

OHIO STANDARDS FOR THE ARTS-MUSIC

Adopted December 9, 2003

I. HISTORICAL, CULTURAL AND SOCIAL CONTEXTS

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of musical expression or events, both past and present. Students identify significant contributions of composers and performers to music heritage. Students analyze the historical, social, and political forces that have influenced the function and role of music in the lives of people.

Benchmark A: Identify and demonstrate basic music forms.

Kindergarten 1. Identify and demonstrate same and different.

Grade One 1. Identify and demonstrate echo and call/response.

Grade Two 1. Identify and demonstrate rounds/cannons.

Grade Three 1. Identify and demonstrate AB form and verse/refrain form.

Grade Four 1. Identify and demonstrate partner songs and rondo form.

Benchmark A: Compare and contrast styles and forms of music from various historical periods.

5th Grade 1. Recognize, identify and demonstrate theme and variations.
2. Compare and contrast opera and American music Theatre.
3. Research and identify music instruments from different historical periods and world cultures.

Benchmark B: Identify and respond to music of historical and cultural origins.

Kindergarten 2. Sing songs representing the students' cultures.
& Grade One 3. Sing, listen, and move to music from various historical periods.
4. Identify, listen, and respond to music of different composers.

Grade Two 2. Identify and describe contrasting music styles.
3. Sing, listen and move to music from various historical periods.
4. Identify, listen, and respond to music of different composers.

Grade Three 2. Sing, listen, and move to music from world cultures.
3. Discuss the purpose of music from selected historical periods.

4. Identify, listen, and respond to music of different composers.

- Grade Four**
- 2. Sing and respond to music from world cultures.
 - 3. Discuss the life and times of composers from various historical periods.
 - 4. Identify, listen, and respond to music of different composers.

Benchmark B: Identify composers and classify them according to chronological historical periods.

- Grade Five**
- 2. Identify and discuss aesthetic qualities in one's performance and in the performance of others.
 - 3. Demonstrate how music communicates meaning through text, feelings, moods or images.
 - 4. Identify elements of music that contribute to aesthetic qualities in a specific music work.

Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

- Kindergarten**
- 3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).
 - 4. Listen and respond to various music styles (e.g., march, lullaby).

- Grade One**
- 3. Respond physically to a variety of age appropriate music.
 - 4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby).

- Grade Two**
- 5. Recognize and describe how songs are used for a variety of occasions.

- Grade Three**
- 5. Recognize and describe ways that music serves as an expression in various cultures.

- Grade Four**
- 5. Recognize and describe ways that music serves as an expression in regional cultures.

Benchmark C: Describe how events during various historical periods have influenced the development of music.

- Grade Five**
- 5. Recognize and discuss the influence of American history on the development of folk music.
 - 6. Describe conditions under which music is created and performed in various cultures.

II. CREATIVE, EXPRESSION AND COMMUNICATION

Students sing, play instruments, improvise, compose, read, and notate music.

Benchmark A: Sing and/or play instruments, alone and with others, a variety of repertoire using proper technique, accurate rhythm and pitch and appropriate expressive qualities.

Kindergarten 1. Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.
2. Use the head voice to produce a light, clear sound.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

Grade One 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and developing accurate pitch.
2. Use the head voice to produce a light, clear sound.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

Grade Two 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch.
2. Use the head voice to produce a light, clear sound and maintain appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

Grade Three 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
2. Use the head voice to produce a light, clear sound and maintain appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

Grade Four 1. Sing, alone and with others, a varied repertoire of songs with accurate rhythm and pitch and appropriate expressive qualities.
2. Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.
3. Play, alone and with others, a variety of classroom instruments with proper technique.

Benchmark A: Perform a piece of music independently or in a group with technical accuracy and expression.

- Grade Five**
1. Sing and/or play, alone and with others using good posture and breath control, a varied repertoire of music representing diverse genres and cultures with appropriate dynamics, expression and tempo for the work being performed.
 2. Play a variety of instruments independently and with other contrasting parts.
 3. Respond appropriately to the cues of a conductor.

Benchmark B: Read, write, improvise and compose melodies and accompaniments.

- Kindergarten**
4. Improvise movement to songs and recorded music.
 5. Use icons to represent the beat.

- Grade One**
4. Improvise on selected lyrics (text) of known songs.
 5. Read, write and perform using eighth notes, quarter notes and quarter rests.
 6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system

- Grade Two**
4. Improvise and compose simple rhythmic and melodic phrases.
 5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
 6. Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do and C-do using system

- Grade Three**
4. Improvise and compose simple rhythmic and melodic phrases and ostinati
 5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
 6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system

- Grade Four**
4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.
 5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4 and 4/4 meter.

6. Read, write and perform extended pentatonic melodies with high do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system
7. Read, write and perform melodies in treble clef.

Benchmark B: Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.

- Grade Five**
4. Create short melodies using traditional notation.
 5. Improvise melodies in a call-and-response setting.
 6. Read, write and perform rhythm patterns (in 2/4, 3/4, and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
 7. Read, write and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do using a system

Benchmark C: Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

- Grade Five**
8. Identify key signatures.

III. Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

Benchmark A: Identify and demonstrate elements of music using developmentally appropriate music vocabulary.

- Kindergarten**
1. Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
 2. Listen and respond to various music styles
- Grade One**
1. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
 2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege)
 3. Identify same/different phrases.
- Grade Two**
1. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege)
 2. Identify and respond to the patterns of same and different phrases in simple poems and songs.
- Grade Three**
1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
 2. Identify how elements of music communicate ideas or moods.
 3. Identify and respond to simple music forms (e.g., rondo, AB).
- Grade Four**
1. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms
 2. Identify how elements of music communicate ideas or moods.
 3. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).

Benchmark A: Describe and evaluate a piece of music using developed criteria based on elements of music and music vocabulary.

- Grade Five**
1. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.
 2. Identify terms related to form (e.g., *DC al Fine*; *DC dal segno*; *DS al Coda*; repeat signs, first and second endings), visually.
 3. Identify selected electronic and world music instruments.

Benchmark B: Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.

Kindergarten 3. Identify the sources of a wide variety of sounds.

Grade One 4. Identify classroom instruments visually and aurally

Grade Two 3. Identify selected music instruments

Grade Three 4. Identify the four families of orchestral instruments visually and aurally.

Grade Four

4. Classify instruments by the four families of the orchestra.
5. Describe the way sound is produced on various instruments and with the human voice.

Benchmark B: Analyze the structure of larger music works and the sections comprised within.

Grade Five 4. Analyze a piece of music using music vocabulary.

Benchmark C: Discuss and evaluate individual and group performance.

Kindergarten 4. Recognize individual performance.

Grade One 5. Recognize individual and group performance.

Grade Two 4. Discuss individual and group performance.

Grade Three 5. Discuss and evaluate individual performance.

Grade Four 6. Discuss and evaluate individual and group performance.

Benchmark C: Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

- Grade Five** 5. Evaluate and describe individual and group performance.
6. Differentiate between melody and harmony.

IV. Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

Benchmark A: Reflect on one's own performance and the performance of others.

Kindergarten 1. Participate in developmentally appropriate music activities.

Grade One 1. Participate in developmentally appropriate music activities.

Grade Two 1. Participate in developmentally appropriate music activities.

Grade Three 1. Participate in developmentally appropriate music activities.
2. Develop criteria for reflecting on their performance.

Grade Four 1. Participate in developmentally appropriate music activities.
2. Develop criteria for reflecting on their performance and the performance of others.

Benchmark A: Reflect on and describe, how music performance and settings affect audience response.

Grade Five 1. Describe audience etiquette associated with various music performances and settings.

Benchmark B: Demonstrate audience behavior appropriate for the context and style of music performed.

Kindergarten 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Grade One 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Grade Two 2. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Grade Three 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.

Grade Four 3. Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

Benchmark B: Reflect on why others may have different music preferences.

Grade Five 2. Identify and discuss aesthetic qualities in one's performance and in the performance of others.
3. Demonstrate how music communicates meaning through text, feelings, moods or images.
4. Identify elements of music that contribute to aesthetic qualities in a specific music work.

Benchmark C: Demonstrate how music communicates meaning of text, feelings, moods or images, and influences personal preferences.

Kindergarten 3. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby)
4. Listen and respond to various music styles.

Grade One 3. Respond physically to a variety of age appropriate music.
4. Identify, discuss and respond to music written for specific purposes (e.g., holiday, march, lullaby)

Grade Two 3. Respond physically to a variety of age-appropriate music.
4. Demonstrate how music communicates meaning of text, feelings and moods or images.

Grade Three 4. Respond physically, emotionally and/or intellectually to a variety of age-appropriate music (e.g., movement, written/oral description).
5. Demonstrate how music communicates meaning of text, feelings and moods or images.
6. Identify personal preferences for specific music selections.

Grade Four 4. Respond physically, emotionally and/or intellectually to a variety of age appropriate music (e.g., movement, written/oral description).
5. Demonstrate how music communicates meaning of text, feelings and moods or images.

6. Identify and describe personal preferences for specific music selections.

Benchmark C: Justify one's personal preference of music choice using music vocabulary.

Grade Five 5. Explain how expressive music elements determine the quality of a composition.
6. Develop and apply criteria to support personal preferences for specific music works.

V. Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts. Students develop a desire for lifelong learning in music.

Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.

Kindergarten

1. Use music and/or found sounds together with dance, drama and visual art.
2. Observe connections between music experiences and another curricular subject (e.g., language arts).

Grade One

1. Use music and/or found sounds together with dance, drama and visual art.
2. Identify similar terms in the arts (e.g., patterns, texture).
3. Recognize connections between music experiences and another curricular subject (e.g., language arts).

Grade Two

1. Respond to music using dance, drama and visual art.
2. Recognize similarities and differences among the arts: music, dance, drama and visual art.
3. Identify and describe connections between music experiences and other curricular subjects (e.g., language arts, math and social studies.)

Grade Three

1. Interpret music through dance, drama and visual art.
2. Identify the use of similar elements in music and other art forms (e.g., form, rhythm.)
3. Explain ways that the basic principles and subject matter of music are interrelated with disciplines outside the arts.

Grade Four

1. Interpret music through dance, drama and visual art.
2. Identify the use of similar elements in music and other art forms (e.g., form, rhythm.)
3. Explain ways that the basic principles and subject matter of music are interrelated with disciplines outside the arts.

Benchmark A: Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.

- Grade Five**
1. Interpret music through dance, drama and visual art.
 2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
 3. Define basic arts terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.

Benchmark B: Describe how music is used in various cultures including the United States.

Kindergarten 3. Sing songs representing the students' cultures.

Grade One 4. Identify various uses of music in students' cultures.

Grade Two 4. Identify various uses of music in the United States.

Grade Three 4. Identify similarities and differences in music of the United States.

Grade Four 4. Identify similarities and differences in music of the United States and various cultures.

Benchmark B: Demonstrate ways that subject matter of other disciplines is interrelated with that of music.

Grade Five 4. Describe how knowledge of music connects to learning in other subject areas.

Benchmark C: Identify and describe roles of musicians in various music settings.

Kindergarten 4. Identify a musician.

Grade One 5. Recognize a musician.

Grade Two 5. Identify the role of a musician.

Grade Three 5. Recognize that some people write music, direct music and/or perform music as a job.

Grade Four 5. Describe roles of musicians in various music settings.

Benchmark C: Identify various ways music affects their life.

Grade Five 5. Discuss how culture influences music.

Benchmark D: Identify various careers in music.

Grade Five 6. Identify the specific skills needed to be a musician.