

ART CONTENT STANDARDS FOR MUSIC

Grades K-5

Strand: Music	
Standard 1: Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts.	
K-5 Benchmark 1A: Sing and play instruments with appropriate techniques while maintaining a steady beat.	
Performance Standards	
K-1	<ol style="list-style-type: none"> 1. Develop appropriate singing techniques and range (from keys E to B). 2. Develop appropriate instrument-playing techniques.
2-3	<ol style="list-style-type: none"> 1. Perform a simple accompaniment (e.g., body percussion, rhythm band instruments, Orff instruments) while singing a simple song. 2. Develop appropriate singing techniques and range (from D below the staff to fourth line D).
4-5	<ol style="list-style-type: none"> 1. Sing, alone and with others, with correct pitch, rhythm, timbre, diction, posture and range. 2. Play alone and with others on instruments (pitched and unpitched) with good rhythmic and ensemble skills. 3. Sing and play two-part rounds, partner songs, simple descants, unison songs and simple accompaniments. 4. Develop sight-reading skills, using simple melodic and rhythmic patterns.
Grades K-5 Benchmark 1B: Identify timbre (tone quality) of various families of instruments.	
Performance Standards	
K-1	<ol style="list-style-type: none"> 1. Make music using body percussion and simple rhythm band instruments.
2-3	<ol style="list-style-type: none"> 1. Make music using body percussion, Orff instruments, and world folk instruments.
4-5	<ol style="list-style-type: none"> 1. Distinguish the sounds produced by woodwind, brass, percussion, string and keyboard instruments.
K-5 Benchmark 1C: Acquire beat and rhythmic competency skills.	
Performance Standards	
K-1	<ol style="list-style-type: none"> 1. Demonstrate a steady beat through movement, instruments and speech pieces.
2-3	<ol style="list-style-type: none"> 1. Demonstrate rhythmic competency through reading, performing and creating rhythms/movements.

4-5	<ol style="list-style-type: none"> 1. Demonstrate rhythmic independence by combining beat and rhythm patterns in solo/ensemble situations/movement. 2. Explore simple meter groupings (aurally, visually in notation and through conducting patterns).
K-5 Benchmark 1D: Identify basic musical notation and symbols	
Performance Standards	
K-1	<ol style="list-style-type: none"> 1. Use iconic notation to identify steady beat and melodic direction.
2-3	<ol style="list-style-type: none"> 1. Identify simple rhythmic and melodic notation.
4-5	<ol style="list-style-type: none"> 1. Make music by reading notation and musical symbols. 2. Notate simple melodic and rhythmic patterns, using standard musical notation.

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.	
K-5 Benchmark 2A: K-5 benchmark 2: Understand how music expresses ideas.	
K-1	<ol style="list-style-type: none"> 1. Use descriptive vocabulary when responding to musical examples.
2-3	<ol style="list-style-type: none"> 1. Recognize and respond to different genres of music.
4-5	<ol style="list-style-type: none"> 1. Identify ways in which music can express, non-verbally, various emotions or events. 2. Create and perform pieces using graphic/iconic notation and standard musical notation to express an idea or concept. 3. Use correct musical terminology in discussing and responding to music.

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.	
K-5 Benchmark 3A: Identify terms common to the various art forms.	
K-1	<ol style="list-style-type: none"> 1. Explore the relationship between music elements and basic elements of other arts disciplines.
2-3	<ol style="list-style-type: none"> 1. Identify the relationship between music elements and basic elements of other arts disciplines.
4-5	<ol style="list-style-type: none"> 1. Create a project that shows understanding of an element of dance that is shared with another discipline (e.g., pattern in dance and visual arts).

K-5 Benchmark 3B: Explore connections between the elements of dance and other content areas.	
K-1	1. Generate inventive movement suggested by other content areas (e.g., math, language arts, science or social studies).
2-3	1. Identify movement as described in a variety of content areas (e.g., pathways and force of weather; shapes and actions of animals; intersections, pathways and interruptions of transportation; shapes and spatial relationships of geometry) and respond through movement.
4-5	1. Communicate an understanding of music elements as they relate to basic elements of other arts disciplines.
K-5 Benchmark 3B: Develop musical accompaniments related to other art forms or content areas.	
K-1	1. Use body percussion or rhythm instruments to accompany a song or speech piece.
2-3	1. Develop ostinato patterns based on key concepts or facts related to another content area.
4-5	1. Read, write and perform musical accompaniments.
K-5 Benchmark 3C: Identify how music can support and enhance other disciplines.	
K-1	1. Make simple connections between music and other content areas.
2-3	1. Identify commonalities (e.g., terms, concepts, media) between music and other disciplines.
4-5	1. Discuss and demonstrate relationships of music to other disciplines: (e.g., reading - the ongoing, horizontal flow of words akin to the movement of music; social studies - how music of a culture helps to define and understand that culture; mathematics - the rhythm of music is expressed numerically; science - the movement of sound as a physical phenomenon).

Standard 4: Demonstrate an understanding of the dynamics of the creative process.	
Grades K-5 Benchmark 4A: Understand why music is created and how it is used.	
K-1	1. Develop an awareness of where music is found in the daily environment.
2-3	1. Identify the role and purpose music plays in daily life (e.g., entertainment, religion, civic affairs, military.) 2. Identify different careers in music.
4-5	1. Discuss different motivating factors which have inspired the creation of music, (e.g., historical figures, nature, events, literature, drama,).
Grades K-5 Benchmark 4B: Understand how music is created.	

K-1	<ol style="list-style-type: none"> 1. Demonstrate call and response, create simple rhythmic and melodic ostinati, and create simple melodies for everyday tasks. 2. Improvise a rhythmic or melodic response to a musical question.
2-3	<ol style="list-style-type: none"> 1. Perform and label simple forms in music such as: AB, ABA, rondo, theme and variation. 2. Improvise on an existing melody or accompaniment. 3. Explore a variety of sound sources for composing or improvising accompaniments or "found sound" pieces.
4-5	<ol style="list-style-type: none"> 1. Apply learned musical elements (e.g., rhythm, melody, form, timbre, tempo, dynamics) to compose a simple melody. 2. Improvise rhythmic and melodic phrase endings, ostinato patterns and variations on familiar themes.

Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

K-5 Benchmark 5A: Identify simple music forms when presented aurally.

K-1	<ol style="list-style-type: none"> 1. Identify repeated patterns in music.
2-3	<ol style="list-style-type: none"> 1. Identify AB, ABA and rondo.
4-5	<ol style="list-style-type: none"> 1. Identify theme and variation and verse/refrain.

K-5 Benchmark 5B: Identify the sounds of more familiar instruments, as well as treble and bass voices.

K-1	<ol style="list-style-type: none"> 1. Distinguish between woods, metals and drums. 2. Distinguish between a man's voice, a woman's voice and a child's voice. 3. Distinguish between speaking, whispering, singing and calling/shouting voice.
2-3	<ol style="list-style-type: none"> 1. Understand how different instruments generate sound, including: shakers (maracas, jingle bells), scrapers (guiro, sand blocks), struck instruments (triangle, wood block), drums and blown instruments (recorders). 2. Distinguish various singing voices (e.g., soprano, bass).
4-5	<ol style="list-style-type: none"> 1. Identify four orchestral families (strings, woodwinds, brass, percussion). 2. Identify at least two individual instruments from each orchestral family by sight and sound. 3. Identify vocal and instrumental ensembles (e.g., duet, choir, symphony orchestra, band)

K-5 Benchmark 5C: Use appropriate terminology to discuss responses and reactions to particular musical works.

K-1	<ol style="list-style-type: none"> 1. Describe various pieces of music using terms such as: fast/slow, high/low, loud/ soft and various mood descriptors.
2-3	<ol style="list-style-type: none"> 1. Using appropriate musical terminology, discuss and rationalize personal preferences about music in general and as related to a specific piece

	of music.
4-5	1. Using appropriate musical terminology, compare/contrast various styles and genres of music.

Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

K-5 Benchmark 6A: Show increased awareness of diverse peoples and cultures through visual and performing arts.

K-1	<ol style="list-style-type: none"> 1. Sing songs from different cultures and in different languages. 2. Perform songs and musical games from New Mexico cultures.
2-3	<ol style="list-style-type: none"> 1. Perform music from various cultures and discuss same and different elements in each. 2. Perform songs and musical games from New Mexico cultures.
4-5	<ol style="list-style-type: none"> 1. Study and perform music from various cultures with an emphasis on historical and cultural connections. 2. Study and perform music representative of the cultures found in New Mexico. 3. Identify specific musical characteristics unique to a country or a cultural style of music.

Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

K-5 Benchmark 7A: Understand how various instruments have evolved.

K-1	1. Explore how instruments have developed and evolved from materials found in the environment.
2-3	1. Discuss and classify instruments based on origins.
4-5	<ol style="list-style-type: none"> 1. Discuss and identify how instruments have developed from natural materials to man-made materials. 2. Discuss similarities and differences among folk instruments across cultures. 3. Discuss how the development of electronic instruments has influenced contemporary music.

K-5 Benchmark 7B: Use appropriate music technology.

K-1	<ol style="list-style-type: none"> 1. Explore and experience traditional and non-traditional instruments. 2. Identify and label electronic technology used in music (e.g., stereo, compact discs, microphones, mp3 devices, electronic instruments)
2-3	1. Use recording and playback technology and music skill training software.

4-5	1. Understand how music technology is an extension of the traditional music curriculum.
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Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

K-5 Benchmark 8A: Model appropriate audience behavior at live concert performances.

K-1	1. Understand the role of the audience.
2-3	1. Understand and exhibit proper concert etiquette.
4-5	1. Understand and exhibit proper concert etiquette. 2. Model respectful behavior, understanding the dynamics of what it takes to be a performer.

K-5 Benchmark 8B: Participate in appropriate school programs.

K-1	1. Prepare and perform age-appropriate material at school and community-based programs.
2-3	1. Prepare and perform age-appropriate material at school and community-based programs.
4-5	1. Prepare and perform age-appropriate material at school and community-based programs.

K-5 Benchmark 8C: Share and develop cultural experiences.

K-1	1. Celebrate customs, cultural traditions and American holidays, using music at or from home and in other social situations
2-3	1. Celebrate customs, cultural traditions and American holidays, using music at or from home and in other social situations.
4-5	1. Celebrate customs, cultural traditions and American holidays, using music at or from home and in other social situations.