

Forsyth County Schools  
Standards and Benchmarks

Music Appreciation / Music  
(MA)

Standard One: Sings alone and with others, a varied repertoire of music.

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.1.11 M	1.11 Knows songs representing genres (march, work song, lullaby, (Music App.) Dixieland) and styles (of various composers, nations) from diverse cultures	.7				2	

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Standard Two: Performs on instruments, alone and with others, a varied repertoire of music.

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.2.1 R	2.1 Echoes short rhythms (2-4 measure) and melodic patterns	.2 .4					

Forsyth County Schools  
Standards and Benchmarks

Music Appreciation / Music

Standard Three: Improvises melodies, variations, and accompaniments

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.3.1 R	3.1 Improvises “answers” in the same style to given rhythmic and melodic phrases						
MA.3.2 R	3.2 Improvises simple rhythmic and melodic ostinato accompaniments						

Forsyth County Schools  
Standards and Benchmarks

Music Appreciation / Music

Standard Four: Composes and arranges music within specified guidelines

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.4.4 R	4.4 Knows how the elements of music are used to achieve unity and variety, tension, and release, and balance in musical compositions	.4					
MA.4.5 R	4.5 Composes short pieces within specified guidelines (ABA form, limited range, simple rhythms)						

Forsyth County Schools  
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Music Appreciation / Music

Standard Five: Reads and notates music

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.5.1 R	5.1 Knows standard symbols used to notate meter (2/4, 3/4, 4/4 time signatures), rhythm (whole, half, dotted half, quarter, eighth notes), pitch (notes in treble clef), and dynamics (p,f,<,>) in simple patterns	.2 .1					
MA.5.3 R	5.3 Knows symbols and traditional terms referring to dynamics (piano, forte, crescendo, diminuendo), tempo (presto, ritard, accelerando), and articulation (staccato, legato, marcato, accent)	.2 .1					
MA.5.4 R	5.4 Reads sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve meter signatures	.2 .1					
MA.5.6 R	5.6 Knows standard notation symbols for expression (phrasing)	.2 .1					
MA.5.7 R	5.7 Recognizes functions of simple harmonies	.2 .4					
MA.5.8 R	5.8 Uses standard notation to record musical ideas	.1 .2					

Forsyth County Schools  
Standards and Benchmarks

Music Appreciation / Music

Standard Six: Knows and applies appropriate criteria while listening to music and music performances

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.6.1 R	6.1 Identifies simple music forms (AB,ABA, call and response) when presented aurally	.4 .6					
MA.6.3 R	6.3 Knows music of various styles representing diverse cultures	.5 .7					
MA.6.4 R	6.4 Knows age-appropriate terminology used to explain music, music notation, music instruments and voices, and music performances	.9 .4					
MA.6.5 R	6.5 Identifies the sounds of a variety of instruments (orchestral, band, instruments from various cultures) and voices (male, female, children's voices)	.4					
MA.6.6 R	6.6 Identifies specific music events (entry of oboe, change of meter, return of refrain) when listening to music	.4					
MA.6.7 R	6.7 Understands how the elements of music are used in various genres and cultures	.4 .5 .7					
MA.6.8 R	6.8 Understands the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions	.4					
MA.6.9 R	6.9 Knows criteria that affect the quality (use of elements to create unity, variety, tension/release, balance) and effectiveness (expressive impact) of music performances and compositions	.4					
MA.6.10 D	6.10 Understands how elements of music and expressive devices are used in music from diverse genres and cultures	.4 .7					

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.6.11 D	6.11 Understands the technical vocabulary of music (Italian terms, form, harmony, tempo, markings)	.4					
MA.6.13 M	6.13 Knows specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (considers questions of unity or variety, consistency, appropriate use of resources)	.6				2	
MA.6.14 M	6.14 Recognizes the major characteristics of musical forms	.4					

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Music Appreciation / Music

Standard Seven: Understands the relationship between music and history and culture

Lesson Plan Number	Benchmark	Correlation to ITBS, QCC	Unit(s) of Study	Correlation to Resource(s)	Time Frame (days)	Grading Period	Suggested Projects or Assessments
MA.7.1 R	7.1 Knows characteristics that make certain music suitable for specific uses						
MA.7.2 R	7.2 Knows appropriate audience behavior for the context and style of music performed	.10					
MA.7.3 M	7.3 Identifies (by genre or style) music from various historical periods and cultures	.5 .7				2	
MA.7.4 M	7.4 Knows how basic elements of music are used in music from various cultures of the world	.4 .5 .7				2	
MA.7.5 M	7.5 Understands the roles of musicians (orchestra conductor, folk-singer, church organist) in various music settings and cultures	.8 .9				2	
MA.7.6 R	7.6 Understands distinguishing characteristics (relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures	.4 .5 .7					
MA.7.7 R	7.7 Understands characteristics that cause various musical works (from different genres, styles, historical periods, composers) to be considered exemplary	.4 .5 .7					
MA.7.8 R	7.8 Understands the functions music serves, roles of musicians (lead guitarist in a rock band, composer of jingles for commercials, singer in a Peking opera), and conditions under which music is typically performed in various cultures of the world	.8					



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MA.7.9 M	7.9 Classifies unfamiliar but representative aural examples of music (by genre, style, historical period, culture)	.5				2	
MA.7.10 M	7.10 Knows sources of American music genres (swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them	.7 .3				2	
MA.7.11 M	7.11 Knows various roles that musicians perform (entertainer teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles	.8				2	