacher specified guidelines.
- 3.2 Create a non-notated rhythmic variation to a given short rhythmic pattern.  
Create short improvised variations using teacher-led call and response songs.  
Create short improvised variations using student-led call and response songs within teacher specified guidelines.
- 3.3 Improvise a rhythmic ostinato for a given melody using teacher specified guidelines.  
Improvise a rhythmic accompaniment for a given melody using teacher specified guidelines.  
Improvise a harmonic accompaniment for a given melody using teacher specified guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Improvise, vocally, simple melodic phrases.
- 3.1.2 Improvise, instrumentally, simple melodic phrases.
- 3.1.3 Improvise a non-notated melody within specified guidelines.
- 3.2.1 Use various rhythmic patterns to create a non-notated rhythmic variation.
- 3.2.2 Improvise a simple melodic variation to a familiar song.
- 3.2.3 Improvise an appropriate variation within specified guidelines.
- 3.3.1 Use classroom rhythm instruments to create a non-notated accompaniment to a familiar song.
- 3.3.2 Improvise a simple rhythmic accompaniment within specified guidelines.
- 3.3.3 Improvise a simple melodic accompaniment within specified guidelines.

### **Standard 4.0 Composing**

**Students will compose and arrange music within specified guidelines.**

#### **Course Level Expectations (CLEs)**

The student will

- 4.1 Compose simple pieces of music.
- 4.2 Create simple arrangements.

#### **Checks for Understanding**

- 4.1 Use traditional and/or non-traditional sound sources to create a four-measure rhythmic ostinato (individually or in groups).  
Use traditional and/or non-traditional sound sources to create a four-measure rhythmic composition (individually or in groups).  
Use traditional and/or non-traditional sound sources to create a short original composition.
- 4.2 Create a simple arrangement of a specified portion (e.g., chorus/refrain) of a familiar song (individually or in groups).  
Create a simple arrangement of a familiar song, working in groups.  
Create a simple arrangement of a familiar song.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Experiment, in groups, with speech, rhythm, melody, and form to create simple original ostinati using a variety of traditional and non-traditional sound sources.
- 4.1.2 Experiment, in groups, with speech, rhythm, melody, and form to create simple original compositions using a variety of traditional and non-traditional sound sources.
- 4.1.3 Create, individually, a short original composition using a variety of traditional and non-traditional sound sources.
- 4.2.1 Experiment, in groups, with speech, rhythm, melody, and form to create a simple arrangement of a specified portion (e.g., chorus or refrain) of a familiar song.
- 4.2.2 Experiment, in groups, with speech, rhythm, melody, and form to create a simple arrangement of a familiar song using a variety of traditional and non-traditional sound sources.
- 4.2.3 Create, individually, a short arrangement of a familiar song using a variety of traditional and non-traditional sound sources.

### **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

#### **Course Level Expectations (CLEs)**

The student will

- 5.1 Demonstrate skills in interpreting notated musical examples that include rhythm, melody, and symbols of musical expression.
- 5.2 Demonstrate skills in notating musical examples using standard notation that include rhythm, melody and symbols of musical expression.

#### **Checks for understanding**

- 5.1 Demonstrate use of
- note and rest values (whole to sixteenth).
  - the lines and spaces of the treble clef staff.
  - dynamic markings from pianissimo to fortissimo.
  - duple and triple meter
  - directional symbols (e.g., repeat signs, endings, codas).
  - notation
  - lines and spaces of the bass staff
  - dynamic markings

Sing or play notated musical examples.

- 5.2 Notate rhythmic examples.  
Notate rhythmic and melodic examples.  
Notate rhythmic and melodic examples, applying expressive symbols.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify music notation including rhythm, melody, and symbols of musical expression.  
5.1.2 Demonstrate knowledge of music notation including rhythm, melody, and symbols of musical expression.  
5.1.3 Sing or play notated music examples including symbols of musical expression.
- 5.2.1 Notate rhythmic and/or melodic music examples using standard notation.  
5.2.2 Notate rhythmic and melodic music examples using standard notation.  
5.2.3 Notate rhythmic and melodic music examples applying symbols of musical expression and using standard notation.

### **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

#### **Course Level Expectations (CLEs)**

The student will

- 6.1 Listen to a varied repertoire of music representing diverse genres and cultures.  
6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.  
6.3 Describe listening examples using music vocabulary.

#### **Checks for understanding**

- 6.1 Identify the genres of teacher selected works of music.  
Identify the music of selected cultures.  
Compare the genres of teacher selected works of music.  
Compare the music of different teacher selected cultures.  
Compare and contrast genres of teacher selected works of music.  
Compare and contrast music of various teacher selected cultures.
- 6.2 Identify the tone color/timbre of a teacher selected music example.  
Identify the tone color/timbre and form of a teacher selected music example.  
Identify the tone color/timbre, form, rhythm, and/or melody of a teacher selected music example.
- 6.3 Describe music examples using appropriate music vocabulary.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify music examples by genre or culture.
- 6.1.2 Describe music examples of diverse genres and/or cultures.
- 6.1.3 Compare and contrast music examples of diverse genres and/or cultures.
- 6.2.1 Analyze aural examples in terms of tone color/timbre.
- 6.2.2 Analyze aural examples in terms of tone color/timbre, and form.
- 6.2.3 Analyze aural examples in terms of rhythm, melody, form, tone color/timbre.
- 6.3.1 Describe written examples of music using appropriate vocabulary.
- 6.3.2 Describe aural examples of music using appropriate vocabulary.
- 6.3.3 Compare and contrast music examples using appropriate music vocabulary.

### **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

#### **Course Level Expectations (CLEs)**

The student will:

- 7.1 Evaluate the quality and effectiveness of music compositions.
- 7.2 Evaluate the quality and effectiveness of music performances.

#### **Checks for Understanding**

- 7.1 Analyze music compositions through score study.

- 7.2 Listen to and analyze a music performance using teacher given criteria.  
Compare and contrast two different performances of the same music selection using teacher given criteria.  
Listen to and analyze a music performance using student developed criteria.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Explore teacher provided criteria for evaluating the quality and effectiveness of music compositions.
- 7.1.2 Analyze criteria for evaluating the quality and effectiveness of music compositions.
- 7.1.3 Develop criteria for evaluating the quality and effectiveness of music compositions.
  
- 7.2.1 Explore a given criteria for evaluating the quality and effectiveness of music performances.
- 7.2.2 Evaluate, using a given criteria, the quality and effectiveness of music performances.
- 7.2.3 Develop and use a criteria for evaluating the quality and effectiveness of music performances.

### **Standard 8.0 Interdisciplinary Connections**

**Students will understand relationships between music, the other arts, and disciplines outside the arts.**

### **Course Level Expectations (CLEs)**

The student will:

- 8.1 Explore the relationship between music and other art disciplines.
- 8.2 Explore the relationship between music and other academic disciplines.
- 8.3 Explore the use of technology in today's music.

### **Checks for Understanding**

- 8.1 Compare the characteristics of two or more art disciplines within a given historical period or style.
- 8.2 Explain the relationship between music and another academic discipline (i.e., science, language, math, history).
- 8.3 Describe how technology impacts music.

### **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Explore characteristics of art disciplines within a particular historical period or style.
- 8.1.2 List similarities of art disciplines within a particular historical period or style.
- 8.1.3 Compare and contrast characteristics of art disciplines within a particular historical period or style.
  
- 8.2.1 Explore the correlation between music and another academic discipline.
- 8.2.2 Describe the correlation between music and another academic discipline.
- 8.2.3 Describe the correlation between music and two or more other academic disciplines.
  
- 8.3.1 Describe the use of technology in music.
- 8.3.2 Describe the impact of technology on music.
- 8.3.3 Explain how music technology has impacted industry.

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Course Level Expectations (CLEs)**

The student will:

- 9.1 Explore the characteristics of music genres and styles within their historical and cultural settings.
- 9.2 Examine the evolution of American music genres and cite well-known musicians associated with each.
- 9.3 Examine the role of music in world cultures.

### **Checks for Understanding**

- 9.1 List the characteristics of music from a selected time period, culture, or genre.
- 9.2 Describe the sources and development of one or more American music genres.  
List well-known composers or performers associated with that genre.
- 9.3 Describe the relationship between music and culture in one or more world settings.

### **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Examine the characteristics of a selected music genre, time period, or culture.
- 9.1.2 Identify the characteristics of a selected music genre, time period, or culture.
- 9.1.3 Describe the characteristics of a selected music genre, time period, or culture.
  
- 9.2.1 Explore the sources and development of one American music genre and correlate with well-known composers and performers associated with that genre.

- 9.2.2 Describe the sources and development of American music genres and correlate with well-known composers or performers associated with those genres.
- 9.2.3 Report (written or oral) the sources and development of American music genres and correlate with well-known composers or performers associated with those genres.
  
- 9.3.1 Examine the music of one or more world cultures following teacher provided guidelines.
- 9.3.2 Identify the music of one or more world cultures.
- 9.3.3 Describe the music of one or more world cultures following teacher provided guidelines.