



Juneau School District

K-12

# **MUSIC CURRICULUM**

A strand of the Fine Arts Curriculum

Elementary adopted by the Board June 2000  
Secondary adopted by the Board October 2002

# **K-12 Music Curriculum**

## **PHILOSOPHY**

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Music is a living presence at the center of all culture. Making music builds communities, increases self-esteem, and helps students see themselves as part of a powerful, learning environment. It is not enough that music is all around us. Students need to experience the creation, performance, and analysis of music first-hand. Every student can benefit from music in some unique way, emotionally and intellectually.

Music connects to all other arts and disciplines, such as literature, mathematics, history, and geography. Recent and reliable educational research documents the profound effects of music education on the ability of students to become better learners. From increasing spatial-temporal and abstract reasoning skills, to promoting cooperation and team-building skills, making music is a powerful force that dramatically enhances every aspect of education.

The K-12 Music Curriculum is based on both the Alaska State Standards and the National Standards for Arts Education. Sequential musical skills are necessary for all students to achieve a thorough music education. District-wide unification will be achieved by combining these skills with instructional strategies resulting in students who have a greater appreciation and enjoyment of music throughout their lives.

# National Standards for Music Education

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The following are a list of the National Standards from which the following curriculum is based:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specific guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

*This curriculum addresses each of the standards at a developmentally appropriate level for the grade level, except number four. Composing and arranging music is beyond the scope of what can be addressed in the relatively short amount of time elementary students have music instruction.*

# Juneau School District Elementary Music Committee Contributors 1999-2000

## Elementary Music Teachers:

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It is the policy of the City and Borough of Juneau School District to provide equal education and employment opportunities and to provide service and benefits to all students and employees without regard to race, color, religion, national origin, sex, age, disability, or status as a Viet Nam era or disabled veteran.

# Curriculum Evaluation

This curriculum, after approval by the City and Borough of Juneau School Board of Education, will have accompanying materials, including identified resources which support instruction and a summary of the key elements of the curriculum in the Essential Expectations brochure. The brochure is distributed to staff, parents, and the public in the fall of each school year, in compliance with City and borough of Juneau School Board Policy #1221 as adopted September 9, 1988.

Following Board approval, this curriculum enters phase VI of the District Curriculum Review Cycle — Use and Evaluation. In this phase, the curriculum undergoes regular review and evaluation, both through examination of student performance (ex: through examination of student results on criterion reference testing results, and teacher observations) and in periodic reviews by teachers and committee members (ex: in districtwide curriculum meetings).

Assessment of student achievement is embedded in sequential development and instructional strategies. This curriculum will be used to examine and develop performance-based assessments, which promote student interest and learning of musical concepts.

For more information regarding the Juneau School District Elementary Music Curriculum in general contact:

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**Grade Level:**

**KINDERGARTEN**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Sing a varied repertoire of music, alone or in a group.

Become aware of their singing voices.

Sing together rhythmically.

Sing a varied repertoire of songs representing genres and styles from Western and other cultures.

\*Sing songs using varying dynamics and tempos.

\*Discriminate differences in pitch.

Echo sing and speak with vocal inflections.

Choral speak, replacing words with actions or sounds.

Use singing, speaking, and whispering voices with various sound effects.

Work towards keeping a steady beat while singing.

Echo sing and speak using poetry and rhymes.

Work toward moving body parts with the beat.

Sing seasonal and holiday songs representing America and other cultures within an educational context.

Sing traditional American music.

Sing story songs.

Sing songs related to kindergarten classroom curriculum.

Sing a song softly and loudly, using fast and slow tempos.

Move hands and body upward and downward demonstrating pitch differences.

Sing and speak using high and low sounds.

**Grade Level:**  
**KINDERGARTEN**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Perform on instruments a varied repertoire of music, alone and with others.

Play pitched and un-pitched instruments keeping a steady tempo.

Play on classroom instruments using proper playing techniques.

\*Echo short rhythms and melodic patterns.

\*Play in groups blending instrumental timbres.

\*Play pitched and un-pitched instruments to accompany songs.

Create and improvise his/her own movements, melodies, variations and accompaniments.

Use body movements such as marching, hopping and skipping to interpret music.

\*Create and arrange music to accompany readings and dramatizations.

\*Respond through movement to selected music characteristics.

Introduce/present un-pitched and pitched percussion instruments, as well as various multi-cultural instruments where appropriate.

Perform with a steady beat.

Demonstrate basic instrumental playing techniques.

Use rhythm band and pitched instruments to highlight stories and poems.

Echo rhythmic and melodic patterns on instruments.

Play in heterogeneous and homogeneous instrument groupings.

Play solo or group accompaniment to songs or recordings.

Associate movement to various styles of music.

Use classroom instruments to respond to music.

Use animal movements in responding to music.

Create body shapes that correspond to various aspects of music (i. e. high and low, slow and fast, loud and soft).

Create body movement that corresponds to the mood of the music.

\* *Expectations when music is taught twice a week or more.*

**Grade Level:**  
**KINDERGARTEN**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Work towards playing designated notes on tuned instruments.

\*Use classroom instruments to demonstrate how sound effects may be created to enhance a story or poem.

Read and notate music.

Use a system to identify notation.

Perform simple rhythmic patterns using words, rhymes, body percussion, and/or percussion instruments.

\*Listen and discuss the musical elements of a selected piece (i.e. rhythm, melody, harmony, form, tone color, dynamics, tempo, etc.).

\*Determine how the different musical elements affect the quality of the specified music selection.

Perform changes in dynamics and tempo.

Replace words with actions or sounds, sing songs of various dynamics and tempos.

Be aware of variations in pitch and melodic contours.

Experience musical sounds (i.e. bird and animal sounds), repeated notes, steps/skips, leaps, hand signals/levels, and body movement representing high and low sounds.

Listen to, analyze and describe music.

Respond to auditory stimuli.

\*Demonstrate responses to recordings, live music and sounds through movement, discussion, expression of feelings and/or art.

Be aware of the sounds of a variety of instruments.

\*Present the tone color of different instruments by listening to recordings and live demonstrations.

Listen to music of various styles and cultures.

Demonstrate how different types of movement corresponds to various musical styles (i. e. march, waltz, lullabies, etc.).

\* *Expectations when music is taught twice a week or more.*



**Grade Level:**  
**KINDERGARTEN**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

\*Use appropriate terminology explaining music.

\*Introduce the four families of the orchestra.

Evaluate music and music performances.

Choose favorite musical activities from materials previously taught in class.

Listen quietly when a musical selection is played or sung.

\*Perform in a minimum of one music program a year.

Understand the relationships between music, the other arts and disciplines outside the arts.

Learn and sing songs that correspond to thematic units.

Demonstrate the relationship between music and body movements (i.e. high and low, loud and soft, fast and slow, animal movements).

\*Relate counting and patterns in a musical framework.

Experience music and how it relates to the Fine Arts.

Understand music in relation to history and culture.

Be aware of various uses of music in daily experiences.

Listen to and describe basic musical concepts (i.e. high/low, slow/fast, loud/soft).

\*Work towards discriminating both aurally and visually between the families of instruments in the orchestra.

Discuss and identify criteria for expressing musical preferences of selected music.

Discuss and exhibit appropriate listening behavior in various musical settings.

Establish criteria for evaluating self performances and those of others.

Sing songs that reinforce grade level curriculum concepts, i.e. alphabet, insects, etc.

Move to music of varying tempos and melodic patterns.

Work towards coordinating movement to the beat of the music.

Explore the sound of language through poetry and songs.

\*Listen and sing to music of various cultures and identify its origin.

List ways music is used in our lives, i.e. concerts, call holding, and the dentist's office.

\* *Expectations when music is taught twice a week or more.*

Grade Level:  
**KINDERGARTEN**

National Music Standards

**Essential Grade Level Expectations**

**All students will know and be able to do:**

\*Be aware of similarities and differences of musical styles and genres using American music as a point of reference.

\*Be aware of the roles of composers and musicians.

\*Be aware of how the elements of music (rhythm, melody, harmony, tone color and AB form) are used in musical examples from various cultures of the world.

Be aware of how music links to other parts of our lives.

**Instructional Strategies**

Listen to American music of different styles and genres (i.e. dance, folk, sacred, orchestra, band, etc.).

\*Compose and perform a piece as a class.

\*Listen to characteristics in music of various cultures (i.e. tone color, rhythm, melody, etc.).

Integrate music with other school curriculum.

Grade Level:  
**FIRST GRADE**

National Music Standards

Essential Grade Level Expectations

Instructional Strategies

All students will know and be able to do:

**Build upon skills learned the previous year (each content standard area will include this application).**

**Build upon skills learned the previous year (each content standard area includes this application).**

Sing a varied repertoire of music, alone or in a group.

\*Work towards matching tones.

Echo tone patterns and/or songs.

Sing expanded repertoire of songs.

\*Sing simple two-part rounds and/or partner songs.

Perform on instruments a varied repertoire of music, alone and with others.

\*Work towards playing rhythmic and melodic patterns with a steady beat.

\*Play rhythmic and melodic ostinato (repeated patterns) on unpitched/pitched instruments.

Use dynamics when playing instruments.

Respond to the cues of a conductor.

Use varied tempos.

Create and improvise his/her own movements, melodies, variations and accompaniments.

\*Create original lyrics to familiar melodies.

Use rhyme and rhythm to create original lyrics to familiar tunes.

Organize movement to fit the pattern of various musical styles.

Read and notate music.

\*Be able to sing the major scale.

Recognize the major scale through a variety of methods (i.e. numbers, syllables, hand signals, or letters/musical alphabet).

\*Perform major scale on pitched percussion instruments with voice and/or body movements.

\*Work towards reading and performing simple melodic direction.

\*Recognize written examples of simple pitch notation.

\* Expectations when music is taught twice a week or more.

**Grade Level:**  
**FIRST GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

\*Work towards reading and performing simple rhythmic patterns.

\*Sing and play pitched instruments using pictures, graphs, lines, and/or actual notation.

Echo simple rhythmic patterns using bodies, instruments, and/or voices.

\*Work towards recognizing music notation (i.e. quarter notes/rests, eighth notes/rests, etc.).

\*Work towards recognizing written examples of rhythms learned in echo games.

Listen to, analyze and describe music.

Listen to and discover moods and feelings in music.

Express moods and feelings through movement and/or discussion elicited by recorded music, live music, or visual stimulus.

\*Listen to several works by selected composers.

Define the term composer.

\*Learn about the lives of selected famous composers.

\*Listen to, recognize, study and experience works of selected famous composers.

\*Identify the sounds, names and appearance of percussion instruments.

Relate the letter names of musical notation to the alphabet.

Play melodies on tuned instruments.

Demonstrate the relationship between music and movement by interpreting simple notation.

\*Identify pitch progression on bells and xylophones.

Make connections of the musical scale to ladder, steps, escalator, etc.

**Grade Level:**  
**FIRST GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Evaluate music and music performances.

Identify criteria for appropriate concert behavior.

Evaluate self performances and those of other students during music classroom activities (vocal and instrumental).

Discuss and exhibit appropriate listening behavior in various musical settings.

Establish criteria for evaluating self performances and those of others.

Understand the relationships between music, the other arts and disciplines outside the arts.

Make connections when listening and responding to music with first grade curriculum/themes.

Learn and sing songs that correspond to thematic units.

Understand music in relation to history and culture.

Begin to recognize music of various cultures.

\*Listen to music of various cultures and work towards identifying its origin.

Listen to characteristics of music of various cultures (i.e. tone color, rhythm, melody, etc.).

\*Describe in simple terms how elements of music (rhythm, melody, harmony, tone color and form) are used in musical examples from various cultures of the world.

Identify various uses of music in their daily experience.

Discuss music heard on the radio, on television, in movies, and plays, assemblies, sport events, etc.

Identify similarities and differences of musical styles and genres using American music as a point of reference.

Listen to American music of different styles and genres (i.e. dance, folk, sacred, orchestra, band, etc.).

Identify the roles of composers and musicians.

\*Compose and perform a piece as a class.

Be aware of how music links to other parts of our lives.

Integrate music with other school curriculum.

\* *Expectations when music is taught twice a week or more.*

Grade Level:

## SECOND GRADE

### National Music Standards

### Essential Grade Level Expectations

### Instructional Strategies

All students will know and be able to do:

**Build upon skills learned the previous year.**

Sing a varied repertoire of music, alone or in a group.

\*Sing in parts and rounds.

Sing some songs from printed music.

Work towards matching tones of a major scale.

Perform on instruments a varied repertoire of music, alone and with others.

\*Perform multiple ostinatos (repeated patterns) and accompaniments.

Create and improvise his/her own movements, melodies, variations and accompaniments.

Respond to music using body percussion.

Read and notate music.

\*Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, mood, articulation, and expression.

Discriminate between like and unlike melodic patterns.

**Build upon skills learned the previous year.**

\*Sing in rounds using examples with distinct melody and lyrics for each line.

Sing using selected group leaders.

Echo songs and games.

Identify basic melodic patterns and contour.

Present simplified printed music.

\*Add the use of multiple ostinatos and accompaniment to songs and recordings.

Demonstrate basic rhythmic and melodic notation.

Create movements to be used with a partner.

\*Create original lyrics to familiar melodies.

\*Read and perform simple rhythms using eighth notes/rests, quarter notes/rests, half notes/rests, and whole notes/rests.

Read and perform simple dynamics (i.e. *p*, *f*, *crescendo*, and *decrescendo*).

\*Use printed music to discriminate between like and unlike melodic patterns.

\* Expectations when music is taught twice a week or more.

**Grade Level:**  
**SECOND GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Learn the “musical alphabet” on the xylophone and/or bells.

\*Use body movements and/or hand signals to interpret musical scale.

\*Use hand movements to portray “musical alphabet.”

Use body signs/movements to demonstrate different steps of the musical scale.

\*Use Kodaly hand signals and/or hand levels while singing the steps of the musical scale.

Use body movements to develop an understanding of rounds.

Listen to, analyze and describe music.

\*Sing simple two part rounds and add different body movements related to sections of the round.

\*Identify AB form.

Introduce AB form (verse and refrain) song form.

\*Discriminate between like and unlike sections of a composition.

\*Identify the sounds, names and appearance of the string family of the orchestra.

Listen to examples of the string family in selected compositions and view audio visual aids (posters, filmstrips, videos) about stringed instruments.

\*Discriminate (aurally and visually) among instruments of the woods and brass family.

\*Listen to examples of woods and brass instruments in selected compositions and view audio visual aids (posters, filmstrips, videos) about woods and brass instruments and their historical development.

**Grade Level:**  
**SECOND GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Evaluate music and music performances.

Discuss music heard in school, listing outstanding musical qualities (i.e. mood, tempo, dynamics, and instrumentation).

Discuss and identify criteria for expressing musical preferences of selected music.

Discuss and exhibit appropriate listening behavior in various musical settings.

Listen and discuss the musical elements of a selected piece (i.e. rhythm, melody, harmony, form, tone color, dynamics, tempo, etc.).

Determine how the different musical elements affect the quality of the specified music selection.

Establish criteria for evaluating self performances and those of others.

Understand the relationships between music, the other arts and disciplines outside the arts.

\*Relate notes and their values to mathematics.

\*Introduce whole, half, quarter, and eighth notes, their value and relationship to mathematics.

Become familiar with simple rhythms and how they relate to mathematical concepts.

Understand music in relation to history and culture.

Describe in simple terms how elements of music (rhythm, melody, harmony, tone color and form) are used in musical examples from various cultures of the world.

\* *Expectations when music is taught twice a week or more.*



Grade Level:  
**THIRD GRADE**

National Music Standards

**Essential Grade Level Expectations**

**Instructional Strategies**

All students will know and be able to do:

**Build upon skills learned the previous year.**

Sing a varied repertoire of music, alone or in a group.

Sing partner songs, two or three part rounds and melody plus ostinato.

Sing both major and minor songs.

\*Match tones of a minor scale.

\*\*Perform with an awareness of the following:

- clear head voice
- uniform vowel formation
- concise diction
- supported breath control
- intonation
- expression and dynamic

**Build upon skills learned the previous year.**

Sing songs with added activities (i.e. body movement, rhythm band, Orff instruments, auto-harps, and games).

\*Sing 3-part songs.

Sing "partner songs" (two songs which share common harmonic progressions).

Sing round and partner songs using group leaders.

Sing melodies with added ostinato patterns (either above or below the melody).

Play pitched and un-pitched instruments to augment and/or supplement parts.

Present songs in major and minor keys.

\*\*Provide the opportunity to sing and perform in a choral group.

\* Expectations when music is taught twice a week or more.

\*\* Expectations for participants in the extra-curricular chorus program.

**Grade Level:**  
**THIRD GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Perform on instruments a varied repertoire of music, alone and with others.

Play melodies using the pentatonic scale.

Use classroom instruments to augment or supplement parts of partner songs and/or rounds.

Play the pentatonic scale on pitched instruments.

\*Improvise and create melodies using the pentatonic scale.

Works towards playing instruments using a notation system demonstrating understanding of rhythm.

Create and improvise his/her own movements, melodies, variations and accompaniments.

Improvise melodies using the pentatonic scale.

Create and improvise movements, melodies, variations, and accompaniments on pitched and un-pitched percussion instruments.

Improvise and create music within a given structure on pitched percussion instruments using the pentatonic scale.

Identify ABA form and dynamics (f-p).

Listen to longer musical examples with greater focus on ABA form and dynamics (f-p).

Read and notate music.

\*Read simple notation in the treble clef.

\*Use pitched percussion instruments to read and perform simple melodic notation.

\*Identify 2/4, 3/4, and 4/4 meters.

\*Identify, conduct, and use body percussion and instruments with 2/4, 3/4, and 4/4 meters.

\*\*Understand and follow an octavo vocal music score.

\* Expectations when music is taught twice a week or more.

\*\* Expectations for participants in the extra-curricular chorus program.

**Grade Level:**  
**THIRD GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

**\*\***Understand basic music notation, i.e. measure, bar line, time signature, clef signature, and note values.

Listen to, analyze and describe music.

Differentiate between major and minor tonalities.

Discriminate between major and minor tonalities.

Identify the sounds, names, and appearance of the woodwinds and brass families of the orchestra.

Discriminate (aurally and visually) among instruments of the wood and brass family.

Evaluate music and music performances.

Identify criteria for successful performing skills.

Establish standard for a successful musical performance.

Evaluate performances by student ensembles and cultural arts presentations.

Discuss how each performance relates to the established standards.

Relate established standards to performances outside of the school setting.

Understand the relationships between music, the other arts and disciplines outside the arts.

Relate simple meters to mathematics.

Learn specific rhythm patterns in simple time signatures and relate to mathematics.

Create words and phrases from notes on the lines and spaces of the staff.

Listen, respond, and relate American folk songs of various regions to American History.

Listen to the music of various regions of the United States.

Sing, identify styles, and play instruments using American folk songs that relate to various geographical regions of our country.

\* Expectations when music is taught twice a week or more.

\*\* *Expectations for participants in the extra-curricular chorus program.*

**Grade Level:**

**THIRD GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Understand music in relation to history and culture.

Sing, play, and listen to music in relation to other disciplines at these grade levels.

List basic elements of music from various cultures (rhythm, melody, harmony, form, and tone color).

Perform music of various cultures using appropriate instruments.

Listen to and perform songs in various languages.

Relate the lives of composers to the time periods of history in which they lived.

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\* *Expectations when music is taught twice a week or more.*

**Grade Level:**  
**FOURTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

**Build upon skills learned the previous year.**

**Build upon skills learned the previous year.**

Sing a varied repertoire of music, alone or in a group.

Sing two part polyphonic songs.

Sing simple 2-part polyphonic songs.

Include solo, small group ensemble parts, narration, dramatic dialogue, movement, and/or instrumental accompaniments in performances where appropriate.

\*Sing three and four part rounds.

\*Sing 4-part rounds.

\*\*Perform with an awareness of the following:

\*\*Provide the opportunity to sing and perform in a choral group.

- clear head voice
- uniform vowel formation
- concise diction
- supported breath control
- intonation
- expression and dynamic

Perform on instruments a varied repertoire of music, alone and with others.

\*Perform multi-part accompaniment on various classroom instruments using proper playing technique.

Play classroom instruments using a notation system demonstrating understanding of meter.

Share music accomplishments achieved inside and outside of school where appropriate.

Demonstrate proper instrument playing technique (i.e. recorder, guitar, choir chimes, etc.).

\* Expectations when music is taught twice a week or more.

\*\* *Expectations for participants in the extra-curricular chorus program.*

**Grade Level:**  
**FOURTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Create and improvise his/her own movements, melodies, variations and accompaniments.

Improvise melody and accompaniment using the pentatonic scale.

Improvise short songs and instrumental sound effects using a variety of sources (i.e. traditional and nontraditional sounds found in the classroom, body sounds, and sounds produced by electronic means as available).

Read and notate music.

Sing and play instruments using music notation.

Identify names of lines and spaces on treble staff.

Recognize proper instrumental fingering as it relates to treble staff notation.

Introduce lines and spaces of treble staff in relation to instrumental fingering.

\*\*Read vocal and/or instrumental music on multiple staves.

Use melodic instruments to read and notate simple pitch notation.

\*Read and perform dotted rhythmic patterns.

Review simple meters using vocal and instrumental music.

Identify and perform in 6/8 and 2/2 meters.

Recognize and perform dotted rhythms, 6/8 and 2/2 meter in vocal and instrumental music.

Follow a designated part on multiple staves in classroom and choral rehearsals.

\*\*Understand and follow an octavo vocal music score.

\*\*Understand basic music notation, i.e. measure, bar line, time signature, clef signature, and note values.

\* Expectations when music is taught twice a week or more.

\*\* Expectations for participants in the extra-curricular chorus program.

**Grade Level:**  
**FOURTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Listen to, analyze and describe music.

Recognize the sounds, names, and appearance of all four families of the orchestra.

Discriminate (aurally and visually) among instruments of all four families.

Work towards Identifying musical elements in selected musical examples.

Continue same strategies as above with variations as needed.

\*Listen to longer music selections while focusing on various elements of music (i.e. dynamics, rhythm, melody, harmony, form, timbre, tempo, expression).

Evaluate music and music performances.

Evaluate performances in the school program.

Establish standard for a successful musical performance.

Discuss how each performance relates to the established standards.

Relate established standards to performances outside of the school setting, such as the Juneau Symphony assembly concerts.

Understand the relationships between music, the other arts and disciplines outside the arts.

Study the music of different cultures, including those in the social studies curriculum.

Relate more complex rhythms and time signatures to mathematics.

Experience music and how it relates to science.

Relate "musical alphabet," line, and spaces of staff to spelling.

Listen to the music of various cultures.

Sing and/or perform music from cultures relating to social studies curriculum.

Learn simple meters (2/4, 3/4, 4/4) and note values relating them to fractions and division concepts of mathematics.

\* *Expectations when music is taught twice a week or more.*

**Grade Level:**  
**FOURTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Understand music in relation to history and culture.

Sing, play and listen to music in relation to other disciplines at these grade levels.

Identify basic elements of music from various cultures.

Listen to music that integrates with the social studies curriculum.

Listen to examples of ethnic music and note musical elements that are indicative of that culture, i.e. rhythm, melody, harmony, form, and tone color).

Perform music of various cultures using appropriate instruments.

Listen to and perform songs in various languages.

Relate the lives of composers to the time periods of history in which they lived.

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\* *Expectations when music is taught twice a week or more.*



**Grade Level:**  
**FIFTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

**Build upon skills learned the previous year.**

**Build upon skills learned the previous year.**

Sing a varied repertoire of music, alone or in a group.

\*Sing two part songs with harmonic and/or contrapuntal emphasis.

Sing partner songs, rounds, descants, and more complex 2-part music.

\*\*Perform with an awareness of the following:

- clear head voice
- uniform vowel formation
- concise diction
- supported breath control
- intonation
- expression and dynamic

\*\*Provide the opportunity to sing and perform in a choral group.

Perform on instruments a varied repertoire of music, alone and with others.

\*Perform on a melodic instrument using proper playing technique (i.e. recorder, guitar, keyboard, orff instrument).

\*Play classroom instruments using a notation system demonstrating understanding of letter names of notes.

\*Demonstrate the proper playing techniques and note reading skills of melodic instruments.

\*Play, sing, and, create more complex rhythms including syncopation and ties on pitched and non-pitched instruments.

Create and improvise his/her own movements, melodies, variations and accompaniments.

\*Create melodies using melodic instruments.

\*Demonstrate how to improvise and create music on melodic instruments.

\*Create original arrangement within a given framework.

Improvise simple rhythmic accompaniments.

Demonstrate how to create rhythmic accompaniments, variations, and/or improvisations using body percussion or percussion instruments.

\* Expectations when music is offered twice a week or more.

\*\* *Expectations for participants in the extra-curricular chorus program.*

**Grade Level:**  
**FIFTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Read and notate music.

\*Compose within flexible guidelines as directed by the music teacher.

Identify and perform simple syncopated rhythms.

\*\*Understand and follow an octavo vocal music score.

\*\*Understand basic music notation, i.e. measure, bar line, time signature, clef signature, and note values.

Listen to, analyze and describe music.

\*Listen to and analyze various styles of American music.

Evaluate music and music performances.

Evaluate performances of recorder ensemble, chorus, band, and/or orchestra.

Develop more ability to follow multiple staves in class and chorus.

Read and play parts on melodic percussion instruments.

Read, play, and perform multiple parts on melodic percussion instruments.

\*Discriminate (aurally and visually) among instruments of the percussion family (i.e. African and Native American music).

\*Listen to various styles of American music (i.e. Native American and American folk songs including colonial songs, spirituals, early jazz, and blues).

Establish standard for a successful musical performance.

Discuss how each performance relates to the established standards.

Relate established standards to performances outside of the school setting, such as the Juneau Symphony assembly concerts.

\* Expectations when music is taught twice a week or more.

\*\* *Expectations for participants in the extra-curricular chorus program.*

**Grade Level:**  
**FIFTH GRADE**

**National Music Standards**

**Essential Grade Level Expectations**

**Instructional Strategies**

**All students will know and be able to do:**

Understand the relationships between music, the other arts and disciplines outside the arts.

\*Relate melodic instruments and meters to mathematics.

Listen and respond to Native American music, spirituals, colonial music, and jazz; relating these styles to the fifth grade social studies curriculum where appropriate.

Understand music in relation to history and culture.

Sing, play, and listen to music in relation to other disciplines at these grade levels.

Relate established standards to performances of other classes or performances of outside groups such as the Juneau Symphony visiting musicians.

Recognize, read, and perform various rhythms vocally and instrumentally.

Relate rhythm to patterns and values in mathematics.

Listen to, perform, and discuss Native American songs, music, dances, and stories; and relate them to social studies and the study of musical instruments.

Listen to, perform, and discuss African American spirituals, relating them to American history and the development of jazz in America.

Listen to, perform, and discuss the development of jazz and how it relates to American history.

Relate percussion instruments to African American influences, other cultures and the development of jazz in America.

List basic elements of music from various cultures (rhythm, melody, harmony, form, and tone color).

\* *Expectations when music is taught twice a week or more.*

Grade Level:  
**FIFTH GRADE**

National Music Standards

### Essential Grade Level Expectations

All students will know and be able to do:

### Instructional Strategies

Perform music of various cultures using appropriate instruments.

Listen to and perform songs in various languages.

Relate the lives of composers to the time periods of history in which they lived.

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\* *Expectations when music is taught twice a week or more.*

Level:

**CORE 6-8**

**National Music Standards**

**Essential Expectations**

Sing a varied repertoire of music, alone or in a group.

Sing accurately with good breath control, expression, and technical accuracy from memory.

Sing music written in two and three parts.

Perform on instruments a varied repertoire of music, alone and with others.

Perform on at least one instrument with technical accuracy representing diverse genres and cultures.

Play simple melodies by ear and recognize basic intervals in keys that they are comfortable with on their individual instruments.

Create and improvise his/her own movements, melodies, variations, and accompaniments.

Improvise simple rhythms and melodies.

Compose short pieces within specified guidelines.

Read and notate music.

Accurately read standard rhythmic and pitch notation, key signatures, expressive elements, dynamics, and be able to notate their own musical ideas accurately.

Listen to, analyze, and describe music.

Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords from a variety of musical genres.

Evaluate music and music performances.

Evaluate the quality and effectiveness of their own and other's performances using standard musical terminology.

Understand the relationships between music, the other arts and disciplines outside the arts.

Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music.

Understand music in relation to history and culture.

Describe characteristics of musical genres and styles from a variety of cultures.

Compare function music serves and roles of musicians in various cultures.

Strings	Band	Vocal
		X
		X
X	X	
X	X	
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X

Level:

**CORE 9-12**

**PROFICIENT**

**National Music Standards**

**Essential Expectations**

Sing a varied repertoire of music, alone or in a group.

Sing varied repertoire of vocal literature with expression and technical accuracy at a level 3-4\* with or without accompaniment.

Demonstrate well-developed ensemble skills.

Perform on instruments a varied repertoire of music, alone and with others.

Play varied repertoire of instrumental literature with expression and technical accuracy at a level 3-4\*.

Demonstrate well-developed ensemble skills.

Create and improvise his/her own movements, melodies, variations, and accompaniments.

Improvise rhythmic and melodic variations on melodies in given keys, styles, and chord progressions.

Compose pieces within specified guidelines.

Read and notate music.

Demonstrate ability to read instrumental or vocal score of up to four staves.

Demonstrate ability to accurately and expressively sight-read music with a difficulty level of 2 on a scale of 1-6.

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures by describing the uses of elements of music and expressive devices using standard musical terminology.

Evaluate music and music performances.

Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary works.

Piano Lab	Men's Chorus	Treble Choir	Mixed Chorus	String Orchestra	Chamber Orch	Intermed. Band	Concert Band	Wind Ensemble	Beg. Guitar	Jazz Band	Concert Choir	Jazz Choir
	X	X	X								X	X
	X	X	X								X	X
					X		X	X		X		
X				X	X	X	X	X	X	X		
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X

Level:

**CORE 9-12**

**PROFICIENT**

**National Music Standards**

**Essential Expectations**

Understand the relationships between music, the other arts and disciplines outside the arts.

Explain how elements, artistic process, and principles are used in the various arts and cite examples of how disciplines outside the arts are interrelated with those of music.

Understand music in relation to history and culture.

Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music, and explain the reasoning behind their classifications.

Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Piano Lab	Men's Chorus	Treble Choir	Mixed Chorus	String Orchestra	Chamber Orch	Intermed. Band	Concert Band	Wind Ensemble	Beg. Guitar	Jazz Band	Concert Choir	Jazz Choir
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X

Level:

**CORE 9-12  
ADVANCED**

**National Music Standards**

**Essential Expectations**

Sing a varied repertoire of music, alone or in a group.

Sing varied repertoire of vocal literature with expression and technical accuracy at a level 5\* with or without accompaniment.

Demonstrate well-developed ensemble skills.

Perform on instruments a varied repertoire of music, alone and with others.

Play varied repertoire of instrumental literature with expression and technical accuracy at a level 5\*.

Demonstrate well-developed ensemble skills.

Create and improvise his/her own movements, melodies, variations, and accompaniments.

Improvise rhythmic and melodic variations on melodies in given keys, styles, and chord progressions.

Compose pieces within specified guidelines.

Read and notate music.

Demonstrate ability to read a full score and explain transpositions and clefs used by their instrument.

Demonstrate ability to accurately and expressively sight-read music with a difficulty level of 3 on a scale of 1-6.

Listen to, analyze, and describe music.

Compare ways in which musical materials are used in a given example relative to ways in which they are used in other examples of the same genre or style.

Evaluate music and music performances.

Evolve specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

Understand the relationships between music, the other arts and disciplines outside the arts.

Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.

Chamber Orch	Concert Band	Wind Ensemble	Jazz Band	Concert Choir	Jazz Choir
				X	X
				X	X
X	X	X			
X	X	X			
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X



Level:  
**CORE 9-12**  
**ADVANCED**

**National Music Standards**

Understand music in relation to history and culture.

**Essential Expectations**

(In addition to the "Proficient" Criteria)

Identify and explain the stylistic features of a given musical work that serve to define a given musical work that serve to define its aesthetic tradition and its historical or cultural context.

Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Chamber Orch	Concert Band	Wind Ensemble	Jazz Band	Concert Choir	Jazz Choir
X	X	X	X	X	X
X	X	X	X	X	X