

Music

MIDDLE SCHOOL

STANDARD 1

The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.

To meet this standard, the student will:

Benchmark MS.1.1: Read and notate music.

Indicators:

- MS.1.1.1 Identify note and rest values in 4/4, 3/4, and 2/4 time in pieces studied.
- MS.1.1.2 Identify the dotted half-note, the dotted quarter-note, and the corresponding rests in 4/4, 3/4, and 2/4 time in pieces studied.
- MS.1.1.3 Identify the dotted quarter-note and eighth-note combination and the eighth-quarter- eighth combination in pieces studied, and recognize the latter as a form of syncopation.
- MS.1.1.4 Identify simple duple and triple meters and the corresponding time signatures (2/4 and 3/4)
- MS.1.1.5 Identify first and second endings, and D.C. al fine, D.C. al coda, d.s. al fine, and d.s. al coda in pieces studied.
- MS.1.1.6 Identify the names of the notes of the clef appropriate to their vocal range and/or instrument (e.g., treble clef, bass clef).
- MS.1.1.7 Distinguish between movement by a step (i.e., the interval between a note on a line and a note on the adjacent space, or vice versa) and movement by a skip (e.g., any interval larger than a step).
- MS.1.1.8 Recognize that the treble clef defines the names of the lines (e, g, b, d, f) and spaces (f, a, c, e) on the staff.
- MS.1.1.9 Recognize unisons, seconds, and thirds aurally and in written form
- MS.1.1.10 Read music accurately from the staff, using their knowledge of notation (including sharps, flats, naturals, and key signatures) and intervals.
- MS.1.1.11 Read correctly familiar and unfamiliar songs, using their knowledge key signatures.
- MS.1.1.12 Sing and play the major scale in keys that they encounter in the music they perform.
- MS.1.1.13 Demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing

Benchmark MS.1.2: Listen to, analyze, and describe music.

Indicators:

- MS.1.2.1 Recognize and classify various instruments (e.g., as woodwind, brass, stringed, or percussion instruments).
- MS.1.2.2 Identify tone colors in various performing ensembles (e.g., brass trio, string quartet, marching band).
- MS.1.2.3 Describe their responses to music that they sing and hear, using appropriate vocabulary or musical terminology (e.g., "I like this music because it is fast and it makes me want to dance").
- MS.1.2.4 Recognize binary form (AB) and ternary form (ABA) in music they perform and hear.
- MS.1.2.5 Identify the tempo of various pieces of music.
- MS.1.2.6 Identify music that consists of a single line as monophonic (e.g., a song)
- MS.1.2.7 Identify the type of texture in music from a variety of cultures and historical periods (homophonic, polyphonic).
- MS.1.2.8 Describe how changes in texture alter the mood in a piece of music (e.g., "Hava Nagila", Clair de Lune by Debussy).

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

- MS.1.2.9 Describe, through listening, the main characteristics of pieces of music from the Baroque and Classical periods (e.g., Water Music by Handel, Clarinet Concerto in A, K.622, by Mozart)
- MS.1.2.10 Describe, through listening, some characteristics of music of the Romantic period (e.g., Pictures at an Exhibition by Mussorgsky)
- MS.1.2.11 Identify examples of dynamics in pieces of music and describe how the loudness and softness are achieved (e.g., loudness results when a drum is struck with more force).
- MS.1.2.12 Demonstrate understanding of the markings and Italian terms for dynamics, tempo, articulation, and phrasing
- MS.1.2.13 Identify the upbeat and downbeat, as well as conducting patterns for 2/4, 3/4, and 4/4 meters, in pieces studied.
- MS.1.2.14 Demonstrate understanding of the difference between the terms beat and rhythm (e.g., indicate the beat in a piece of music while others perform the rhythmic patterns).

Benchmark MS.1.3: Evaluate music and music performances.

Indicators:

- MS.1.3.1 Explain, using appropriate musical terminology, their preference for specific songs or pieces of music
- MS.1.3.2 Identify and explain the effects of different musical choices (e.g., the effects of choosing specific instruments).
- MS.1.3.3 Describe their response to a musical performance in their community.

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STANDARD 2

The student uses music knowledge and skills to produce creative works.

To meet this standard, the student will:

Benchmark MS.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- MS.2.1.1 Use their voices expressively as they speak, chant, and sing.
- MS.2.1.2 Sing expressively, showing an understanding of the text.
- MS.2.1.3 Sing expressively, giving particular attention to using suitable dynamics.
- MS.2.1.4 Sing expressively, giving particular attention to using suitable tempi.
- MS.2.1.5 Sing expressively, showing awareness of different tone colors.
- MS.2.1.6 Sing a variety of simple songs in various keys alone and with a group, becoming increasingly accurate in pitch.
- MS.2.1.7 Demonstrate the ability to produce the same pitch as others vocally (e.g., while singing in pairs, in sections, in a large group).
- MS.2.1.8 Sing a variety of simple songs in various meters alone and with a group, becoming increasingly accurate in rhythm.
- MS.2.1.9 Sing expressively, giving particular attention to using suitable phrasing.
- MS.2.1.10 Demonstrate an understanding of appropriate articulation in singing music.
- MS.2.1.11 Demonstrate an understanding of correct breathing technique and posture when singing.
- MS.2.1.12 Demonstrate knowledge of techniques to produce a clear and open head tone while singing.

Benchmark MS.2.2: Perform on instruments alone and with others, a varied repertoire of music.

Indicators:

- MS.2.2.1 Perform musical compositions in which they apply their knowledge of the elements of music and patterns of sounds, and use instruments, or "found" materials.
- MS.2.2.2 Play simple melodies and accompaniments on instruments.
- MS.2.2.3 Play alone and with others a variety of simple songs in various keys becoming increasingly accurate in pitch.
- MS.2.2.4 Demonstrate the ability to produce the same pitch as others instrumentally (e.g., while playing in pairs, in sections, in a large group).
- MS.2.2.5 Play alone and with others a variety of simple songs in various meters becoming increasingly accurate in rhythm.
- MS.2.2.6 Play expressively, giving particular attention to using suitable dynamics.
- MS.2.2.7 Play expressively, giving particular attention to using suitable tempi.
- MS.2.2.8 Sing or play expressively, showing awareness of different tone colors.
- MS.2.2.9 Play expressively, giving particular attention to using suitable phrasing.
- MS.2.2.10 Demonstrate an understanding of appropriate articulation in playing music.
- MS.2.2.11 Demonstrate an understanding of correct breathing technique and posture when playing.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Benchmark MS.2.3: Improvise melodies, variations, and accompaniments.

Indicators:

- MS.2.3.1 Accompany songs, using appropriate rhythm instruments (e.g., tambourines), body percussion (e.g., clapping), or "found" instruments.
- MS.2.3.2 Create sound effects to songs, poems, and chants, using the voice, instruments, or "found" materials.
- MS.2.3.3 Respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.
- MS.2.3.4 Sing familiar songs and manipulate a musical element to change the overall effect (e.g., change tempo or rhythm in "Ode to Joy" by Beethoven).
- MS.2.3.5 Improvise a solo melodic line (accompanied or unaccompanied).

Benchmark MS.2.4: Compose and arrange music within specified guidelines.

Indicators:

- MS.2.4.1 Create musical compositions that make use of elements of music studied in pieces learned in this grade. Write them in standard notation, and perform them.
- MS.2.4.2 Create rhythmic and melodic patterns (e.g., ostinati), using a variety of sounds (e.g., vocal and instrumental sounds).
- MS.2.4.3 Create melodic contour "maps" that indicate the direction of pitches (higher, lower) in familiar songs (e.g., "Twinkle, Twinkle Little Star").
- MS.2.4.4 Substitute different words in familiar songs or create new verses, using their knowledge of rhythm to ensure that the new text fits with the melody.
- MS.2.4.5 Create simple patterned movement to familiar music, using their knowledge of beat and rhythm.
- MS.2.4.6 Create or arrange music to accompany a reading or dramatization, using appropriate rhythm instruments, body percussion, or "found" instruments, using their knowledge of beat, rhythm, tone color, and melody.
- MS.2.4.7 Create and perform two contrasting songs based on a scene from a story, poem, or play, and connect them with dialogue.

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STANDARD 3

The student uses critical thinking to relate music to life outside of music class.

To meet this standard, the student will:

Benchmark MS.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- MS.3.1.1 Demonstrate an awareness of music as a part of daily life.
- MS.3.1.2 Communicate their thoughts and feelings about the music they hear, using language and a variety of art forms and media (e.g., a short essay, a dance drama).
- MS.3.1.3 Recognize that mood can be created through music (e.g., in a work such as *Carnival of the Animals* by Saint-Saëns)
- MS.3.1.4 Describe the history, construction, and use of an instrument (e.g., historical or period instrument such as the sackbut, or the instrument they play in class).

Benchmark MS.3.2: Understand music in relation to history and culture.

Indicators:

- MS.3.2.1 Identify ways in which music is a part of their daily life (e.g., music is used in the media, in family celebrations).
- MS.3.2.2 Express their response to music from a variety of cultures and historical periods (e.g., "Frère Jacques", "Waltzing Matilda").
- MS.3.2.3 Identify ways in which the music industry affects various aspects of society and the economy (e.g., hair styles, clothing styles, values)