

**K-4**  
**Full Year**

**Content Standard #1:** Singing, alone and with others, a varied repertoire of music  
*Achievement Standard:*  
Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo  
Students sing expressively, with appropriate dynamics, phrasing, and interpretation  
Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures  
Students sing ostinatos, partner songs, and rounds  
Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

**Content Standard #2:** Performing on instruments, alone and with others, a varied repertoire of music  
*Achievement Standard:*  
Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo  
Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments  
Students perform expressively a varied repertoire of music representing diverse genres and styles  
Students echo short rhythms and melodic patterns  
Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor  
Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

**Content Standard #3:** Improvising melodies, variations, and accompaniments  
*Achievement Standard:*  
Students improvise "answers" in the same style to given rhythmic and melodic phrases  
Students improvise simple rhythmic and melodic ostinato accompaniments  
Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies  
Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices, instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines)

**Content Standard #4:** Composing and arranging music within specified guidelines  
*Achievement Standard:*  
Students create and arrange music to accompany readings or dramatizations  
Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique)  
Students use a variety of sound sources when composing

**5-8**  
**Full Year**

The period represented by grades 5-8 is especially critical in students' musical development. The music they perform or study often becomes an integral part of their personal musical repertoire. Composing and improvising provide students with unique insight into the form and structure of music and at the same time help them to develop their creativity. Broad experience with a variety of music is necessary if students are to make informed musical judgments. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music and other disciplines such as Math, Science, and English. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are increasingly multicultural. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.  
Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

**Content Standard #1:** Singing, alone and with others, a varied repertoire of music  
*Achievement Standard:*  
Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles  
Students 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, including some songs performed from memory  
Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed  
Students sing music written in two and three parts  
Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

**Content Standard #2:** Performing on instruments, alone and with others, a varied repertoire of music  
*Achievement Standard:*  
Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control  
Students 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  
Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed  
Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument  
Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

**Content Standard #3:** Improvising melodies, variations, and accompaniments  
*Achievement Standard:*  
Students improvise simple harmonic accompaniments  
Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys  
Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality