

ARLINGTON PUBLIC SCHOOLS GENERAL MUSIC STANDARDS Grades K-5

What every student should know

Benchmark	Grade K-1	Grade 2	Grade 3	Grade 4	Grade 5	Essential Questions
Listening and Responding to Music 	Discriminate between high /low, loud /soft pitches, metal, wood Identify fast, slow, medium. Demonstrate beat competency Respond creatively to music Recognize themes in music Learn concert/audience etiquette 5.1*	Recognize orchestral instruments Demonstrate a knowledge of: meter in 2 & 3, dynamics, tempo, articulation Distinguish between melody and accompaniment Identify simple Rondo forms: AB, ABA 5.1, 5.4	Demonstrate knowledge of musical form through movement Demonstrate knowledge of meter (2's, 3's and 4's) through movement Aurally identify instruments 5.1, 5.4, 5.5	Introduce music of the Classical, Romantic, Popular and Folk styles Aurally distinguish between male/female, adult/children's voices Continue to respond to music through improvised movement Dance traditional American and folk dances 5.2, 5.4,	Aurally identify theme and variations Learn the characteristics of tonal, atonal and 20 th Century music Learn ABABA form 5.2	<i>How does the creation of music relate to the human experience?</i>
Singing and Playing of Instruments 	Demonstrate: proper posture in singing/playing, correct rhythm-instrument techniques, ability to maintain a steady beat Sing simple songs from memory; in head voice Distinguish between: singing, speaking, whispering, humming and calling voices Improvise simple rhythms 1.1, 1.3	Sing simple rounds, with good intonation/tone quality Play simple ostinato accompaniments Continue to demonstrate: correct rhythm-instrument techniques, proper concert/audience etiquette Create simple melodic and rhythmic accompaniments 1.1, 1.4, 4.2, 5.6	Play/ sing/conduct in 2/4, 3/4 and 4/4 meters Sing simple rounds and partner songs from memory Sight-sing simple melodies using (<i>la, so, mi, re, do</i>) Demonstrate proper recorder technique Play G, A, B, C', D' on recorder Improvise simple rhythms and melodies 1.4,	Follow a conductor Begin reading two-part music Continue to demonstrate proper playing techniques on the recorder Continue to improvise simple rhythms and melodies on the recorder and on barred instruments 1.5, 1.9	Perform in a chorus Sing with/ without accompaniment: in two-part harmony, from memory, with expressive and technical accuracy Follow dynamic & tempo markings <i>Allegro, Presto, Moderato, Pianissimo, Fortissimo</i> Continue improvising <i>ostinati and short patterns</i> using instruments and voice 1.4, 1.3, 4.2, 4.5	<i>How does performing, creating, and responding to music provide a means for artistic development and growth?</i>
Reading and Notating Music 	Recognize 1/8 notes, 1/4 notes/rests Identify measures and barlines Demonstrate ability to follow melodic contour 2.1	Identify staff, bar lines, measure, treble clef and time signatures Read whole, half, dotted half, quarter, eighth notes and rests. Clap rhythm patterns in 2/4, 3/4, and 4/4 meter Sight-read simple melodies using <i>la, sol, mi, re, do</i> or hand signs. Notate simple rhythm patterns 2.2, 2.3	Identify the letter names of the lines and spaces in treble clef, sharps, flats, repeat signs and double bar lines, treble clef, time signature, measure and bar line Read and perform a simple two-part composition Learn dynamic markings of <i>f, p</i> 2.2, 2.3	Understand: <i>D.C.; al fine, D.S.</i> Read rhythms using: sixteenth, dotted quarter and eighth combinations; Learn dynamic markings: <i>mf, mp</i> Follow an octavo score 2.3	Read simple phrases and perform rhythmic and melodic patterns in 2/2 and 6/8 meter Continue rhythmic and melodic notation 2.5, 2.7	<i>How does learning to read and notate music allow students to see what they hear and hear what they see?</i>
Developing Knowledge and Understanding of the Historical and Cultural Context of Music 	Sing American patriotic songs, folk songs and song games Sing songs from other cultures Recognize themes and instrumentation in Prokofiev's <i>Peter and the Wolf</i> 5.2, 5.4, 5.5	Sing/dance music from the American, Native-American and European folk tradition Study the music and lives of: Saint-Saens, Tchaikovsky Mussorgsky 5.5, 5.3	Identify and sing songs: Colonial, sea chanteys Perform songs, chants, and dances from other cultures integrating with classroom studies Become familiar with the life and music of Beethoven 5,1	Continue to explore western and non-western music Become familiar with the lives and music of: Grofé, Mozart 5.2	Study and sing music pertaining to: The American Revolution, the Civil War, Spirituals, the Westward Expansion Become familiar with the music and lives of Aaron Copland, George Gershwin 5.2, 5.5	<i>What is the role of the artist in societies past and present?</i> <i>How do advances in technology affect the composition and performance of music?</i>

(*) Refers to Massachusetts Arts Curriculum Frameworks Standards