

Music Grades K-5	National Music Standard 1
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand all aspects of singing and be able to sing, alone and with others, a varied repertoire of music.</p> <p><u>Performs complex skills</u> developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (K-5)Student sings independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains a steady tempo. ➤ (K-5)Student sings expressively, with appropriate dynamics, phrasing, and interpretation. ➤ (K-5)Student sings from memory, a varied repertoire of songs representing genres and styles from diverse cultures. ➤ (2-5)Student sings ostinatos, partner songs, and rounds. ➤ (K-5)Student sings in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Pitch, rhythm, timbre, diction, posture, steady tempo, dynamics, expression, phrasing, ostinato, partner song, round, conductor. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Sing using appropriate pitch, rhythm, timbre, diction, posture, steady tempo, dynamics, expression, and phrasing including ostinatos, partner songs, and rounds. Respond to conductor cues. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 2
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand basic instrumental technique, and will be able to perform on instruments, alone and with others, a varied repertoire of music.</p> <p><u>Performs complex skills</u> developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (K-5) Student performs on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo. ➤ (K-5) Student performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. ➤ (K-5) Student performs expressively a varied repertoire of music representing diverse genres and styles ➤ (K-5) Student echoes short rhythms and melodic patterns. ➤ (K-5) Student performs in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. ➤ (2-5) Student performs 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. <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Pitch, rhythm, timbre, steady tempo, dynamics, rhythmic, melodic, and chordal patterns, expression, ostinato, contrasting rhythmic lines, harmonic progressions, conductor. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Play using appropriate pitch, rhythm, timbre, steady tempo, expression and dynamics, rhythmic, melodic, and chordal patterns, ostinatos, contrasting rhythmic lines, and harmonic progressions. Respond to conductor cues. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 3
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand improvisation, and be able to improvise melodies, variations, and accompaniments.</p> <p><u>Performs complex skills developmentally appropriate for their age and experience:</u></p> <ul style="list-style-type: none"> ➤ (K-5) Student improvises "answers" in the same style to given rhythmic and melodic phrases. ➤ (3-5) Student improvises simple rhythmic and melodic ostinato accompaniments. ➤ (3-5) Student improvises simple rhythmic variations and simple melodic embellishments on familiar melodies. ➤ (3-5) Student improvises 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). ➤ Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality. <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Improvise/Improvisation, rhythmic and melodic phrases, ostinatos, rhythmic variations, melodic embellishments, familiar melodies, variety of sound sources including traditional and nontraditional sounds available in the classroom. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Improvise rhythmic and melodic phrases, ostinatos, rhythmic variations, melodic embellishments, familiar melodies using a variety of sound sources including traditional and nontraditional sounds available in the classroom. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand

Music Grades K-5	National Music Standard 4
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand composition, and be able to compose and arrange music within specified guidelines.</p> <p><u>Performs complex skills</u> developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (K-5) Student creates and arranges music to accompany readings or dramatizations ➤ (3-5) Student creates and arranges short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique) ➤ (K-5) Student uses a variety of sound sources when composing <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Creating, Arranging, Accompaniment, readings, dramatizations, songs, instrumental, style, form, instrumentation, composition, technique, sound sources, composing, composer. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Creating and arranging music to accompany readings or dramatizations, short songs & instrumental pieces within specific guidelines (e.g., a particular style, form, instrumentation, compositional technique). A variety of sound sources when composing. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 5
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand notation, and be able to read and notate music.</p> <p><u>Performs complex skills</u> developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (K-5) Student reads whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures ➤ (K-5) Student uses a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys ➤ (K-5) Student identifies symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing ➤ (2-5) Student uses standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Whole, half, dotted half, quarter, and eighth notes and rests, Meter Signatures 2/4,3/4, 4/4. System (syllables, numbers, or letters) to read simple pitch notation in treble clef in major keys. Symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing. Standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by teacher. <p><u>Can perform basic skills,</u> though not consistently or independently:</p> <ul style="list-style-type: none"> ➤ Reads and notates whole, half, dotted half, quarter, and eighth notes and rests, Meter Signatures 2/4,3/4, 4/4. Uses system (syllables, numbers, or letters) to read simple pitch notation in treble clef in major keys. Uses symbols and traditional terms referring to dynamics, tempo, and articulation and interprets them correctly when performing. Uses standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by teacher. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 6
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand how to analyze music, and will be able to listen to, analyze, and describe music.</p> <p><u>Performs complex skills developmentally appropriate for their age and experience:</u></p> <ul style="list-style-type: none"> ➤ (K-5) Student identifies simple music forms when presented aurally ➤ (K-5) Student demonstrates perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures ➤ (K-5) Student uses appropriate terminology in explaining music, music notation, music instruments and voices, and music performances ➤ (K-5) Student identifies 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 voices ➤ (K-5) Student responds through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Form, diverse, cultures, music notation, instruments, voicing, performance, meter, dynamics, orchestra, band, analyze, describe. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Identifies simple music forms presented aurally. Demonstrates perceptual skills by answering questions about, and describing aural examples of music of various styles representing diverse cultures. Uses appropriate terminology to explain music, music notation, music instruments, voices, and music performances. Identifies various instrument sounds, including orchestra & band, instruments from various cultures, and the voices of children and male & female adults. Demonstrates purposeful movement to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 7
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand music performance, and be able to evaluate music and music performances.</p> <p><u>Performs complex skills</u> developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (2-5) Student devises criteria for evaluating performances and compositions. ➤ (K-5) Student explains, using appropriate music terminology, their personal preferences for specific musical works and styles. ➤ (2-5) Student evaluates the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and other constructive suggestions for improvement. <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p><u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Criteria, evaluate, performance, composition, personal preferences, style, musical works, arrangements, improvisation, constructive suggestions, improvement. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Devises criteria for evaluating performances and compositions. Uses appropriate music terminology to describe personal preferences for specific musical works and styles. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 8
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand relationships between music, the other arts, and disciplines outside the arts and be able to identify those relationships.</p> <p>Performs complex skills developmentally appropriate for their age and experience:</p> <ul style="list-style-type: none"> ➤ (2-5) Student identifies similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts ➤ (K-5) Student identifies ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions) <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student:</p> <p>Recognizes or recalls specific terminology such as:</p> <ul style="list-style-type: none"> ➤ Similarities, differences, form, line, contrast, interrelated, disciplines, expressive, various arts, mathematics, science, geography, language arts, reading, history, foreign languages, notation, time signature, vibration. <p>Can perform basic skills, though not consistently or independently:</p> <ul style="list-style-type: none"> ➤ Identifies similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts. Identifies ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions). <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

Music Grades K-5	National Music Standard 9
Score 4.0	In addition to Score 3.0, the student will be able to make in-depth inferences and applications that go beyond what was taught as well as help/teach others.
Score 3.0	<p>The student will understand music in relation to history and culture, and be able to identify and compare those relationships.</p> <p><u>Performs complex skills developmentally appropriate for their age and experience:</u></p> <ul style="list-style-type: none"> ➤ (3-5) Student identifies by genre or style aural examples of music from various historical periods and cultures ➤ (3-5) Student describes in simple terms how elements of music are used in music examples from various cultures of the world ➤ (K-5) Student identifies various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use ➤ (K-5) Student identifies and describes roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures ➤ (K-5) Student demonstrates audience behavior appropriate for the context and style of music performed <p><i>The student exhibits no major errors or omissions regarding the score 3.0 content.</i></p>
Score 2.0	<p>The Student: <u>Recognizes or recalls specific terminology such as:</u></p> <ul style="list-style-type: none"> ➤ Aural, genre, style, historical periods, cultures, elements, characteristics, suitable, roles, musicians, orchestra, conductor, folksinger, organist, performers, pianist, instrumentalist, vocalist, audience etiquette, context. <p><u>Can perform basic skills, though not consistently or independently:</u></p> <ul style="list-style-type: none"> ➤ Identifies aural examples by genre or style from various historical periods or cultures. Describes elements of music used in music examples from various cultures of the world. Identifies various uses of music in daily experiences and characteristics that make certain music suitable for each use. Identifies and describes roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures. Demonstrates audience behavior appropriate for the context and style of music performed. <p><i>No major errors or omissions regarding the score 2.0 content.</i></p>
Score 1.0	With help, the student knows some of 2.0 and 3.0.
Score 0.0	Even with help, the student is unable to understand.

