

East Maine School District 63

Music Learner Benchmarks

East Maine School District 63 Music Benchmarks

Music Learner Benchmarks were developed during the 2003-04 school year and approved by the Board of Education in June, 2004. In the continuing quest for excellence in music education, this year a committee reviewed the benchmarks and developed a Curriculum Alignment document for grades K-6. The document articulates specific instructional units and activities for each grade, K-6. This document will assist teachers in year long curriculum planning and insure that there is a consistent approach to the benchmarks in all elementary buildings.

These benchmarks reflect a balanced instructional program and document a progression of expected achievement in each of the Illinois Learning Standards for Music. The standards are organized by grade levels and reflect the gradual progression in the development of skills and knowledge. They are meant to be viewed cumulatively. Some benchmarks are repeated in some grade levels to indicate expectations that students will reinforce these benchmarks on more difficult material over several grades and perform to a higher proficiency using higher level thinking skills. Teachers at each grade level delineate these skills and the level of proficiency within each grade level context.

Although the benchmarks are listed separately, they are integrated in the classroom and where applicable, throughout all other curricular areas.

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State Goal 25: Know the language of the Arts

Learning Standard A: Understand the sensory elements, organizational principles and expressive qualities of the arts

Learning Standard B: Understand the similarities, distinctions and connections in and among the arts

Grade K	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Demonstrate knowledge of basic concepts through body movement and performance	Depict changes in music either through movement or verbal response and use proper terms as they are introduced in class	Discuss and describe aural examples of music and use proper terms to explain musical instruments and performances	Identify simple musical forms using proper terms	Identify the sounds of orchestra and band instruction		Identify major or minor tonality		
Begin to identify similarities and differences between music activities and other classroom activities	Identify similarities and differences in the meanings of terms used in music and different subject areas	Identify similarities and differences in the meanings of common terms used in the various arts	Describe ways that the arts involve ideas that can apply to many situations	Students identify similarities and differences in the meanings of terms used in more than one art form and different subject areas				

State Goal 26: Through creating and performing, understand how works of art are produced

Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts

Improvise musical responses to rhythms and pitch patterns given by the teacher	Improvise rhythmic and melodic phrases and simple ostinato accompaniment	Improvise "answers" to given rhythmic or melodic phrases, and improvise rhythmic and melodic ostinato accompaniment	Improvise short pieces and musical responses that sound similar to the rhythmic and melodic phrases given by the instructor	Improvise short songs, instrumental pieces, and simple rhythmic variations to a known melody	Improvise simple harmonies and simple melodic/rhythmic variations on a given melody	Devise simple melodic embellishments to known melodies and improvise melodies in a consistent tonality	Learn vocal mechanism development, vocal health, and proper use of the voice	
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Grade K	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Create short melodic or rhythmic patterns and simple songs	Create short songs with guidelines using a variety of sound sources	Create and arrange music to accompany readings or drama	Create vocal instrumental pieces with guidelines using a variety of sound sources	Create and arrange music to go with readings or dramas	Create an original composition according to the instructor's guidelines	Create an original composition according to the instructor's guidelines		

State Goal 26: Through creating and performing, understand how works of art are produced

Learning Standard A: Understand processes, traditional tools and modern technologies used in the arts

Learning Standard B: Apply skills and knowledge necessary to create and perform in one or more of the arts

Demonstrate proper concert behavior in a variety of settings and talk about what they hear in the music	Demonstrate proper concert behavior in a variety of settings and talk about what they hear in the music	Explain, using proper terminology, personal preferences for specific musical works	Develop criteria for musical quality	Develop criteria for musical quality	Evaluate their own musical performances and other musical performances using specific criteria	Compare the effectiveness of various performances		Read music notation from sheet music to learn and perform the music
Begin to read basic rhythmic notation	Identify, read, and use basic notation in simple meter groupings using an iconic or symbolic system	Read and write basic rhythmic (symbolic) and melodic (iconic) notation including articulations and dynamics	Read music notation in simple meters and correctly name and perform symbols and terms referring to dynamics, tempo, and articulation	Read and notate music in simple meters and in treble clef	Identify and correctly interpret basic key signatures and 6/8 meter	Sight-read melodies in treble clef	Read music notation from a piece of sheet music and create/arrange/compose an ending to the piece	Listen to music samples from different styles of music, discuss the many attributes, and apply them to the music performed in class

Grade K	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eight
Sing in a group on pitch and with steady tempo	Have good posture when singing and sing expressively using dynamic contrast	Sing independently or in groups on pitch and in tempo. Sing with good diction tone, posture and expressively using dynamic contrast	Sing in groups blending vocal sounds, dynamic levels, and responding to the instructor	Sing repertoire expressively and begin to use proper breath control	Sing in groups and independently, using proper breath control	Sing 2-part songs with good breath control	Use voices as instruments and learn how to sing accompanying voice parts	Sing songs paying close attention to using accurate music notation
Play a short rhythmic and melodic patterns with body sounds or on a instrument	Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups	Perform accurate pitches, rhythms and dynamic levels with steady tempo independently or in group.	Perform independently and in groups, play accompaniments and responding to conductor	Perform independently and in groups using expression, play accompaniments, and respond to the conductor	Perform instrumental parts while others sing or play contrasting parts	Perform or echo easy rhythmic, melodic, and chordal patterns accurately	Improvise a vocal melody to an accompaniment	

State Goal 27: Understand the role of the arts in civilizations, past and present

Learning Standard A: Understand how the arts shape and reflect history, society and everyday life

Identify how music is used in daily life	Identify musical works from other cultures	Describe the roles of musicians in many settings	Identify familiar examples of music of another historical period or culture	Describe how elements of music are used in music of various cultures and justify their answers	Identify American musical works from various styles and time periods	Describe the relationship of music and the role of musicians to historical periods	Utilizing a music history time line, learn the characteristics of all time periods, the composers, and analyze listening samples	Learn various cultural and historical music attributes of a repertoire performed in class
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Curriculum Alignment K-6 Music

Grade	Performance	Improvisation, Composition and Arranging	Notation	Listen, Analyze and Describe	Inter-disciplinary Connections	Connections with History and Cultures
Grade K	<ul style="list-style-type: none"> • Experience steady beat • Sing/speak <ul style="list-style-type: none"> Whole group Good posture Relaxed voices • Play short rhythmic and melodic patterns with body percussion or on an instrument. 	<ul style="list-style-type: none"> • Improvise musical responses to given rhythms and pitch patterns. • Create using movement, melody and language. 	<ul style="list-style-type: none"> • Begin to identify iconic notation. • Identify similar/different notations. 	<ul style="list-style-type: none"> • Recall sound patterns • Identify sound sources and tone color: <ul style="list-style-type: none"> Instruments Voice • Identify high/low • Identify fast/slow • Identify short/long sounds • Identify loud/soft • Respond through movement 	<ul style="list-style-type: none"> • Experience dramatizations • Recognize associations with other subjects 	<ul style="list-style-type: none"> • Experience diverse cultures by singing and playing • Develop awareness of music as part of daily life
Grade One	<ul style="list-style-type: none"> • Demonstrate steady beat • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups • Sing/speak/whisper/call <ul style="list-style-type: none"> Whole group/individual Good posture Relaxed voices 	<ul style="list-style-type: none"> • Improvise rhythmic and melodic phrases and simple ostinato accompaniments • Create short songs using a variety of sound sources • Create movements to music 	<ul style="list-style-type: none"> • Identify, read and use basic notation in simple meter groupings (duple/triple) <ul style="list-style-type: none"> Ta and ti-ti Quarter rest • Identify high/low • Identify pitch relationships: so, mi and la 	<ul style="list-style-type: none"> • Identify patterns: AB Form • Identify call- and-response • Identify phrases • Identify loud/soft • Identify fast/slow • Identify sound sources and tone color • Identify classroom instruments • Respond through movement 	<ul style="list-style-type: none"> • Experience dramatizations • Recognize associations with other subjects 	<ul style="list-style-type: none"> • Experience diverse cultures by singing and playing • Identify how music functions in daily life • Differentiate between musical styles such as march and lullaby

Grade Two	<ul style="list-style-type: none"> • Expand repertoire • Sing independently or in small groups with correct pitches and in tempo • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups 	<ul style="list-style-type: none"> • Improvise answers to rhythmic and melodic phrases and simple ostinato accompaniment • Compose and arrange music to accompany readings or drama 	<ul style="list-style-type: none"> • Identify, read and use basic notation in simple meter groupings Quarter/ eighth/ half notes Quarter rest • Identify basic music symbols Repeat signs Treble Clef Bar lines Fermata Tie • Identify pitch relationships: do, re 	<ul style="list-style-type: none"> • Identify AB/ABA form • Identify forte/piano • Differentiate between un-pitched and pitched classroom instruments • Begin to differentiate between instrument families • Respond through movement 	<ul style="list-style-type: none"> • Recognize associations with academic themes 	<ul style="list-style-type: none"> • Hear and sing songs from diverse cultures • Identify musical occupations and avocations • Explore music as celebration and communication • Develop understanding of musical concepts using selections from diverse cultures • Know appropriate audience behavior
Grade Three	<ul style="list-style-type: none"> • Expand repertoire • Sing independently or in small groups with correct pitches and in tempo • Sing with appropriate expression • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique • Sing rounds 	<ul style="list-style-type: none"> • Improvise answers in the same style to given rhythmic and melodic phrases • Compose and arrange music within guidelines • Create using a variety of sound sources 	<ul style="list-style-type: none"> • Identify, read and use basic notation in simple meter groupings Sixteenth notes Half rests Dotted half note Whole note • Identify basic music symbols Coda 1st and 2nd ending 	<ul style="list-style-type: none"> • Respond through movement • Identify differences in styles. • Identify forms: Verse/refrain Rondo Round/Canon ABA • Identify textures: melody alone and melody with accompaniment • Identify tone colors: 	<ul style="list-style-type: none"> • Explore related terms used in the various arts • Explore relationships between music and other content areas 	<ul style="list-style-type: none"> • Hear and sing songs from diverse cultures • Develop understanding of music concepts using selections from diverse cultures • Understand role of audience and appropriate audience behavior • Identify and describe roles of

	<ul style="list-style-type: none"> • Sing with light or heavy voice 		<p>DC al fine DS al Coda</p> <ul style="list-style-type: none"> • Identify pitch relationships: low so, low la, high do • Identify dynamic symbols forte/piano fortissimo pianissimo • Identify patterns that repeat, step or skip • Identify 2/4, 3/4, 4/4 	<p>Instrumental families Adult or child voice</p>		<p>musicians in various cultures and musical settings</p>
Grade Four	<ul style="list-style-type: none"> • Expand repertoire • Sing independently or in small groups with correct pitches and in tempo • Sing with appropriate expression • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique • Sing partner songs • Introduce recorder as a classroom instrument 	<ul style="list-style-type: none"> • Improvise short songs and pieces, and simple melodic embellishments to known melodies • Compose short songs within guidelines using a variety of sources 	<ul style="list-style-type: none"> • Begin to identify major and minor tonalities, and tonal centers • Read and use notation of all the note and rest values • Introduce basic chords: I, V7 • Identify meters 2/4, 4/4, and 3/4, and recognize meter changes • Identify pitch relationships 	<ul style="list-style-type: none"> • Identify a variety of musical styles such as folk songs, spirituals, rap, and classical • Identify music form: AB, ABA • Identify musical phrases • Identify families of the orchestra/band • Identify tone colors in voices: heavier, lighter • Identify dynamics and tempo and describe their effects in music 	<ul style="list-style-type: none"> • Detail connections between music and other subject areas • Describe similarities and differences of terms as applied to music and other art forms 	<ul style="list-style-type: none"> • Understand the function of music within communities and cultures in various places and times • Become aware of similarities and differences in music of various cultures • Identify by style and genre aural examples of music from various historical periods and cultures
Grade Five	<ul style="list-style-type: none"> • Expand repertoire • Sing independently 	<ul style="list-style-type: none"> • Improvise simple 	<ul style="list-style-type: none"> • Introduce syncopation and 	<ul style="list-style-type: none"> • Identify musical styles such as 	<ul style="list-style-type: none"> • Describe the way subject 	<ul style="list-style-type: none"> • Compare the role of

	<p>or in small groups with correct pitches and in tempo</p> <ul style="list-style-type: none"> • Sing with appropriate expression • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique • Sing in 2-part harmony with appropriate dynamics and breath support • Develop skills on the recorder 	<p>melodic/rhythmic variations on a given melody</p> <ul style="list-style-type: none"> • Compose and arrange short vocal and instrumental pieces 	<p>perform syncopated rhythms</p> <ul style="list-style-type: none"> • Recognize major/minor chords • Introduce chord progressions • Recognition of meters: 2/4, 4/4, ¾, 6/8 • Identify pitch relationships • Identify tempo markings: Presto Allegro Andante Largo • Identify and read basic notation of all note and rest values 	<p>blues, jazz, and classical</p> <ul style="list-style-type: none"> • Achieve visual and auditory recognition of the instruments of the orchestra • Identify forms such as AB, ABA, theme and variations, and rondo • Recognition of melodic and rhythmic phrases 	<p>matter in other areas is related to music</p>	<p>musicians and functions of music around the world</p> <ul style="list-style-type: none"> • Understand the role of music in American history • Describe elements of music used in music around the world
Grade Six	<ul style="list-style-type: none"> • Expand repertoire • Sing independently or in small groups with correct pitches and in tempo • Sing with appropriate expression • Perform basic rhythmic and melodic patterns on instruments in tempo, alone or in groups, with correct technique 	<ul style="list-style-type: none"> • Improvise unaccompanied melodies and melodies over rhythmic accompaniments in a consistent style • Improvise simple harmonic accompaniments • Compose pieces that demonstrate 	<ul style="list-style-type: none"> • Introduce the Grand Staff and bass clef • Recognize and demonstrate all dynamic markings • Identify accidental notations: flats, sharps, and natural signs. • Identify tempo markings • Recognize and 	<ul style="list-style-type: none"> • Identify musical genres such as musical theater, opera, and ballet • Recognize different styles of music such as jazz and blues, and recognize periods of music such as Baroque, Classical, Romantic and 20th century 	<ul style="list-style-type: none"> • Understand how elements and principles of music, drama, dance and visual arts combine to express ideas • Compare the characteristics of two or more art works that share similar themes 	<ul style="list-style-type: none"> • Describe the role of musicians and relationship of music to historical period • Discuss contemporary music styles and composers/performers associated with these styles • Explore career opportunities in

	<ul style="list-style-type: none"> • Sing in 2- and 3-part harmony with appropriate dynamics and breath support and articulation • Introduce chordal instruments 	<p>such elements as unity and variety</p>	<p>perform syncopated rhythms</p> <ul style="list-style-type: none"> • Identify pitch relationships 	<p>music</p> <ul style="list-style-type: none"> • Compare and contrast music styles and musical performances • Recognize textures of music such as homophonic, monophonic, and polyphonic • Recognize 3- and 4-part harmonies • Identify SATB voices • Identify forms such as AB, ABA, AABA, and rondo 		<p>music and how music functions in the marketplace</p>
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DISTRICT 63 MUSIC UNITS

Many areas of music education, particularly those involving listening skills, reading and writing notation, and vocal and instrumental performance skills are taught according to a spiral curriculum (* denotes) which systemically deepens and refines concepts and skills (and their interaction) while reinforcing what the students have previously learned. Composition and improvisation lessons similarly incorporate concepts and skills the children have attained.

The curriculum also allows for special units that occur when the children perform in a show, or when they attend a special concert or presentation. Special units also occur when there is an opportunity to correlate academic learning and music. These units must of necessity vary according to the resources and activities of the individual music teachers and their schools.

Grade	Performance	Improvising, Composing and Arranging	Notation	Listen, Analyze and Describe	Interdisciplinary Connections	History and Cultures
Kindergarten	Basic vocal production	Iconic composition	*	*	Music and story-telling	Music in daily life
Grade One	Basic vocal production	Iconic composition	*	*	Music and story-telling	Music and family
Grade Two	Basic vocal Production	Composing with found sounds	*	*	Properties of sound	Music and the community
Grade Three	Vocal Technique	Composing with found sounds	*	*	Properties of sound	Music and celebration
Grade Four	Recorder Performance	Improvisation	Reading pitch letter names	Instruments of the orchestra	Rhythmic note values and fractions	Music and American history
Grade Five	Singing in small and large ensembles		*	*	Rhythmic note values and fractions	Composer unit; Music in American History
Grade Six	Singing in small and large ensembles	Improvisation-Contemporary sounds	*	*	Musicals: combining music, art, literature and drama	Composer unit; Musical styles unit

