

St. Philip's Lutheran **Music Content Standards**

Introduction and Rationale

God, in the Bible, tells us to worship him with all kinds of music using various instruments. God has given music to us to appreciate and to use to worship Him and encourage one another.

The study of music is important not only because of its religious applications but also because music has endured in all cultures throughout the ages as a universal basic language. Music conveys knowledge and meaning not learned through the study of other subjects. Study in and through music employs a form of thinking and a way of knowing based on human judgment, invention, and imagination. Music education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As students study and create music, they use the potential of the human mind to its full and unique capacity. Therefore, the study of music is a vital part of a well-rounded educational program for all students.

The music standards are written to apply to all students and at each grade level build on the knowledge and skills the student has gained in the earlier grades. When reading the standards at a particular grade level, one must know the standards for all previous grade levels to understand how expectations are based on prior learning. Another important goal of the standards is to help students make connections between concepts in music and across other subject areas. The music standards allow students to experience the arts from the perspectives of American culture and worldwide ethnic, racial, religious, and cultural groups.

St. Philip's Lutheran

Music Content Standards

Pre-Kindergarten

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Use icons or invented symbols to represent musical sounds and ideas.

Listen to, Analyze, and Describe Music

- b. Identify the sources of a wide variety of sounds.
- c. Use body movement to respond to dynamics and tempo.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Move or use body percussion to demonstrate awareness of beat and tempo.
- b. Use the voice to speak, chant, and sing.

Compose, Arrange, and Improvise

- c. Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Diversity of Music

- a. Use a personal vocabulary to describe music from diverse cultures.
- b. Use developmentally appropriate movements in responding to music from various genres and periods (rhythm).

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- a. Create movements in response to music.
- b. Participate freely in musical activities.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

Connections and Applications

- a. Improvise songs to accompany games and playtime activities.

Careers and Career-Related Skills

- b. Demonstrate an awareness of music as a part of daily life.

St. Philip's Lutheran **Music Content Standards** **Kindergarten**

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

- b. Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Use the singing voice to echo short melodic patterns.
- b. Sing age-appropriate songs from memory.
- c. Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Compose, Arrange, and Improvise

- d. Create accompaniments, using the voice or a variety of classroom instruments.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Identify the various uses of music in daily experiences.

Diversity of Music

- b. Sing and play simple singing games from various cultures.
- c. Use a personal vocabulary to describe voices and instruments from diverse cultures.
- d. Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- a. Create movements that correspond to specific music.
- b. Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

- b. Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

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Music Content Standards

Grade One

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

- b. Identify simple musical forms (e.g., phrase, AB, echo).
- c. Identify common instruments visually and aurally in a variety of music.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Sing with accuracy in a developmentally appropriate range.
- b. Sing age-appropriate songs from memory.
- c. Play simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

- d. Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

- b. Sing and play simple singing games from various cultures.
- c. Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- d. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

4. AESTHETIC VALUING**Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive Meaning

- a. Create movements to music that reflect focused listening.
- b. Describe how ideas or moods are communicated through music.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS**Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

- b. Describe how the performance of songs and dances improves after practice and rehearsal.

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Music Content Standards

Grade Two

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.
- b. Read, write, and perform simple patterns of pitch, using solfège.

Listen to, Analyze, and Describe Music

- c. Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
- d. Identify simple musical forms, emphasizing verse/refrain, AB, ABA.
- e. Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Sing with accuracy in a developmentally appropriate range.
- b. Sing age-appropriate songs from memory.
- c. Play rhythmic ostinatos on classroom instruments.

Music Compose, Arrange, and Improvise

- d. Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Identify the uses of specific music in daily or special events.

Diversity of Music

- b. Sing simple songs and play singing games from various cultures.
- c. Describe music from various cultures.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
- c. Identify how musical elements communicate ideas or moods.
- d. Respond to a live performance with appropriate audience behavior.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

- b. Identify and discuss who composes and performs music.

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Music Content Standards

Grade Three

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
- b. Read, write, and perform pentatonic patterns, using solfège.

Listen to, Analyze, and Describe Music

- c. Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.
- d. Identify visually and aurally the four families of orchestral instruments and male and female adult voices.
- e. Describe the way in which sound is produced on various instruments.
- f. Identify simple musical forms (e.g., AABA, AABB, round).

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Sing with accuracy in a developmentally appropriate range.
- b. Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.
- c. Play rhythmic and melodic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

- d. Create short rhythmic and melodic phrases in question-and-answer form.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Identify the uses of music in various cultures and time periods.

Diversity of Music

- b. Sing memorized songs from diverse cultures.
- c. Play memorized songs from diverse cultures.

- d. Identify differences and commonalities in music from various cultures.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Select and use specific criteria in making judgments about the quality of a musical performance.

Derive Meaning

- b. Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
- c. Describe how specific musical elements communicate particular ideas or moods in music.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

Careers and Career-Related Skills

- b. Identify what musicians and composers do to create music.

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Music Content Standards

Grade Four

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform melodic notation for simple songs in major keys, using solfège.
- b. Read, write, and perform diatonic scales.
- c. Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

- d. Describe music according to its elements, using the terminology of music.
- e. Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chordophone, membranophone).
- f. Recognize and describe aural examples of musical forms, including rondo.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Music Apply Vocal and Instrumental Skills

- a. Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.
- b. Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

Compose, Arrange, and Improvise

- c. Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Explain the relationship between music and events in history.

Diversity of Music

- b. Identify music from diverse cultures and time periods.

- c. Sing and play music from diverse cultures and time periods.
- d. Compare musical styles from two or more cultures.
- e. Recognize the influence of various cultures on music in Wisconsin.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Use specific criteria when judging the relative quality of musical performances.

Derive Meaning

- b. Describe the characteristics that make a performance a work of art.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Identify and interpret expressive characteristics in works of art and music.
- b. Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.
- c. Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills

- d. Evaluate improvement in personal musical performances after practice or rehearsal.

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Music Content Standards

Grade Five

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform simple melodic notation in treble clef in major and minor keys.
- b. Read, write, and perform major and minor scales.
- c. Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

- d. Analyze the use of music elements in aural examples from various genres and cultures.
- e. Identify vocal and instrumental ensembles from a variety of genres and cultures.
- f. Identify and describe music forms, including theme and variations and twelve-bar blues.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- a. Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.
- b. Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

- c. Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

- b. Identify different or similar uses of musical elements in music from diverse cultures.
- c. Sing and play music from diverse cultures and time periods.
- d. Describe the influence of various cultures and historical events on musical forms and styles.
- e. Describe the influences of various cultures on the music of the United States.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

- b. Develop and apply appropriate criteria to support personal preferences for specific musical works.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Explain the role of music in community events.

Careers and Career-Related Skills

- b. Identify ways in which the music professions are similar to or different from one another.

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Music Content Standards

Grade Six

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform intervals and triads.
- b. Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- c. Transcribe simple aural examples into rhythmic notation.
- d. Sight-read simple melodies in the treble clef or bass clef.

Listen to, Analyze, and Describe Music

- e. Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- f. Describe larger music forms (sonata-allegro form, concerto, theme and variations).

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Music Apply Vocal and Instrumental Skills

- a. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).
- b. Sing music written in two parts.
- c. Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1–6).

Compose, Arrange, and Improvise

- d. Compose short pieces in duple and triple meters.
- e. Arrange simple pieces for voices or instruments, using traditional sources of sound.
- f. Improvise simple melodies.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- b. Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, Roman).

Diversity of Music

- c. Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- d. Listen to, describe, and perform music of various styles from a variety of cultures.
- e. Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.

Derive Meaning

- b. Explain how various aesthetic qualities convey images, feeling, or emotion.
- c. Identify aesthetic qualities in a specific musical work.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Describe how knowledge of music connects to learning in other subject areas.

Careers and Career-Related Skills

- b. Identify career pathways in music.

St. Philip's Lutheran

Music Content Standards

Grade Seven

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform intervals, chordal patterns, and harmonic progressions.
- b. Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.
- c. Transcribe simple aural examples into melodic notation.
- d. Sight-read melodies in the treble or bass clef (level of difficulty: 1 on a scale of 1–6).

Listen to, Analyze, and Describe Music

- e. Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
- f. Describe larger musical forms (e.g., canon, fugue, suite, ballet, opera, oratorio).

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

- a. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).
- b. Sing music written in two and three parts.
- c. Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2 on a scale of 1–6).

Compose, Arrange, and Improvise

- d. Compose short pieces in duple, triple, and mixed meters.
- e. Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.
- f. Improvise melodies and harmonic accompaniments.
- g. Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Compare music from various cultures as to some of the functions music serves and the roles of musicians.
- b. Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, South American).

Diversity of Music

- c. Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- d. Perform music from diverse genres and cultures.
- e. Identify instruments from a variety of cultures visually and aurally.
- f. Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Use criteria to evaluate the quality and effectiveness of musical performances and compositions.
- b. Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.

Derive Meaning

- c. Compare and contrast the differences between one performance of a specific musical work and another performance of the same work.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- b. Identify and describe how music functions in the media and entertainment industries.

Careers and Career-Related Skills

- c. Identify various careers for musicians in the entertainment industry.

St. Philip's Lutheran

Music Content Standards

Grade Eight

1. ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- a. Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
- b. Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
- c. Transcribe aural examples into rhythmic and melodic notation.
- d. Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1–6).

Listen to, Analyze, and Describe Music

- e. Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
- f. Describe larger musical forms (e.g., symphony, tone poem).
- g. Explain how musical elements are used to create specific music events in given aural examples.

2. CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Music Apply Vocal or Instrumental Skills

- a. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).
- b. Sing music written in two, three, or four parts.
- c. Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality and articulation, by oneself and in ensembles (level of difficulty: 3 on a scale of 1–6).

Compose, Arrange, and Improvise

- d. Compose short pieces in duple, triple, mixed, and compound meters.
- e. Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media.
- f. Improvise melodic and rhythmic embellishments and variations in major keys.
- g. Improvise short melodies to be performed with and without accompaniment.

3. HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- a. Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- b. Identify and explain the influences of various cultures on music in early United States history.
- c. Explain how music has reflected social functions and changing ideas and values.

Diversity of Music

- d. Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- e. Perform music from diverse genres, cultures, and time periods.
- f. Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

4. AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- a. Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- b. Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

Derive Meaning

- c. Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- d. Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- a. Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- b. Describe how music is composed and adapted for use in film, video, radio, and television.

Careers and Career-Related Skills

- c. Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

Glossary of Terms Used in Music Content Standards

accompaniment Vocal or instrumental parts that accompany a melody.

aerophone A musical instrument (as a trumpet or flute) in which sound is generated by a vibrating column of air.

articulation The manner in which notes are performed, such as staccato or legato.

atonal A type of music in which tones and chords are not related to a central keynote.

augmented interval A major or perfect interval raised by a half step.

beat Unit of measure of rhythmic time.

canon A musical form in which a melody is imitated exactly in one or more parts. Similar to a *round*.

chord Three or more tones sounded simultaneously.

chordophone An instrument the sound of which is created by means of strings stretched between two points.

clef, bass, or treble A symbol written at the beginning of a musical staff indicating which notes are represented by which lines and spaces.

composition Creation of original music by organizing sound. Usually written for others to perform.

compound meter A type of meter in which the beat is divided into threes or sixes.

concerto A composition for orchestra and soloist.

descant A melodic line or counterpoint accompanying an existing melody.

diatonic scale The notes found within a major or minor scale.

diminished interval A minor or perfect interval lowered by a half step.

duple meter A time signature with groups of two beats to the measure.

dynamics Varying degrees of volume in the performance of music.

dynamic markings The symbols indicating the varying degrees of volume: *pp*—pianissimo, very soft; *p*—piano, soft; *mp*—mezzo piano, medium soft; *mf*—mezzo forte, medium loud; *f*—forte, loud; and *ff*—fortissimo, very loud.

elements of music Melody, harmony, rhythm, and form and the expressive elements of dynamics, tempo, and timbre (tone color).

embellishments Notes added to ornament a melody or rhythmic pattern.

melodic and rhythmic form The organization and structure of a composition and the interrelationships of musical events within the overall structure.

fugue A composition in which three or more voices enter one after the other and imitate the main melody in various ways according to a set pattern.

genre Type or kind of musical work (e.g., opera, jazz, mariachi).

harmonic progression A succession of individual chords or harmonies that form larger units of phrases, sections, or compositions.

harmony The simultaneous sounding of two or more tones.

idiophone A musical instrument, the sound of which is produced by shaking or scraping.

improvisation Spontaneous creation of music.

interval The distance in pitch between two tones.

levels of difficulty The levels of difficulty for the musical content standards are as follows: *Level 1*: very easy; easy keys, meters, and rhythms; limited ranges. *Level 2*: easy; may include changes of tempo, key, and meter; modest ranges. *Level 3*: moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements. *Level 4*: moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys. *Level 5*: difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements. *Level 6*: very difficult; suitable for musically mature students of exceptional competence.

major key Tonally, a key based on a major scale; a scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half; or uses the sol-fa tones of *do, re, mi, fa, so, la, ti, do*.

melody An organized sequence of single notes.

membranophone An instrument that produces sound through the vibrations of a membrane.

meter The grouping of beats by which a piece of music is measured.

minor key Tonally, a key based on a minor scale; a scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole; or uses the sol-fa tones of *la, ti, do, re, me, fa, so, la*.

mixed meter A mixture of duple and triple meters.

mode A type of scale with a specific arrangement of intervals (e.g., Aeolian, Dorian, Ionian, Locrian, Lydian, Mixolydian, Phrygian).

notation Written music indicating pitch and rhythm for performance.

opera A drama set to music for voices and orchestra and presented with costumes and sets.

oratorio A dramatic musical composition usually set to a religious text and performed by solo voices, chorus, and orchestra without action, special costumes, or scenery.

ostinato A rhythmic or melodic accompaniment figure repeated continuously.

pentatonic scale A scale having five tones to the octave and containing no half steps: *do, re, mi, so, la*.

phrase A musical idea comparable to a sentence or a clause in language.

pitch The location of a note related to its highness or lowness.

rhythm The combinations of long and short, even or uneven sounds that convey a sense of movement in time.

rondo form A musical form in which a section is repeated, with contrasting sections in between, such as ABACA.

scale The arrangement of notes in a specific order of whole and half steps.

score The organized notation of all of the instrumental and/or vocal parts of a composition.

serial music A type of composition based on a technique involving a twelve-tone scale. See also *twelve-tone scale*.

solfège A system of designating verbal syllables for the degrees of the scale.

sonata-allegro form A musical form that uses the overall design of exposition, development, and recapitulation.

song forms The organization of sections of a song, represented by letters that depict similar and contrasting sections: AB, ABA, AABA, ABC, verse/refrain, and so forth.

staff (staves) The horizontal lines on and between which notes are written.

suite A musical composition consisting of a succession of short pieces.

symphony A long orchestral work divided into three to five movements.

syncopation The placement of rhythmic accents on weak beats or weak portions of beats.

tempo The pace at which music moves according to the speed of the underlying beat.

texture The character of the different layers of horizontal and vertical sounds.

theme and variation A compositional form in which a theme is clearly stated and is followed by a number of variations.

timbre Tone color or quality of sound heard.

tonality (key) The tonal center of a composition.

tone poem An orchestral composition based on an extramusical idea; a tone picture (e.g., *The Pines of Rome*, by Ottorino Respighi).

triad A three-note chord consisting of root, third, and fifth.

triple meter Beats grouped into a set of three.

twelve-bar blues A chord pattern often used in blues music based on the I, IV, and V chords and the blues scale in specific order within 12 bars.

twelve-tone scale A scale constructed of all twelve half steps within an octave and organized in a specific order called a tone row.

