

PERFORMANCE

SCHOOL DISTRICT OF BAYFIELD

I=Introduce
D=Develop/Explore
A=Achieve/Extend

K-4 GENERAL MUSIC CURRICULUM OUTLINE

OUTCOMES	BENCHMARKS (CONTENT STANDARDS)	PERFORMANCE INDICATORS (PERFORMANCE STANDARDS)	K	1	2	3	4
Singing	Students will sing, alone and with others, a varied repertoire of music.	Sing independently, on pitch, and in rhythm with appropriate timbre, diction, and posture, and maintain a steady tempo	I	D	D	D	D
		Sing expressively with appropriate dynamics, phrasing, and interpretation	I	D	D	D	D
		Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	I	D	D	D	D
		Sing ostinati,* partner songs, and rounds			I	D	D
		Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor		I	D	D	D

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Instrumental	Students will play, alone and with others, a varied repertoire of music on instruments.	Play on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo					
		Play easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments			I	D	D
		Play expressively a varied repertoire of music representing diverse genres and styles				I	D
		Echo short rhythmic and melodic patterns	I	D	D	D	D
		Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor			I	D	D
		Play independent instrumental parts while other students sing or play contrasting parts		I	D	D	D

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Improvisation	Students will improvise music	Improvise in the same style answers to given rhythmic and melodic questions		I	D	D	D
		Improvise simple rhythmic and melodic ostinato* accompaniments			I	D	D
		Improvise simple rhythmic variations and melodic embellishments on given pentatonic** melodies				I	D
		Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, sounds available in the classroom, body sounds, and sounds produced by electronic means				I	D

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Composition	Students will compose and arrange music.	Create and arrange music to accompany readings and dramatizations					I
		Create and arrange short songs and instrumental pieces within specified guidelines					I
		Use a variety of sound sources when composing and arranging					I

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Reading and Notating	Students will read and notate music	Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures		I	D	D	A
		Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys	I	D	D	D	A
		Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing		I	D	D	A
		Use standard symbols to notate meter, rhythm, pitch, and dynamics in pattern and/or song			I	D	D

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Analysis	Students will analyze and describe music	Identify phrases and sections of music that are the same, similar, and/or different		I	D	D	D
		Identify simple music forms upon listening to a given example			I	D	D
		Demonstrate perceptual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures			I	D	D
		Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances				I	D
		Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices	I	D	D	D	A
		Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music		I	D	D	D

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Evaluation	Students will evaluate music and music performances	Devise criteria for evaluating performances and compositions			I	D	D
		Explain, using appropriate music terminology, personal preferences for specific musical works and styles			I	D	D
		Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement			I	D	D

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The Arts	Students will relate music to the other arts and disciplines outside the arts	Identify similarities and differences in the meanings of common terms used in the various arts			I	D	D
		Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music			I	D	D

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History and Culture	Students will relate music to history and culture.	Demonstrate audience behavior appropriate for the context and style of music performed	I	D	D	D	D	
		Listen to and identify, by genre or style, examples of music from various historical periods and world cultures			I	D	D	
		Describe in simple terms how elements of music are used in music examples from various cultures of the world			I	D	D	
		Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use			I	D	D	D
		Identify and describe roles of musicians in various music settings and world cultures			I	D	D	D