



Music

Proposed Standards and Benchmarks

Division of Learning Services
April 8, 1999

Background

Content Standards are general statements of what a student should know or be able to do relative to a particular academic area. A **rationale** statement accompanies each content standard. **Benchmarks** describe what most students should understand and be able to do at specified grade levels to meet each standard.

Music Is Important to Life and Learning

Quality music education is a long-standing tradition in Boulder Valley School District. Beginning with general music in elementary grades, students have opportunities to grow in music skills and knowledge in middle and high school grades.

Music is one of humanity's deepest rivers of continuity. It connects each new generation to those which have gone before. Students need music to make these connections and to express what may otherwise be inexpressible.

Students benefit from music education because it develops the whole person, building music literacy while cultivating intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. If music education is to serve its proper function, each student must develop an understanding of

- Why music is important to individuals and society;
- How music relates to the other art disciplines including dance, theatre, and visual arts;
- How traditional, popular, and classical music forms influence one another; and
- How musicians work and what tools they use.

Students in Boulder Valley schools develop an understanding of the essence of music and of the knowledge and skills that enliven it. Boulder Valley School District content standards for music provide a substantive framework for those who teach music to young people. These standards also communicate the important skills and knowledge to parents and community.

Music standards can make a difference because they speak powerfully to two fundamental issues that pervade all of education: Quality and accountability.

The affirmations following describe what happens when students and teachers work together to achieve the standards. These expectations draw connections among the arts, the lives of students, and the world at large.

- Music is a way of knowing. Students grow in their ability to comprehend their world when they learn music. As they create, perform, and describe forms of music, they learn how to express themselves and how to communicate with others.
- Music has worth in and of itself and can also be used to achieve a multitude of purposes: To present issues and ideas, to teach or influence, to entertain, to design, to plan, and to beautify.
- Music plays a valuable role in creating understanding among the people of diverse ethnic cultures and civilizations.
- Music has value and significance for daily life. It provides personal fulfillment in vocational settings, avocational pursuits, or leisure activities. Lifelong participation in music should be nurtured.

- Critical thinking skills learned in music can be applied to other disciplines that require creative solutions.

Research shows that music provides a firm foundation for connecting concepts, facts, and higher order thinking skills throughout the curriculum. Critical thinking skills can be applied to other disciplines that require creative solutions, and therefore, learning in music is directly related to learning in all disciplines:

- Listing, describing, and comparing ways to which the elements of music and other disciplines are interrelated.
- Identifying common terms and concepts.
- Comparing, analyzing, and evaluating ways that music and other disciplines describe concepts, ideas, and events.

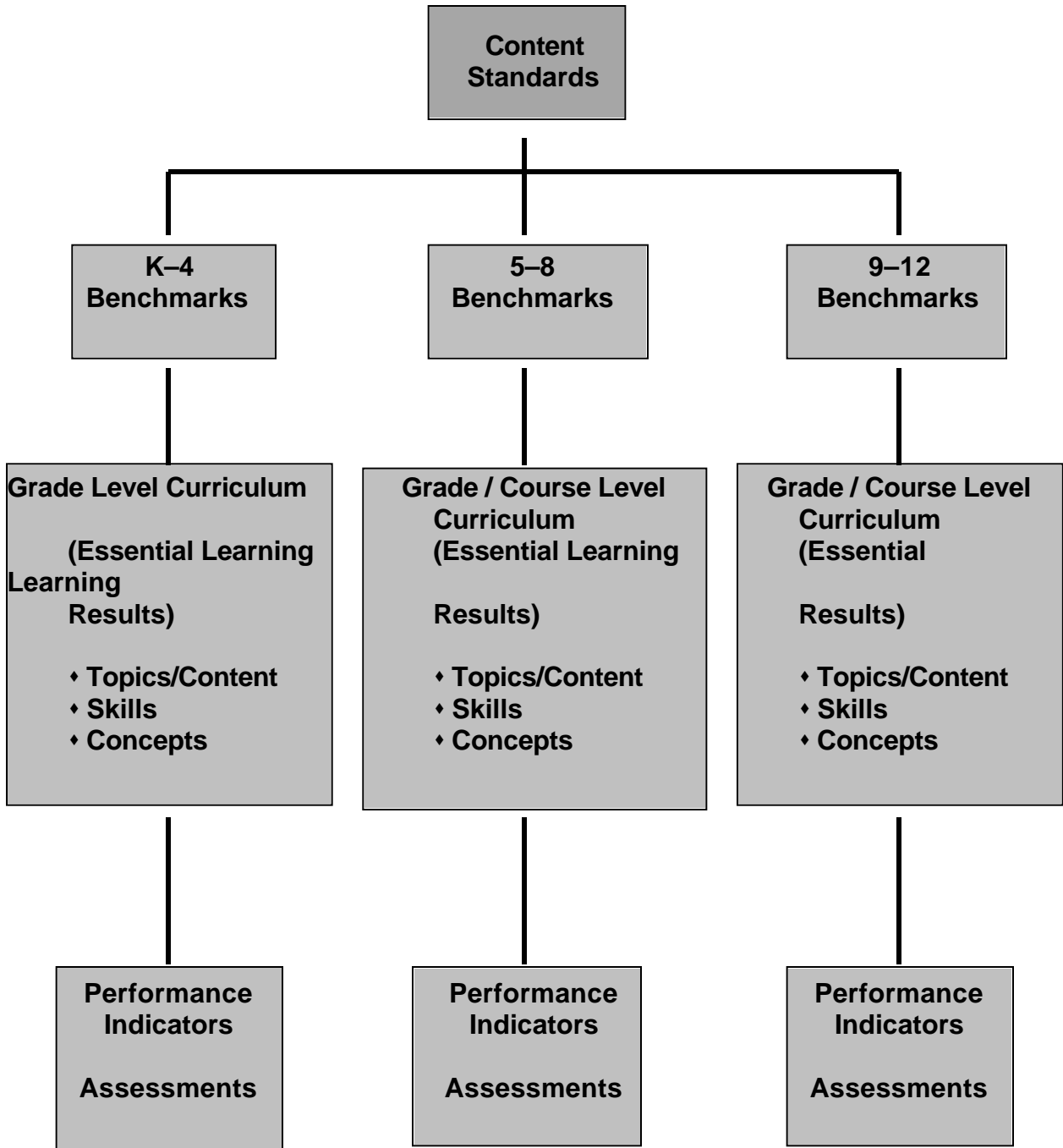
Music should be an integral part of the program of general education for ALL Boulder Valley students.

The standards that follow not only identify what students must know and be able to do in music, but enable students to connect to their culture and heritage, and facilitate a broad-based knowledge in other curricula.

Comparison of Colorado and BVSD Content Standards

Music	
Colorado Content Standards	Boulder Valley School District Content Standards
Standard 1: Students sing or play on instruments a varied repertoire of music, alone or with others.	Standard 1: Students will sing, alone and/or with others, a varied repertoire of music.
	Standard 2: Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.
Standard 3: Students will create music.	Standard 3: Students will create, improvise, and/or compose music.
Standard 2: Students will read and notate music.	Standard 4: Students will read and notate music.
	Standard 5: Students will listen to, analyze, and describe music.
Standard 4: Students will listen to, analyze, evaluate, and describe music.	Standard 6: Students will evaluate music and music performances.
	Standard 7: Students will understand relationships among music, the other arts, and disciplines outside the arts.
Standard 5: Students will relate music to various historical and cultural traditions.	Standard 8: Students will understand music in relation to history and culture.

How Standards and Curriculum Fit Together



Music Standard 1: Students will sing alone and/or with others a varied repertoire* of music.

***RATIONALE:** Music-making is one of our oldest, most intimate, and basic forms of communication and cultural expression. Singing and movement provides students with the means of learning musical and developmental skills. Learning to make music enables students to attain individual and group goals, acquire self-discipline, exercise diverse problem solving skills, and opens avenues of success for all students. Growth in singing occurs by applying skills to increasingly challenging music literature.*

*In **Grades K-4**, what the students know and are able to do includes*

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

*In **Grades 5-8**, what the students know and are able to do includes*

- Singing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles;
- Singing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 (lowest difficulty) to 6 (highest difficulty), including some songs performed from memory;
- Singing music representing diverse genres and cultures, with expression appropriate for the work being performed;
- Singing music written in two and three parts; and

Students who participate in a choral ensemble:

- Singing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

*In **Grades 9-12**, what the students know and are able to do includes*

- Expanding their vocal repertoire;

- Singing music written in two or more parts; and
- Improving singing, blending voices, matching dynamic levels, and responding to the cues of the conductor.

Music Standard 2: Students will perform on pitched and non-pitched classroom instruments*, alone and/or with others, a varied repertoire of music.

***RATIONALE:** Music-making is one of our oldest, most intimate, and basic forms of communication and cultural expression. Playing an instrument provides students with the means of learning musical and developmental skills. Learning to make music enables students to attain individual and group goals, acquire self-discipline, exercise diverse problem solving skills, and opens avenues of success for all students. Growth in playing music occurs by applying skills to increasingly challenging music literature.*

In Grades K-4, what the students know and are able to do includes

Performing on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo;

- Performing easy rhythmic, melodic, and choral patterns accurately and independently on pitched and non-pitched classroom instruments;
- Performing expressively a varied repertoire of music representing diverse genres and styles;
- Echoing short rhythms and melodic patterns;
- Performing in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor; and
- Performing independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, chords) while other students sing or play contrasting parts.

In Grades 5-8, what students know and are able to do includes

- Performing at least one instrument accurately and independently, alone or in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control,
- Performing with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6;
- Performing music representing diverse genres and cultures, with expression appropriate for the work being performed;
- Playing by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument; and

Students who participate in an instrumental ensemble or class:

- Perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

*In **Grades 9-12**, what students know and are able to do includes*

- Performing a varied repertoire of instrumental literature;
- Performing, with appropriate technique, music written in multiple parts, improving blend, and matching dynamic levels; and
- Responding to the conductor's interpretation of phrasing and expression while playing music.

Music Standard 3: Students will create, improvise*, and/or compose music.

RATIONALE: *Creativity is one of the most important fundamental thought processes of humankind. Through creative activities, such as composing and improvising, students will learn to explore and connect ideas with symbols, sound patterns, and musical elements.*

*In **Grades K-4**, what the students know and are able to do includes*

- Improvising “answers”* in the same style as given rhythmic and melodic phrases;
- Improvising simple rhythmic and melodic ostinato accompaniments;
- Creating simply rhythmic and melodic variations on familiar melodies;
- Improvising and composing short selections using a variety of sound sources; and
- Creating and arranging music to accompany readings or dramatizations.

*In **Grades 5-8**, what students know and are able to do includes*

- Creating rhythmic and/or melodic and/or harmonic patterns or phrases;
- Improvising selections using a variety of sound sources; and
- Composing/arranging short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

*In **Grades 9-12**, what students know and are able to do includes*

- Creating rhythmic and/or melodic and/or harmonic patterns or phrases;
- Improving short selections using a variety of sound sources; and
- Improvising melodies over given chord progressions.

Music Standard 4: Students will read and notate music.

***RATIONALE:** Learning to read and notate music helps students comprehend and express the universal language of music. Knowledge and understanding of music notation is essential to music literacy.*

*In **Grades K-4**, what the students know and are able to do includes*

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

*In **Grades 5-8**, what students know and are able to do includes*

- Reading whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, and 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures;
- Identifying standard notations, symbols, and terminology;
- Using standard notation to record their musical ideas and the musical ideas of others;

Students who participate in a choral or instrumental ensemble or class:

- Reading at sight simple melodies in the appropriate clef for their instrument;
- Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6; and
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

*In **Grades 9-12**, what students know and are able to do includes*

- Demonstrating ability to read advanced rhythmic and melodic notation;
- Identifying and defining standard notation symbols for pitch, rhythm, dynamics, and tempo;
- Notating advanced (instrumental music - 3+; vocal music – medium or more difficulty) rhythmic, melodic, and expressive musical ideas.

Music Standard 5: Students will listen to, analyze, and describe music.

RATIONALE: Music is a part of daily life. Students become educated music listeners through learning to describe and analyze music as an expressive art form.

*In **Grades K-4**, what the students know and are able to do includes*

- Listening to and identifying simple forms*;
- Demonstrating perceptual skills by moving, by answering questions about, and by describing aural examples of music and various styles representing diverse cultures;
- Using appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;
- Identifying 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;
- Responding through purposeful movement (e.g., swaying, skipping, dramatic play) to select prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, like/unlike) while listening to music.

*In **Grades 5-8**, what students know and are able to do includes*

- Describing specific music events in a given aural example, using appropriate terminology;
- Analyzing the uses of elements of music in aural examples representing diverse genres and cultures;
- Demonstrating knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

*In **Grades 9-12**, what students know and are able to do includes*

- Describing and comparing forms;
- Describing a musical performance using appropriate terminology;
- Explaining characteristics that distinguish musical styles.

Music Standard 6: Students will evaluate music and music performances.

RATIONALE: Music is a part of daily life. Students become educated consumers of music by learning to critically listen and evaluate music as an expressive art form. Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.

*In **Grades K-4**, what the students know and are able to do includes*

- Devising criteria for evaluating performances and compositions; and
- Explaining, using appropriate music terminology, their personal preferences for specific musical works and styles.

*In **Grades 5-8**, what students know and are able to do includes*

- Developing criteria for evaluating the quality and effectiveness of music performances and compositions and applying the criteria in their personal listening and performing;
- Evaluating the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

*In **Grades 9-12**, what students know and are able to do includes*

- Evaluating a musical performance using appropriate terminology.

Music Standard 7: Students will understand relationships among music, the other arts, and disciplines outside the arts.

RATIONALE: Music and the arts connect person and experience directly; they build a bridge between verbal and non-verbal; between the strictly logical and the emotion – the better to gain an understanding of the whole. Both approaches are powerful and both are necessary: To deny students either is to disable them. The complete student is one who has both right and left brains stimulated consistently and equally.

*In **Grades K-4**, what the students know and are able to do includes*

- Comparing and contrasting common terms and concepts (e.g., form, line, contrast, shape, space, texture, mood, style, expressivity) used in the various arts; and
- Integrating and correlating music with other disciplines.

*In **Grades 5-8**, what students know and are able to do includes*

- Comparing in two or more arts how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movements in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into work of art; and
- Describing ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

*In **Grades 9-12**, what students know and are able to do includes*

- Comparing ways in which the elements of music, the other arts, and other disciplines are interrelated.

Music Standard 8: Students will understand music in relation to history and culture.

RATIONALE: Music is an important element of the historical and cultural record of humankind. Students, through the study of music, will develop an understanding and appreciation of various cultures and histories.

*In **Grades K-4**, what the students know and are able to do includes*

- Describing elements of music and roles of musicians in various music settings within various cultures;
- Identifying various uses of music in daily experiences;
- Demonstrating audience behavior appropriate for the context and style of music performed; and
- Identifying careers in music.

*In **Grades 5-8**, what students know and are able to do includes*

- Identifying aural examples of music from historical periods;
- Identifying and describing uses of music in daily experiences;
- Comparing and describing roles of musicians in music settings within various cultures; and
- Exploring careers in music.

*In **Grades 9-12**, what students know and are able to do includes*

- Classifying by style aural examples of music;
- Identifying genres of American music and naming musicians associated with them;
- Evaluating musicians' roles in history and culture;
- Identifying and comparing music that shows the influence of two or more cultures; and
- Continuing to explore careers in music.

GLOSSARY OF TERMS

(Note from typist: the following terms appeared in the above text, EXCEPT for those preceded by *. Definitions already provided are included. Thank you.)

“Answers”: Echoing a pattern or phrase with a slight change instead of exactly as presented.

***Achievement Standard:** What students know and are able to do.

Articulation: Knowing and understanding terms such as staccato, legato, slur, tie, accent, fermata, repeats, first and second endings, D.C. al Fine, etc.

***Chord Progression:** Several chords played in a specific pattern.

***Chordal, Chord:** A pattern that includes playing and singing several notes at the same time.

***Classroom Instruments:** Instruments typically found in a general music classroom, as hand drums, maracas, tambourines, xylophone, etc., not instruments normally found in a band or orchestra.

***Correlate:** Combining music with other disciplines in such a way that common terms, styles, and ideas are found and taught.

Diction: The clear, correct pronunciation of words.

Dynamics: The loudness or quietness of sound.

Expressively: Showing the feelings the music intends to convey.

Form: The organizing of musical phrases or sections with repeated phrases or sections with repeated phrases or sections to give music order.

Genres: Types of music, as opera, folk songs, “pop,” symphony, etc.

***Improvise, improvising:** Creating musical patterns, usually within a given framework, without written notes.

***Integrate:** Using music to teach other disciplines.

Meter: The organization of music into groups of beats.

Meter Signature: The symbol for how many beats in a group.

MIDI: Musical Instrument Digital Interface, a system whereby a computer can be hooked up to a sound source for writing and playing music via computer.

Ostinatos: A repeated melodic or rhythmic pattern.

Partner Songs: Two (2) different songs sung at the same time to create harmony.

Pentatonic: Using only five (5) notes of the major scale to write music, usually leaving out the half steps.

Phrase, phrasing: A musical sentence, sung with the same delivery as if the sentence were read out loud, with a beginning, middle, and end.

Pitch: How high or low a sound is.

Repertoire: Pieces of music that are experienced by an individual and belong in their “music resource bank.” Vocal repertoire is pieces that are songs.

Rhythm: The organization of music sounds with regard to their duration.

Style: The way the elements of music are put together to create unique music.

Tempo: How fast or slow the beat of a piece of music moves.

Timbre, tone color: The distinct sound of a particular musical instrument or voice.

K-12 Music Standards Committee Members

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Music

- 1. Students will sing, alone and/or with others, a varied repertoire of music.**
- 2. Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.**
- 3. Students will create, improvise, and/or compose music.**
- 4. Students will read and notate music.**
- 5. Students will listen to, analyze, and describe music.**
- 6. Students will evaluate music and music performances.**
- 7. Students will understand relationships among music, the others arts, and disciplines outside the arts.**
- 8. Students will understand music in relation to history and culture.**