

ICS Elementary Music Education Standards and Benchmarks

The documents used in drafting these standards include The National Standards for Arts Education, Mid-continent Research for Education and Learning, American Education Reaches Out (AERO), and the District of Columbia Public Schools Music Education Standards.

Grades K - 5

1. Listen to, analyze, and describe music.

<u>Grade Pre-K</u>	<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
PK.1.a Identify a variety of sounds.	K.1.a Recognize when music changes from one section to another.	1.1.a Recognize simple musical forms, such as AB, echo, and phrase.	2.1.a Recognize musical forms, such as AB, beginning and ending of phrases, and same and different melodic phrases.	3.1.a Identify musical forms, such as AB, ABA, and verse/refrain.	4.1.a Identify adult voices as soprano, alto, tenor, and bass.	5.1.a Identify the properties of sounds (pitch, duration, volume, and timbre).
PK.1.b Respond to music with movement.	K.1.b Identify classroom instruments.	1.1.b Identify pitched and non-pitched classroom instruments.	2.1.b Classify specific instruments by sound production.	3.1.b Identify ascending/descending melody.	4.1.b Identify major orchestra instruments and their sections.	5.1.b Analyze how musical sounds are used in various genres and cultures.
	K.1.c Distinguish between tones and voices.	1.1.c Distinguish between melodic rhythm and beat.	2.1.c Distinguish between accompanied and unaccompanied vocal music.	3.1.c Identify the orchestral families by sight and sound.	4.1.c Identify the sounds of a variety of instruments.	5.1.c Identify various genres and cultures of music.

	K.1.d Demonstrate elements of music, such as fast/slow, loud/soft, long short, high/low.	1.1.d Recognize sudden changes in music.	2.1.d Recognize sudden and gradual changes in music.		4.1.d Use music vocabulary to describe changes in musical phrases.	4.1.e Compare and contrast a variety of music.
	K.1.e Use movement to enhance and illustrate music.	1.1.e Perform choreographed movements with music.	2.1.e Perform choreographed and non-choreographed movements with music.	3.1.e Use movement to illustrate specific music characteristics.		

2. Sing, alone and with others, a variety of music.

<u>Grade Pre-K</u>	<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
PK.2.a Sing simple grade-appropriate songs.	K.2.a Sing simple grade-appropriate songs individually and in groups.	1.2.a Sing simple songs from various cultures with and without accompaniment individually and in a group.	2.2.a Sing and play simple songs from various cultures in various keys, meters, and genres individually and in a group.	3.2.a Sing from memory a variety of music with and without accompaniment.	4.2.a Sing from memory a variety of music with and without accompaniment individually and with a group.	5.2.a Sing from memory a variety of music with and without accompaniment individually and with a group.

	K.2.b Imitate two pitch patterns.	1.2.b Demonstrate the use of pitch and timbre.	2.2.b Match single pitch and group pitch individually and in a group.	3.2.b Sing in tune with clear tone quality, dynamics, phrasing, pitch, diction, and interpretation.	4.1.b Sing individually with good pitch, diction, and tempo.	5.1.b Sing with good pitch, rhythm, diction, and tempo.
	K.2.c Perform rhythm patterns with sounds and silences.	1.2.c Perform rhythm patterns with long and short sounds and repeated patterns.	2.2.c Maintain melodic and rhythmic accuracy individually and in a group.	3.2.c		
				3.2.d Sing a variety of songs from diverse cultures.		
			2.2.e Respond to simple conductor cues and use performance etiquette.	3.2.e Sing within the range of an octave.	4.2.e Distinguish between high and low register.	5.2.e Sing in groups, blending vocal timbres, matching dynamic levels, and responding to conductor cues.

3. Perform on instruments, alone and with others, a variety of music.

<u>Grade Pre-K</u>	<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
PK.3.a Explore a variety of instruments and sounds.	K.3.a Use instruments and other sound sources to demonstrate a steady beat.	1.3.a Demonstrate simple accompaniment with classroom instruments.	2.3.a Demonstrate rhythmic ostinatos and single-chord accompaniment with classroom instruments.	3.3.a Demonstrate rhythmic and melodic ostinatos and I and V (V7) chords to accompany a two-chord melody, using classroom instruments.	4.3.a Demonstrate simple rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.	5.3.a Demonstrate melodies and accompaniments from a variety of music, including round, descants, ostinatos, and two-part harmony individually and in a group on classroom instruments.
PK.3.b Demonstrate awareness of beat and tempo with body movement or percussion.	K.3.b Demonstrate rhythmic patterns, including long and short sounds and silences.	1.2.b Demonstrate rhythmic patterns, including long and short sounds and repeated patterns.	2.3.b Demonstrate and match notated rhythm patterns.	3.3.b Demonstrate a variety of tempos and dynamics on classroom instruments.	4.3.b Demonstrate on pitch, in rhythm, with appropriate dynamics, and a steady tempo.	5.3.b Demonstrate appropriate technique to produce tone on instruments.
	K.3.c Use movement to show rhythm patterns.	1.3.c Relate rhythm patterns to notation.	2.3.c Demonstrate awareness of beat, tempo, dynamics, and melodic direction.	3.3.c Identify and perform sets of beats that are grouped in twos and threes.	4.3.c Echo short rhythmic and melodic patterns.	5.3.c Accompany singing with rhythm and melody instruments.

			2.3.d Respond to simple conductor cues and use performance etiquette.	3.3.d Respond to conductor cues and use performance etiquette.	4.3.d Demonstrate in groups, blending instrumental sounds and responding to conductor cues.	5.2.d Demonstrate individual or contrasting instrumental parts.
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4. Improvise melodies, variations, and accompaniments.

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.4.a Improvise instrumental accompaniment to songs.	K.4.a Improvise accompaniments to songs and poems using the voice.	1.4.a Improvise sounds to match songs, stories, and poems.	2.4.a Improvise simple accompaniments using body and classroom instruments.	3.4.a Improvise accompaniments and ostinato for songs.	4.4.a Improvise, in the same style, answers to given rhythmic and melodic questions.	5.4.a Improvise simple melodies given a pentatonic scale.
PK.4.b Imitate sounds using classroom instruments.	K.4.b Imitate vocal sounds.	1.4.b Create ascending, descending, and repeating tonal patterns.		3.4.a Improvise lyrics to specific melodies.	4.4.b Improvise simple rhythmic and melodic phrases.	5.4.b Improvise basic rhythmic, melodic, and harmonic patterns on classroom instruments.
	K.4.c Coordinate body movements with music.	1.4.c Create simple patterns of movement to music.	2.4.c Improvise interpretive movement to music.			

5. Compose and arrange music.

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.5.a Create simple pieces of music using voice, classroom instruments, and other sounds.	K.5.a Create simple music to accompany reading or dramatization.	1.5.a Create ascending, descending, and repeating tonal patterns.	2.5.a Create and notate simple rhythmic and melodic patterns.	Create and notate simple accompaniments.	Create and notate answers to specific rhythmic and melodic questions.	Create and notate music to accompany readings or dramatization.
		1.5.b Create and arrange simple melodies.	2.5.b Create and arrange accompaniment of familiar songs using classroom instruments.	3.5.b Create music to enhance stories and poems.	4.5.b Create simple rhythmic accompaniments to familiar songs.	5.5.b Create and arrange simple rhythmic, melodic, and chordal patterns.
					4.5.c Create simple songs and instrumental pieces using a variety of sound sources.	

6. Read and notate music.

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.6.a Demonstrate the concepts of "high and low," "up and down," "long and short" physically and vocally.	K.6.a Recognize symbolic representations and patterns for high/low, fast/slow, long/short, and soft/loud sounds.	1.6.a Interpret musical patterns and symbols.	2.6.a Use traditional notation to notate rhythm patterns.	3.6.a Use rhythmic solfege to read half, quarter, eighth, dotted half, whole notes, and rests.	4.6.a Use rhythmic solfege to read whole, half, quarter, eighth, and dotted notes.	5.6.a Sight-read simple rhythms and melodies.
	K.6.b Echo steady beat patterns while following notation.	1.6.b Read quarter and eighth note patterns.	2.6.b Read sets of simple rhythms that use the quarter rest with quarter, half, and eighth note patterns.	3.6.b Read short melodic patterns that move up and down and repeat.	4.6.b Read simple pitch notation in the treble clef in major keys.	5.6.b Read melodic notation in treble clef in major keys and minor keys.
		1.6.c Imitate use of solfege syllables to read tonal patterns.	2.6.c Read simple melodic patterns using solfege syllables and letters.	3.6.c Identify symbols for loud and soft.	4.6.c Identify traditional terms and symbols and interpret them correctly when performing.	5.6.c Identify and notate meter, rhythm, pitch, and dynamics in music using standard symbols.
		1.6.d Identify the purpose of notes, staff signs, and clef signs.		3.6.d Use solfege to read pentatonic patterns.	4.6.d Use solfege to read diatonic scales.	5.6.d Use solfege to read major and minor scales.

7. Evaluate music and musical performances.

<u>Grade Pre-K</u>	<u>Grade K</u>	<u>Grade 1</u>	<u>Grade 2</u>	<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
PK.7.a Describe instruments and music of various genres and styles.	K.7.a Demonstrate awareness of the elements of music and changes in their usage by singing, playing instruments, and moving,	1.7.a Identify, sing, or play specific music.	2.7.a Describe own musical creations using grade-appropriate music vocabulary.	3.7.a Demonstrate use of music vocabulary.	4.7.a Demonstrate use of music vocabulary.	5.7.a Describe own musical creation using appropriate music vocabulary and criteria.
PK.7.b Respond to a variety of music with movement.	K.7.b Choose songs to sing and music to hear.	1.7.b Describe how ideas or moods are communicated with music.	2.7.b Discuss likes and dislikes in music.	3.7.b Discuss likes and dislikes in music.	4.7.b Identify and explain personal preferences in music.	5.7.b Analyze contrasting music pieces using appropriate music vocabulary and criteria.
		1.7.c Describe musical performance using grade-appropriate criteria.	2.7.c Describe musical performance and performance etiquette using grade-appropriate criteria.	3.7.c Demonstrate good audience behavior and discuss likes and dislike about performances.	4.7.c Develop specific criteria for performance evaluation.	5.7.c Develop and use specific criteria for performance evaluation.

8. Demonstrate an understanding of the relationship between music, other art forms, and other subject areas.

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PK.8.a Identify different kinds of simple music.	K.8.a Explore similar themes in music and other arts.	1.8.a Demonstrate the relationship between music and other arts through drawing, movement, and drama.	2.8.a Explore meanings of terms that express rhythm among the arts.	3.8.a Explore meanings of terms that express melody among the arts, such as melody, theme, and main idea.	4.8.a Identify similarities and differences in the meanings of common terms used in the arts.	5.8.a Identify similar elements in music and other arts, such as form, pattern, and rhythm.
	K.8.b Demonstrate good citizenship when participating in music activities.	1.8.b Explore the relationship between music and other academic areas through storytelling, counting notes, and singing different cultural songs.	2.8.b Demonstrate the relationship between music and other academic areas through interpreting lyrics and patterns, describing sounds, and discussing cultural songs.	3.8.b Explore the relationship between music elements and other academic areas.	4.8.b Identify similar themes used in stories, songs, and arts.	5.8.b Explore possible lifetime paths in music.

9. Demonstrate an understanding of music in relation to history and culture.

Grade Pre-K	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PK.9.a Respond to music from a variety of cultures with appropriate movement.	K.9.a Discuss the characteristics of a variety of familiar music.	1.9.a Identify the role of musicians and music in specific events.	2.9.a Identify the uses of music in various cultures and times.	3.9.a Identify and describe the roles of past and present musicians from various cultures.	4.9.a Describe the relationship between music and historical events.	5.9.a Describe the roles of musicians in each of the four periods of music history (Baroque, Classical, Romantic, and Contemporary) and include a composer and composition representative of each period.
PK.9.b Sing and play simple singing games from a variety of cultures.	K.9.b Sing and play simple singing games from a variety of cultures.	1.9.b Sing and play simple memorized songs from a variety of cultures in tune, accurately, and expressively with appropriate posture.	2.9.b Discuss the various musical celebrations represented in the school population.	3.9.b Recognize the influence of music on society.	4.9.b Describe distinctive characteristics of music from historical events.	5.9.b Sing and play songs from various historical periods and cultures with appropriate dynamics, phrasing, tone, diction, and posture.
	K.9.c Identify family and/or friends who play instruments or sing.	1.9.c Identify specific musical instruments used in various cultures.	2.9.c Describe the similarities and differences of music from various cultures.	3.9.c Describe or draw how music is used to bring people together.	4.9.c Describe how music is used to express events and surroundings.	5.9.c Identify various uses of music in daily life.