
Music

“Music has a tremendous value as an academic discipline. It contributes to the understanding of other subjects. In school there’s a tremendous difference between learning and doing. With music, you do both.”

Joan Schmidt, Board Member, National School Boards Association

Through music education students become fluent in the language of music as artistic, intellectual, and cultural expression. Performing, creating, and responding to music provide means for development and growth. Learning to read and notate music opens for students the limitless body of musical styles, forms, and repertoire, and allows them to see what they hear and hear what they see. Fluency in music brings understanding of contemporary and historical cultures, as well as self-knowledge. Music includes forms such as folk, popular, band and orchestral music, gospel music and oratorio, jazz, opera, and musical theatre.

The Standards for Music in this Strand:

1. Singing. Students will sing, alone and with others, a varied repertoire of music.
2. Reading and Notation. Students will read music written in standard notation.
3. Playing Instruments. Students will play instruments, alone and with others, to perform a varied repertoire of music.
4. Improvisation and Composition. Students will improvise, compose, and arrange music.
5. Critical Response. Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Connections Strand, beginning on page 91:

6. Purposes and Meanings in the Arts. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
7. Roles of Artists in Communities. Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
8. Concepts of Style, Stylistic Influence, and Stylistic Change. Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
9. Inventions, Technologies, and the Arts. Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
10. Interdisciplinary Connections. Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

The Arts Disciplines: Music

PreK–12 STANDARD 1: Singing

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

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 4	<p>Students will</p> <ul style="list-style-type: none"> 1.1 Sing independently, maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture 1.2 Sing expressively with appropriate dynamics, phrasing, and interpretation 1.3 Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods 1.4 Sing ostinatos, partner songs, rounds and simple two-part songs, with and without accompaniment 1.5 Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor
By the end of grade 8	<p>Students will</p> <ul style="list-style-type: none"> 1.6 Sing independently with increased accuracy, expanded breath control, and extended vocal range 1.7 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 (level 3 for choral ensemble), including some songs performed by memory* 1.8 Sing music representing diverse genres and cultures, with expression appropriate for the work being performed, and using a variety of languages 1.9 Sing music written in two and three parts (up to four parts in choral ensemble), with and without accompaniment
By the end of basic study in grades 9–12	<p>Students will</p> <ul style="list-style-type: none"> 1.10 Sing with expression and technical accuracy a large repertoire of vocal literature representing various genres, style, cultures, and historical periods, with a difficulty of 4, on a scale of 1 to 6, including works performed by memory* 1.11 Sing music written in four parts, with and without accompaniment 1.12 Demonstrate well-developed ensemble skills
By the end of extended study in grades 9–12	<p>Students will</p> <ul style="list-style-type: none"> 1.13 Sing with expression and technical accuracy a large and varied repertoire of vocal literature representing various genres, styles, cultures, and historical periods, with a level of difficulty of 5, on a scale of 1 to 6, including works performed by memory* 1.14 Sing music written in more than four parts 1.15 Sing in small ensembles with one student on a part

* For a definition of level of difficulty, see *Key Terms in Music*, page 51.

The Arts Disciplines: Music

PreK–12 STANDARD 2: Reading and Notation

Students will read music written in standard notation.

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 4	<p>Students will</p> <ul style="list-style-type: none"> 2.1 Demonstrate and respond to: the beat, division of the beat, meter (2/4, 3/4, 4/4), and rhythmic notation, including half, quarter, eighth, and sixteenth notes and rests 2.2 Use a system (syllables, numbers, or letters) to read and sing at sight simple pitch notation in the treble clef 2.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing 2.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher
By the end of grade 8	<p>Students will</p> <ul style="list-style-type: none"> 2.5 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and <i>alla breve</i> meter signatures 2.6 Read and sing at sight simple melodies and intervals in both the treble and bass clefs 2.7 Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression 2.8 Use standard notation to record their own musical ideas and those of others 2.9 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6*
By the end of basic study in grades 9–12	<p>Students will</p> <ul style="list-style-type: none"> 2.10 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used 2.11 Read and sing at sight moderately difficult melodies, all intervals and their inversions from unison through an octave, and triads and their inversions in arpeggiated form 2.12 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6*
By the end of extended study in grades 9–12	<p>Students will</p> <ul style="list-style-type: none"> 2.13 Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs 2.14 Read and sing at sight difficult melodies, all intervals, and seventh chords and their inversions in arpeggiated form 2.15 In a choral/instrumental ensemble or class: sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6*

* For a definition of level of difficulty, see *Key Terms in Music*, page 51.

The Arts Disciplines: Music

PreK–12 STANDARD 3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 4	<p>Students will</p> <ul style="list-style-type: none">3.1 Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture3.2 Play expressively with appropriate dynamics, phrasing and articulation, and interpretation3.3 Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods3.4 Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments3.5 Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor3.6 Perform independent instrumental parts while other students sing or play contrasting parts
By the end of grade 8	<p>Students will</p> <ul style="list-style-type: none">3.7 Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique3.8 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 (level 3 for instrumental ensemble)*3.9 Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed3.10 Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument

* For a definition of level of difficulty, see *Key Terms in Music*, page 51.

The Arts Disciplines: Music

PreK–12 STANDARD 3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

GRADE LEVEL	LEARNING STANDARDS
By the end of basic study in grades 9–12	Students will 3.11 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6* 3.12 Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills 3.13 Perform in small ensembles with one student on a part
By the end of extended study in grades 9–12	Students will 3.14 Perform with expression and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6*

* For a definition of level of difficulty, see *Key Terms in Music*, page 51.

The Arts Disciplines: Music

PreK–12 STANDARD 4: Improvisation and Composition

Students will improvise, compose, and arrange music.

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 4	<p>Students will</p> <ul style="list-style-type: none"> 4.1 Improvise “answers” in the same style to given rhythmic and melodic phrases 4.2 Improvise and compose simple rhythmic and melodic ostinato accompaniments 4.3 Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies 4.4 Improvise and compose short vocal and instrumental melodies, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds (such as clapping), and sounds produced by electronic means 4.5 Create and arrange short songs and instrumental pieces within teacher-specified guidelines
By the end of grade 8	<p>Students will</p> <ul style="list-style-type: none"> 4.6 Improvise and compose simple harmonic accompaniments 4.7 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys 4.8 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality 4.9 Compose and arrange short pieces for voices or instruments within teacher-specified guidelines, using the elements of music to achieve unity and variety, tension and release, and balance 4.10 Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging
By the end of basic study in grades 9–12	<p>Students will</p> <ul style="list-style-type: none"> 4.11 Improvise stylistically appropriate harmonizing parts 4.12 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, and minor tonalities 4.13 Improvise original melodies over given chord progressions consistent in style, meter, and tonality 4.14 Compose music in several distinct styles using the elements of music for expressive effect 4.15 Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of sound sources

The Arts Disciplines: Music

PreK–12 STANDARD 4: Improvisation and Composition

Students will improvise, compose, and arrange music.

GRADE LEVEL	LEARNING STANDARDS
By the end of extended study in grades 9–12	Students will 4.16 Improvise stylistically appropriate harmonizing parts in a variety of styles 4.17 Improvise rhythmic and melodic variations on given melodies in pentatonic, major, minor, and modal tonalities 4.18 Improvise original melodies in a variety of styles, over given chord progressions consistent in style, meter, and tonality 4.19 Compose and arrange music, demonstrating imagination and technical skill in applying the principles of composition 4.20 Demonstrate an understanding of choral and instrumental scoring in composition

The Arts Disciplines: Music

PreK–12 STANDARD 5: Critical Response

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

GRADE LEVEL	LEARNING STANDARDS
By the end of grade 4	<p>Students will</p> <ul style="list-style-type: none">5.1 Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony, and form5.2 Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context5.3 Use appropriate terminology in describing music, music notation, music instruments and voices, and music performances5.4 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 voices5.5 Respond through purposeful movement to selected prominent music characteristics or to specific music occurrences while singing or listening to music5.6 Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings
By the end of grade 8	<p>Students will</p> <ul style="list-style-type: none">5.7 Analyze the uses of elements in aural examples representing diverse genres and cultures5.8 Describe specific music occurrences in a given aural example, using appropriate terminology5.9 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music5.10 Interpret more complex music through movement5.11 Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance

The Arts Disciplines: Music

PreK–12 STANDARD 5: Critical Response

Students will describe and analyze their own music and the music of others using appropriate music vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

GRADE LEVEL	LEARNING STANDARDS
By the end of basic study in grades 9–12	Students will 5.12 Demonstrate an understanding of how musical elements interact to create expressiveness in music 5.13 Demonstrate knowledge of the technical vocabulary of music 5.14 Listen to performances of extended length and complexity with proper attention and audience protocol
By the end of extended study in grades 9–12	Students will 5.15 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive 5.16 Demonstrate the ability to perceive, remember, and describe in detail significant occurrences in a given aural example 5.17 Compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style

Key Terms in Music

accompaniment

a part performed with the main part for richer effect.

arpeggio, arpeggiated form

the production of tones in a chord in succession rather than simultaneously.

articulation

in performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

beat

the unit of rhythm; rhythmic pulse felt in most music.

cadence

a group of chords or notes at the end of a phrase or piece that gives a feeling of pausing or finishing.

chord

a combination of three or more tones sounding in a harmony.

clef, bass and treble

a symbol written at the beginning of a musical staff to indicate the pitch of the notes.

compose

to create original music by organizing sound, usually written down for others to perform.

consonance

two or more sounds that are perceived to have stability; in harmony, consonant intervals are those that are treated as stable and do not require resolution to another set of intervals.

dissonance

an interval or a chord that sounds unstable and pulls toward a consonance (an inactive, or “restful,” combination of sounds).

dynamics

the effect of varying degrees of loudness and softness in the performance of music.

elements of music

pitch, rhythm, harmony, dynamics, phrasing, style, interpretation, and appropriate variations in dynamics and tempo.

form

the overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variation, sonata-allegro) and the interrelationships of music events within the overall structure.

harmony/harmonic

the simultaneous sounding of two or more tones; structure in terms of treatment of chords.

Key Terms in Music

homophonic texture

a melodic line supported by a harmonic accompaniment that has a similar rhythm to the melody.

improvise

to compose, or simultaneously compose and perform.

interval

the difference in pitch between two notes.

level of difficulty

for purposes of these standards, there are six levels of difficulty:

Level 1 – very easy; easy keys, meters, and rhythms; limited ranges.

Level 2 – easy; may include changes of tempo, key, and meter; modest ranges.

Level 3 – moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Level 4 – moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5 – difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements

Level 6 – very difficult; suitable for musically mature students of exceptional competence.

(Adapted with permission from *NYSSMA Manual*, Edition XXIII, published by the New York State School Music Association)

major, major tonality

tonally, a key that is based on a major scale. A scale that contains this step pattern: whole, whole, half, whole, whole, whole, half, or using the solfa tones of *do re mi fa so la ti do*.

melody

rhythmic arrangement of tones in sequence to express a musical idea.

meter

the basic pattern of beats in successive measures, usually expressed in time signature.

minor, minor tonality

tonally, a key that is based on a minor scale. A scale that contains this step pattern; whole, half, whole, whole, half, whole, whole, or using the solfa tones of *la ti do re mi fa so la*. This is known as the natural minor or aeolian mode.

mode, modal scales

types of seven-note scale systems, originally formulated c. 1000 for classifying different forms of Gregorian chant. The nomenclature originates from ancient Greece. Most of these modal scales are found in all genres of music, including folk, jazz, classical, and popular music.

monophonic texture

music having a single melody without accompaniment.

Key Terms in Music

notation

system by which music is written.

ostinato

a short rhythmic or melodic pattern that is persistently repeated.

pentatonic scale

a scale of five notes; one in which the tones are arranged like a major scale with the fourth and seventh tones omitted.

phrase

a melodic idea that acts as a complete thought, something like a sentence, consisting of two or more motives.

pitch and register

pitch refers to the highness or lowness of a tone, and register the pitch location of a group of tones. If the group of tones consists of all high sounds, they are in a high register. If the group of tones consists of all low sounds, they are in a low register.

polyphonic texture

two or more independent melody lines sounding together.

rhythm

treatment of time in music.

scale

an arrangement of pitches from lower to higher according to a specific pattern of intervals or steps.

score

musical composition written in notation.

tempo

the speed of the beat in music.

timbre

the character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

tonality

the harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from c. 1600 onward.

Music:

Sample Grades PreK–4 Learning Scenario

Singing Alone and with Others

Standards: Music, Learning Standards 1.1, 1.2, 1.3

Sample

Assessment Criteria: Students could be assessed on their ability to

- sing independently maintaining accurate intonation, steady tempo, rhythmic accuracy, appropriately-produced sound (timbre), clear diction, and correct posture;
- sing expressively with appropriate dynamics, phrasing, and interpretation; and
- sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods.

Summary:

It is important that young students learn to sing songs that are within their vocal range. Students in Kindergarten to second grade memorize and initially chant nursery rhymes and sing folk songs and singing games within the octave of middle C to C1. In third and fourth grade, students gradually expand their range to F1. Through emphasis of tone matching activities, regular singing, and use of a light and clear vocal production, every child learns how to sing well. As students memorize and learn to sing ballads, they learn how to express the richness of the text using dynamics, articulation, and phrasing. They also learn and sing songs from ethnic, jazz, and classical traditions that the teacher has chosen to complement their study of history and social science.

Music:

Sample Grades 5–8 Learning Scenario

The Blues

Standards: Music: Learning Standards 4.6, 4.7, 4.8, 4.9.

Sample Assessment Criteria: Students could be assessed on their ability to

- improvise and compose simple harmonic accompaniments;
- improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys;
- improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality; and
- compose and arrange short pieces for voices or instruments within teacher-specified guidelines, using the elements of music to achieve: unity and variety; tension and release; and balance.

Summary: Students begin experimenting with basic I-IV-V (V7) I progressions, such as in the blues progression, to accompany both instrumental and vocal melodies in general music, band, orchestra, or chorus.

Then students compose a melody to a poem or text, trying to complement the mood and style of the text. Their composition should have recognizable form, and be written using standardized musical notation.

Music:

Sample Grade 9–12 Basic Study Learning Scenario

Playing in Ensembles

Standards: Music, Learning Standards 3.11, 3.12, 3.13

Sample

Assessment Criteria:

Students could be assessed on their ability to

- perform with expression and technical accuracy, a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4 on a scale of 1 to 6*;
- perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills; and
- perform in small ensemble with one student on a part.

Summary:

Members of a high school band develop a repertoire of classical, jazz, popular, folk, and contemporary works. Under the direction of their teacher/conductor and advanced musicians, players practice individually and in small instrumental groups, and rehearse in a large group. In rehearsals, the conductor elicits individual and group feedback about how to improve the level of accuracy and the quality of expression.

Student instrumental players are assessed according to their individual ability to read and play music accurately and expressively, their ability to improve their playing through rehearsal and reflection, and their ability to play as a member of an ensemble.

*For a definition of levels of difficulty, see Key Terms in Music, page 51.

Music:

Sample Grades 9–12 Extended Study Learning Scenario

Reading, Singing, and Conducting

Standards: Music, Learning Standards 2.12, 2.13, 5.15, 5.16, 5.17

**Sample
Assessment Criteria:**

Students could be assessed on their ability to

- read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs;
- read and sing at sight: difficult melodies, all intervals, seventh chords and their inversions in arpeggiated form;
- analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive;
- perceive, remember, and describe in detail significant occurrences in a given aural example; and
- compare and contrast ways in which compositional devices and techniques are used in two or more examples of the same piece, genre, or style.

Summary:

Students at an advanced level of music study assume responsibility for choosing and studying the score of a composition, rehearsing an ensemble of peers, and eventually conducting the piece in live performance. As part of their assignment, they lead class discussions about the works that they have chosen for performance, assisting students in articulating their perceptions of music.