

# Music Standards

## with Performance Indicators

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Modified by the Diocese of St. Cloud  
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### Program Standards

- Possess basic music literacy.
- Appreciate music and be able to evaluate music soundly.
- Understand the interrelationship between music and history and music and other arts.
- Understand and appreciate music as an expression of many cultures.
- Be able to function positively as an individual in a large group.
- Appreciate and participate in the creative process to express emotions and feelings.
- Understand the importance of and display concert audience etiquette.
- Strive to display music performance skills.

**Please note:** The strands (such as tone color, rhythm, and style) are listed after the standards in brackets in grades K-2 for your benefit but are not intended to be included in the standards you publish. The strands are listed before the standards in grades 3-6 because you should include them in your standard statement to parents and students so the students can learn these key concepts.

Development Facilitated by  
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# Music Standards Kindergarten

1. **Be able to hear and make loud and soft sounds. [Expression]**
  - A. Be able to tell loud and soft sounds apart.
  - B. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
  - C. Be able to whisper, speak, sing, and call with the correct loudness.
2. **Be able to hear and make high and low tones. [Melody]**
  - A. Be able to tell high and low tones apart.
  - B. Be able to speak and sing with high and low tones.
  - C. Be able to produce high and low tones on classroom instruments.
  - D. Be able to hear when tones are getting higher or lower.
  - E. Be able to match pitches on treble staff (visually).
3. **Be able to hear and make a steady beat, long and short sounds, and fast and slow tempos. [Rhythm]**
  - A. Be able to hear a steady beat.
  - B. Be able to clap and step steady beat and make a steady beat on class instruments.
  - C. Be able to tell long and short sounds apart.
  - D. Be able to sing long and short sounds and make long and short sounds on class instruments.
  - E. Be able to tell fast and slow tempos apart.
  - F. Be able to identify and draw quarter notes and eighth notes.
4. **Be able to hear and make echo and tell sections apart. [Form]**
  - A. Be able to hear echo.
  - B. Be able to make an echo by calling, singing, and playing class instruments.
  - C. Be able to move your body to show you hear different sections.
  - D. Be able to identify and sing call and response songs.
5. **Enjoy many kinds of music and from many countries. [History/Style]**
  - A. Be able to respond to music through movement.
  - B. Be able to accompany on unpitched instruments.
6. **Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
  - A. Be able to play class instruments correctly and use them for no other purpose.
  - B. Be able to put instruments away in the correct way.
  - C. Be able to listen quietly and pay attention to performances.
  - D. Know when and how to clap at a performance.

# Music Standards First Grade

1. **Be able to show the difference between loud and soft and between fast and slow. [Expression]**
  - A. Be able to hear the difference between loud/soft and fast/slow mixes of sounds.
  - B. Be able to play class instruments in mixes of loud/soft and fast/slow sounds.
  - C. Be able to clap and step mixes of loud/soft and fast/slow sounds.
  - D. Be able to sing and talk to show mixes of loud/soft and fast/slow sounds.
2. **Be able to hear high from low and different kinds of sounds. [Tone Color]**
  - A. Be able to tell the difference between high and low voices.
  - B. Be able to tell the difference between voices and identify the percussion family and string family as part of the orchestra.
  - C. Know different instruments make sounds in different ways.
3. **Know that music is a series of sounds called notes. [Melody]**
  - A. Be able to echo a series of sounds on a class instrument.
  - B. Be able to play instruments to make higher and higher or lower and lower sounds.
  - C. Be able to identify the treble clef.
  - D. Be able to identify the lines and spaces by number.
  - E. Be able to sing Do, Re, Mi, Fa, Sol, La, Ti, Do La, Sol Mi (major 2nd and minor 3rd intervals).
  - F. Be able to sing simple songs that use a major scale.
  - G. Be able to improvise simple pentatonic melodies.
4. **Be able to hear and make steady, strong, and silent beats. [Rhythm]**
  - A. Be able to hear and physically demonstrate a steady beat.
  - B. Be able to hear and physically demonstrate a strong beat.
  - C. Be able to follow a beat silently.
  - D. Be able to identify quarter note, quarter rest, eighth notes, and half notes.
  - E. Be able to identify and demonstrate even/uneven patterns.
  - F. Be able to find time signature.
5. **Know the difference between same and different. [Form]**
  - A. Be able to tell when pictures, sounds, and movements are the same or different.
  - B. Be able to make a same or different movement.
  - C. Be able to make same or different sounds with your voice or with instruments.
  - D. Be able to say how sounds are the same or different.
6. **Be able to play accompaniment. [Harmony]**
  - A. Be able to play a simple ostinato to accompany a song.
  - B. Be able to keep a steady beat on an unpitched instrument to accompany a song.
7. **Be able to respond to different kinds of music. [History/Style]**
  - A. Be able to respond to different styles of music.
  - B. Be able to do simple dances.
  - C. Listen and respond to music by [1-3 major composers chosen to be multi-cultural and gender fair].
8. **Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
  - A. Be able to take care of class equipment and use them only as they are supposed to be used.
  - B. Be able to put class equipment away correctly.
  - C. Be able to pay attention quietly when others perform.
  - D. Be able to clap at the right time and in the right way when others perform.
  - E. Be able to sing and play instruments with others.

# Music Standards Second Grade

- 1. Be able to identify and react to crescendo and decrescendo, accents, and changes in dynamics. [Expression]**
  - A. Be able to hear crescendo and decrescendo in music.
  - B. Be able to say how you react to crescendo and decrescendo in music.
  - C. Be able to use body movement to show your reaction to crescendo and decrescendo.
  - D. Be able to hear accents.
  - E. Be able to hear changes in dynamics and react with movement and by singing.
- 2. Know families of instruments and the four different voices. [Tone Color]**
  - A. Know the many ways musical sounds are made.
  - B. Know by sight and sound wind, string, brass, and percussion instruments.
  - C. Know if class instruments are wind, string, or percussion instruments.
  - D. Be able to hear the difference between male, female and children's voices.
- 3. Know the intervals of the treble clef. [Melody]**
  - A. Identify skips, steps and repeats.
  - B. Know and be able to draw the treble clef and a staff.
  - C. Be able to echo sing..
  - D. Be able to sing and play simple patterns and songs.
  - E. Be able to sing La, Sol, Mi, Do, Re (major 5th and major 6th intervals).
  - F. Be able to improvise simple melodies.
  - G. Be able to name the lines and spaces of the treble clef.
- 4. Be able to hear and make patterns of sounds. [Rhythm]**
  - A. Be able to repeat a pattern in music, pictures, dance, and other places.
  - B. Be able to identify and perform ostinato patterns.
  - C. Identify and demonstrate easy meters.
  - D. Be able to hear and react to tempos.
  - E. Be able to improvise simple rhythm patterns.
  - F. Be able to draw quarter, eighth, half, and dotted half notes and the quarter rest.
- 5. Know that music has form. [Form]**
  - A. Be able to hear the difference between AB and ABA forms.
  - B. Be able to hear the separate sections of AB and ABA forms.
  - C. Be able to follow a simple vocal score.
- 6. Be able to hear and make easy kinds of harmony. [Harmony]**
  - A. Be able to hear the difference between songs with and without accompaniment.
  - B. Be able to play an accompaniment on pitched instruments.
- 7. Be able to participate in patriotic, folk, and ethnic music. [History/Style]**
  - A. Be able to hear, sing, and dance to [kinds of folk and ethnic music related to other subjects].
  - B. Know about [1-3 major composers chosen to be multi-cultural and gender fair] and some of their famous music
- 8. Be able to take care of equipment and be a good audience. [Audience/Performance Skills]**
  - A. Be able to take care of class equipment and use them only as they are supposed to be used.
  - B. Be able to put class equipment away correctly.
  - C. Be able to pay attention quietly when others perform.
  - D. Be able to clap at the right time and in the right way when others perform.
  - E. Be able to sing and play instruments with others.

# Music Standards Third Grade

1. **Expression: Understand the purpose of dynamics in music.**
  - A. Be able to identify dynamic markings (f, mf, mp, p, pp, crescendo, decrescendo).
  - B. Demonstrate dynamic markings by singing and playing and with movement.
  - C. Be able to identify and perform staccato and tenuto.
2. **Tone Color: Know families of instruments and men's, women's, children's voices.**
  - A. Know the different ways musical sounds are made and be able to hear the difference between them.
  - B. Identify by sight and sound members of the families of musical instruments.
3. **Melody: Understand the treble clef and improve your ability to sing solfege (Do, Re, Mi, Sol, La, Do).**
  - A. Be able to identify and draw quarter, eighth, half and dotted half notes, quarter and half rests, the treble clef, bar lines, double bar lines, measures and repeats.
  - B. Demonstrate the do, re mi, sol, la, do intervals (octave, major 2nd and 3rd, perfect 4th)
  - C. Be able to locate the key signature.
  - D. Be able to sing solfege patterns and songs.
  - E. Be able to identify skips and repeats.
4. **Rhythm: Understand values of notes in basic patterns and meters in 2's and 3's.**
  - A. Be able to differentiate music played in 2's and 3's.
  - B. Be able to simultaneous sing and clap in 2's and 3's.
  - C. Identify and demonstrate whole notes and whole rests.
  - D. Be able to count beats and perform rhythmic patterns in 3/4 and 4/4 meters.
  - E. Be able to identify musical ties.
5. **Form: Be able to recognize musical phrase form and repeated patterns.**
  - A. Be able to identify repeated phrases.
  - B. Be able to say/write letters to identify forms.AB, ABA. and RONDO.
6. **Harmony: Understand how sounds are combined or layered.**
  - A. Be able to sing rounds.
  - B. Be able to play melodic ostinato to accompany a song.
7. **History/Style: Be able to participate in folk music, ethnic music, and historically-important music.**
  - A. Be able to identify, sing, and dance to [kinds of folk and ethnic music related to other subjects].
  - B. Be able to sing historically significant songs.
  - C. Study the basic facts (name, life dates, home nation or place, historical status) and recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].
8. **Recorder**
  - A. Be able to demonstrate: correct hand position; good tonguing; correct fingering for GABCD (high D).
  - B. Be able to play simple melodies and duets.
  - C. Be able to identify and perform staccato and tenuto.
  - D. Be able to identify common time and cut time.
9. **Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
  - A. Be able to use classroom equipment/materials with care and for proper purpose only.
  - B. Be able to properly return equipment/materials to where they are stored.
  - C. Be able to show quiet and appreciative attention to the performance of others.
  - D. Be able to express appreciation for performance with proper clapping and with compliments.
  - E. Be able to work for good group singing, playing, and performing.

# Music Standards Fourth Grade

- 1. Expression: Understand dynamic contrast.**
  - A. Be able to sing and play patterns with different dynamics.
  - B. Be able to explain how dynamics effect the mood of a song.
- 2. Tone Color: Understand timbre in instruments and voices.**
  - A. Know the meaning of timbre.
  - B. Be able to identify instruments by sight and sound.
  - C. Be able to identify by sound of male, female, and child timbres.
  - D. Recognize and appropriately use head and chest voice.
- 3. Melody: Understand key tonal center and be able to play the recorder. (Fa. Ti)**
  - A. Be able to read and play notes on staff.
  - B. Be able to properly finger recorder from low C to high D.
  - C. Be able to play on the recorder songs in a group.
  - D. Be able to play duet with a friend.
- 4. Rhythm: Understand the basic notes and the basic elements of tempo.**
  - A. Know sixteenth, eighth, quarter, dotted quarter, half, dotted half, and whole notes and rests.
  - B. Be able to read and react to these notes in 3/4, 4/4, and 6/8 meters and in rhythmic patterns.
  - C. Be able to sing or play rhythmic patterns with tempo markings.
  - D. Be able to hear and react with movement to tempo changes.
  - E. Be able to create rhythmic patterns with tempo markings.
  - F. Be able to define syncopation.
- 5. Form: Understand musical phrase form.**
  - A. Be able to identify repeated phrases and say and write letters to indicate forms.
  - B. Be able to recognize rondo form (ABACA) and identify the separate phrases.
  - C. Be able to improvise movement to identify and respond to separate phrases.
  - D. Be able to identify and respond to themes and variations.
- 6. Harmony: Be able to make harmony using different methods.**
  - A. Be able to sing in rounds.
  - B. Be able to sing and/or play ostinato patterns with a melody.
  - C. Be able to sing and/or play descant and partner songs.
- 7. History/Style: Understand some styles of music and how they originated.**
  - A. Be able to identify by ear some basic examples of the styles.
  - B. Be able to explain with a clear basis a reaction to or evaluation of the style.
  - C. Be able to say in simple musical terms how the styles are different.
  - D. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].
- 8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
  - A. Be able to use and store classroom equipment/materials properly and assemble and care for the recorder.
  - B. Be able to show quiet and appreciative attention to the performance of others.
  - C. Be able to express appreciation for performance with proper clapping and with compliments.
  - D. Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.

# Music Standards Fifth Grade

- 1. Expression/Performance: Understand how major and minor modes affect music.**
  - A. Be able to distinguish between major and minor modes.
  - B. Be able to respond with movement and with clear words to major and minor modes.
- 2. Tone Color: Understand the difference between orchestras and bands.**
  - A. Be able to identify instruments by sight and sound.
  - B. Know the difference between the composition of an orchestra and a band and be able to hear the difference.
- 3. Melody/Harmony: Understand the relationship of note placement on the grand staff and be able to play an instrument.**
  - A. Be able to draw the grand staff and name the parts.
  - B. Be able to read and play notes on staff.
  - C. Be able to play songs correctly in a group.
  - D. Be able to play a three-part harmony.
  - E. Learn pitch names on bass staff.
- 4. Rhythm: Understand note values and their corresponding rests.**
  - A. Be able to read and perform notated rhythms on pitched or unpitched instruments.
  - B. Be able to write notes and rests.
  - C. Be able to complete written measures using rhythmic notation.
  - D. Be able to use movement to demonstrate time values.
- 5. Form: Understand musical form.**
  - A. Be able to identify different forms.
  - B. Be able to identify and respond with movement.
- 6. History/Style: Possess a basic knowledge and appreciation of American music.**
  - A. Know major sources of American music.
  - B. Be able to name and identify major forms of expression of American music (jazz, gospel, rock, folk, patriotic, etc.).
  - C. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major American composers chosen to be multi-culture gender fair].
- 7. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.**
  - A. Be able to use and store classroom equipment/materials properly and assemble and care for the classroom instruments.
  - B. Be able to show quiet and appreciative attention to the performance of others.
  - C. Be able to express appreciation for performance with proper clapping and with compliments.
  - D. Be able to work for good group singing, playing, and performing, including practice and basic rehearsal etiquette.
  - E. Be able to use correct posture for singing, playing, and breathing.

# Music Standards Sixth Grade

1. **Expression/Performance: Be able to use all the components of music to make a quality expressive performance.**
  - A. Be able to follow words and notes together in a musical score.
  - B. Be able to sight read simple melody.
  - C. Be able to sing and/or play multiple line rhythmic notation.
  - D. Be able to explain the feeling/mood of a performance piece and strive to express it.
  - E. Be able to work together to improve effort and to create a quality performance integrating other expressive elements, such as drama, movement, and costume.
  - F. Compose an original work.
2. **Tone Color: Understand the composition of a choir.**
  - A. Be able to name and identify by ear the voices of the choir.
  - B. Be able to track a voice's line in a multi-part selection.
3. **Melody/Harmony: Understand major key signatures in treble clef, major scale, and major triads.**
  - A. Be able to read and write C, F, and G key signatures.
  - B. Be able to play and sing a major scale.
  - C. Be able to play and sing major triads ( Do, Re, Mi, Fa, Sol, La, Ti, Do).
  - D. Be able to read notes on the grand staff.
  - E. Be able to play triads on pitched instrument.
4. **Rhythm: Understand the function of time signature and note values in simple meter.**
  - A. Be able to verbally and in writing interpret 2/4, 3/4, 4/4, and 6/8.
  - B. Be able to identify, sing and play double and triple meter.
  - C. Be able to take simple rhythmic dictation (whole, half, quarter, eighth notes).
5. **Form: Understand several musical phrase forms.**
  - A. Be able to identify repeated phrases and say/write letters to indicate forms.
  - B. Be able to recognize forms and identify the separate phrases.
  - C. Be able to improvise movement to identify and respond to separate phrases.
6. **History/Style: Understand, sing, and/or play music of [various musical styles].**
  - A. Know the names and historical origins of the styles.
  - B. Be able to explain the feeling, mood, and impact of the music.
  - C. Be able to suggest in simple musical terms how the styles are different.
  - D. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].
7. **Audience/Performance Skills: Be able to take care of equipment, be a good audience and be a good group member.**
  - A. Be able to use and store classroom equipment/materials properly.
  - B. Be able to show quiet and appreciative attention to the performance of others.
  - C. Be able to express appreciation for performance with proper clapping and with compliments.
  - D. Be able to apply strategies to work towards ensemble singing/playing/performing, including basic rehearsal etiquette and practice.
  - E. Be able to use correct posture for singing, playing, and breathing.
  - F. Be able to strive to sing in tune and identify when you are not.