

The Nine National Standards of Music Education

from Lehman, P. R., Chair. (1994). *The School Music Program: A New Vision*. Reston, VA: MENC

Grades K-4

1. Singing, alone and with others, a varied repertoire of music.

- a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture and maintain a steady tempo.
- b. Sing expressively, with appropriate dynamics, phrasing, and interpretation.
- c. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- d. Sing ostinatos, partner songs, and rounds.
- e. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.

2. Performing on instruments, alone and with others, a varied repertoire of music.

- a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
- b. Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.
- c. Perform expressively a varied repertoire of music representing diverse genres and styles.
- d. Echo short rhythms and melodic patterns.
- e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.
- f. Perform independent instrumental parts while other students sing or play contrasting parts.

3. Improvising melodies, variations, and accompaniments.

- a. Improvise 'answers' in the same style to given rhythmic and melodic phrases.
- b. Improvise simple rhythmic and melodic ostinato accompaniments.
- c. Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- d. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.

4. Composing and arranging music within specified guidelines.

- a. Create and arrange music to accompany readings or dramatizations.
- b. Create and arrange short songs and instrumental pieces within specified guidelines.
- c. Use a variety of sound sources when composing.

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5. Reading and notating music.

- a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter.
- b. Use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.
- c. Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- d. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

6. Listening to, analyzing, and describing music.

- a. Identify simple music forms when presented aurally.
- b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- c. Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- d. 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 voices.
- e. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

7. Evaluating music and music performances.

- a. Devise criteria for evaluating performances and compositions.
- b. Explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.

- a. Identify similarities and differences in the meanings of common terms used in the various arts.
- b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9. Understanding music in relation to history and culture.

- a. Identify by genre or style aural examples of music from various historical period and cultures.
- b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
- c. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- d. Identify and describe roles of musicians in various music settings and cultures.
- e. Demonstrate audience behavior appropriate for the context and style of music performed.