Washington State K-12 Options for Implementing The Arts Standards through Music by Grade Level Version 1.2 (August 2014) provides updates to Version 1, published in 2011. The updates were made to include the arts elements within the Grade Level Expectations (GLEs). Version 1.2 reflects the following:

- Adjustments include adding the elements of music within the GLEs.
- Minor grammatical and punctuation edits were also made.

No new content has been added.

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Options for Implementing the Arts Standards through Music by Grade Level

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Options for Implementing the Arts Standards through Music by Grade Level

Arts Education in Washington State
The mission of OSPI is to “prepare Washington students to live, learn, and work as productive citizens in the 21st century.” The OSPI vision for arts education complements this mission: “The arts, which include dance, music, theatre, and visual arts, will be effectively integrated into student educational experiences in all Washington State schools. Our belief is that quality instruction in the arts shall be provided by arts specialists and classroom teachers and supported by partnerships with professional organizations and community programs in the arts. This partnered instruction will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities. It will also support student preparation for life as a contributing 21st-century citizen. We further believe that the arts integrate with all other subject areas to create learning opportunities for all learners that communicate achievement, respect, freedom, and fun.”

To achieve this vision, work began in fall 2006 to develop, design, and create this set of K–12 arts learning standards and Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level in order to offer and support a comprehensive, sequential, standards-based K–12 arts program in dance, music, theatre, and visual arts.

The Arts Learning Standards—Overview and Development
The four Washington State learning goals and Washington State’s Basic Education Act of 1993 (RCW 28A.655.070) have provided a strong foundation for the development of academic learning standards in all subject areas in the state of Washington. Educators have access to a series of arts standards documents and resources that build upon the original Washington State Arts Essential Academic Learning Requirements (EALRs) and foundational arts frameworks, by grade and by arts discipline, from 2002, and that provide more detailed recommendations and guidance for K–12 arts education. These documents include:

1. Washington State K–12 Arts Learning Standards (one document encompassing all four arts disciplines—dance, music, theatre and visual arts).
2. Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level (four documents total, one for each arts discipline).

The standards are organized around the four EALRs that specify what students should know and be able to do over the course of their K–12 school experience in the arts. The Options for Implementing the Arts Standards by Grade Level documents provide recommendations and support for school districts that provide instructional opportunities
in one or more of the arts disciplines: dance, music, theatre and visual arts. These support documents include grade level expectations and provide guidance, specificity, and examples for implementing the arts standards.

The *K–12 Arts Learning Standards* and the grade level expectations contained within the *Options for Implementing of the Arts Standards by Grade Level* for each arts discipline were developed by representative teams of practicing arts educators from across the state. The development teams (one each for dance, music, theatre, and visual arts) consisted of arts educators and leaders representing all nine regional Educational Service Districts (ESDs). The arts development process followed the same process used in other academic subject areas, and included review by state and national arts subject area experts, a bias and sensitivity review, and widespread public input.

The *K–12 Arts Learning Standards* and the *Options for Implementing the Arts Standards through Music by Grade Level* provide guidance and support through standards, evidence of learning, examples, and performance assessments that, through strong classroom instruction, will lead to success for all learners. The design of the standards provides every teacher with validation for the teaching and learning opportunities they are already providing, as well as resources and support for more.

**Support and Resources for Implementation**

Depending on the focus of arts education in a given district or school, one or more of the *Options for Implementing the Arts Standards by Grade Level* documents for dance, music, theatre, and visual arts can be used to assist in guiding instruction and developing competency in the arts standards. There is one *Options for Implementing the Arts Standards by Grade Level* document for each arts discipline that includes grade level expectations (GLEs), evidence of learning statements, examples, and a glossary of terms specific to that discipline. In their entirety, coupled with the *K–12 Arts Learning Standards* document, the *Options for Implementing the Arts Standards by Grade Level* documents provide a new level of specificity for learning in the arts, along with multiple examples of learning opportunities that can be offered to support and deepen arts educational experiences.

The *K–12 Arts Learning Standards*, the *Options for Implementing the Arts Standards by Grade Level*, and aligned resources are available on the OSPI Grade Level Standards & Resources Web site at: [http://standards.ospi.k12.wa.us](http://standards.ospi.k12.wa.us). Additionally, these documents can be downloaded from the Arts Web site at: [www.k12.wa.us/Arts](http://www.k12.wa.us/Arts).

The chart that follows provides a picture of the organization of the *Options for Implementing the Arts Standards through Music by Grade Level* document to assist with implementation:
K–12 Arts Learning Standards

K–12 EALR Statements—Essential Academic Learning Requirements
A broad statement of the learning that applies to Grades K–12. These are common to all four arts disciplines. There are four arts EALRs.

K–12 Components
A statement that further defines and provides more specific information about the EALR. There are three to five components for each EALR. These are common to all four arts disciplines.

Options for Implementing the Arts Standards by Grade Level

Music

Grade Level Expectations (GLEs)
This is grade-specific information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.

<table>
<thead>
<tr>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7/8</th>
<th>HS Proficiency</th>
<th>HS Advanced Proficiency</th>
</tr>
</thead>
</table>

- Evidence of Learning (EOLs)
  A bulleted list of ways students can demonstrate essential learnings. The EOLs are not exhaustive; however, they provide a “springboard” for educators to encourage and to find multiple ways by which learners can demonstrate what they know and are able to do through music.
  - Examples
    An example statement may be included to provide samples of possible student demonstrations to give educators additional illustrations of the learning.

- OSPI-Developed Arts Performance Assessments

In addition, each of the Options for Implementing the Arts Standards by Grade Level documents includes a detailed glossary that provides a specific vocabulary for that arts discipline. Each glossary has been created from the original Arts Frameworks glossary (2001), and includes additions from the OSPI-developed arts performance assessment glossaries in dance, music, theatre, and visual arts (2006).

The bibliography of each document lists the foundational research documents that informed development of the standards—from past practice to best practice—and provides vision for the 21st century learner.

Administrators are encouraged to provide all teachers with access to the Washington State K–12 Arts Learning Standards documents and to provide teachers who teach each arts discipline with access to the Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level. Teachers are encouraged to utilize the documents for validation, guidance, and support. Parents are encouraged to utilize the documents to further support the arts education experiences of their children.
What Are the Arts Disciplines?
The arts in Washington State have been defined by OSPI and the State Board of Education as dance, music, theatre, and visual arts. The K–12 arts learning standards describe a connected series, or a continuum, of essential learnings necessary to create students who are proficient in dance, music, theatre, and visual arts. The descriptions that follow for each arts discipline have provided the foundation for the development of the K–12 Arts Learning Standards and their supporting grade level expectations and examples contained within the Options for Implementing the Arts Standards by Grade Level documents. This document focuses on music.

Dance: A student’s dance-education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, choreography, dance notation, dance history, musical theatre, improvisation, folk, ethnic, step, historical, and square dance.

Music: A student’s music-education experience may include, but is not limited to, general music, choir, band, orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, song writing, piano lab/music keyboards, International Baccalaureate (IB) Music, music history, marching band, drum line, multi-cultural and historical music, ethnic, opera, musical theatre, Mariachi, marimba, steel drums, and recording studio.

Theatre: A student’s theatre-education experience may include, but is not limited to, acting, theatre, film acting and making, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) Theatre.

Visual Arts: A student’s visual arts-education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2-D design, 3-D design, photography, printmaking, graphic arts, media arts, (film, video, TV, animation, digital), textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) Visual Arts.
**K–12 Arts Learning Standards**

The Washington State K–12 arts standards include:
- Essential Academic Learning Requirements (EALRs)
- Components
- Learning Standards by grade band (elementary, middle/junior high, and high school)
- Arts Elements and Principles Chart
- K–12 overviews for the each of the four arts disciplines—dance, music, theatre, and visual arts.

Each of the *Options for Implementing the Arts Standards through Dance, Music, Theatre, and Visual Arts by Grade Level* documents provides further specificity and support for implementation for each discipline. The structure of these documents is described in the navigation template provided on page 13.

**EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle/Junior High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 1.1: Understands and applies arts concepts and vocabulary.</strong></td>
<td>Creates, experiences, and analyzes artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.</td>
<td>Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre, and visual arts using arts concepts and vocabulary.</td>
</tr>
<tr>
<td><strong>Component 1.2: Develops arts skills and techniques.</strong></td>
<td>Applies, experiences, practices, and analyzes arts skills and techniques in dance, music, theatre, and visual arts.</td>
<td>Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre, and visual arts.</td>
</tr>
<tr>
<td><strong>Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.</strong></td>
<td>Creates, experiences, examines, analyzes artworks and performances based on arts genres and styles of various artists, cultures, and times.</td>
<td>Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures, and times.</td>
</tr>
<tr>
<td><strong>Component 1.4: Understands and applies audience conventions in a variety of arts settings and performances of the arts.</strong></td>
<td>Applies and practices audience conventions in a variety of arts settings and performances.</td>
<td>Applies, practices, analyzes, and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.</td>
</tr>
</tbody>
</table>
EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle/Junior High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component 2.1: Applies a creative process to the arts</strong> (<em>dance, music, theatre, and visual arts)</em></td>
<td><strong>Component 2.2: Applies a performance and/or presentation process to the arts</strong> (<em>dance, music, theatre, and visual arts)</em></td>
<td>*<em>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.</em></td>
</tr>
<tr>
<td>Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.</td>
<td>Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the creative process structure.</td>
<td>Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.</td>
</tr>
<tr>
<td>Component 2.1: Applies a creative process to the arts (<em>dance, music, theatre, and visual arts)</em>.</td>
<td><strong>Component 2.2: Applies a performance and/or presentation process to the arts</strong> (<em>dance, music, theatre, and visual arts)</em>.</td>
<td>*<em>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and visual arts.</em></td>
</tr>
<tr>
<td>- Identifies audience and purpose.</td>
<td>- Identifies audience and purpose of the work and/or performance.</td>
<td>- Engages the senses actively and purposefully in perceiving the work.</td>
</tr>
<tr>
<td>- Explores, gathers, and interprets information from diverse sources.</td>
<td>- Selects resources, materials, and/or repertoire to create, perform, and present.</td>
<td>- Describes what is seen, felt, and/or heard (perceived/experienced).</td>
</tr>
<tr>
<td>- Uses ideas, foundations, skills, and techniques to develop dance, music, theatre, and visual arts.</td>
<td>- Analyzes the structure, context, and/or aesthetics of the work.</td>
<td>- Analyzes the use and organization of elements, principles, foundations, skills, and techniques.</td>
</tr>
<tr>
<td>- Implements choices of the elements, principles, foundations, skills, and techniques of the arts in a creative work.</td>
<td>- Interprets meaning through personal understanding of the work and/or performance.</td>
<td>- Interprets meaning based on personal experiences and knowledge.</td>
</tr>
<tr>
<td>- Reflects for the purpose of self-evaluation and improvement of the creative work.</td>
<td>- Rehearses, adjusts, and refines through evaluation, reflection, and problem solving.</td>
<td>- Evaluates and justifies using supportive evidence and aesthetic criteria.</td>
</tr>
<tr>
<td>- Refines work based on feedback, self-reflection, and aesthetic criteria.</td>
<td>- Presents, exhibits, and produces work and/or performance for others.</td>
<td>- Experiences, practices, analyzes, and applies a responding process structure to an arts performance and/or presentation.</td>
</tr>
<tr>
<td>- Presents work to others in a performance, exhibition, and/or production.</td>
<td>- Reflects upon work and/or performance and self-evaluates to set goals.</td>
<td><strong>Experiences, practices, analyzes, and applies a responding process structure to an arts performance and/or presentation.</strong></td>
</tr>
<tr>
<td>- Performs work for others in a performance and/or production.</td>
<td><strong>Experiences, practices, analyzes, and applies a responding process structure to an arts performance and/or presentation.</strong></td>
<td><strong>Experiences, practices, analyzes, and applies a responding process structure to an arts performance and/or presentation.</strong></td>
</tr>
</tbody>
</table>
### EALR 3: The student communicates through the arts (*dance, music, theatre, and visual arts*).

<table>
<thead>
<tr>
<th>Component 3.1: Uses the arts to express feelings and present ideas in dance, music, theatre, and visual arts.</th>
<th>Elementary School</th>
<th>Middle/Junior High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents ideas and expresses feelings at intermediate levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Component 3.2: Uses the arts to communicate for a specific purpose in dance, music, theatre, and visual arts.**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle/Junior High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creates and/or performs an artwork to communicate for a <strong>given purpose</strong> in dance, music, theatre, and visual arts.</td>
<td>Creates, performs, and analyzes an artwork to communicate for a <strong>selected purpose</strong> in dance, music, theatre, and visual arts.</td>
<td>Creates, performs, analyzes, and evaluates how the deliberate use of artistic elements and principles communicates for a <strong>specific purpose</strong> in dance, music, theatre, and visual arts.</td>
</tr>
</tbody>
</table>

**Component 3.3: Develops personal aesthetic criteria to communicate artistic choices in dance, music, theatre, and visual arts.**

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Middle/Junior High School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.</td>
<td>Examines, demonstrates, and justifies how individual and personal aesthetic choices are reflected in artworks and/or performances in dance, music, theatre, and visual arts.</td>
<td>Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.</td>
</tr>
</tbody>
</table>
EALR 4: The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

<table>
<thead>
<tr>
<th>Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (<em>dance, music, theatre, and visual arts</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 4.3: Understands how the arts impact and reflect personal choices throughout life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>Shares and applies how the arts impact personal and community choices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 4.4: Understands how the arts influence and reflect cultures/civilization, place, and time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.</td>
</tr>
</tbody>
</table>
**Arts Elements and Principles Chart**

The chart below provides a visual representation of the four arts disciplines and how they may be demonstrated within a comprehensive and sequential K–12 arts program. The K–12 arts learning standards are demonstrated through this chart. The grade level expectations and examples contained in the *Options for Implementing the Standards by Grade Level* documents for each discipline provide additional specificity and resources for instruction in one or more of the arts disciplines.

<table>
<thead>
<tr>
<th>Dance</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong>&lt;br&gt;Space&lt;br&gt;Time&lt;br&gt;Energy/Force</td>
<td><strong>Elements</strong>&lt;br&gt;Beat&lt;br&gt;Rhythm&lt;br&gt;Pitch&lt;br&gt;Melody&lt;br&gt;Harmony&lt;br&gt;Texture&lt;br&gt;Timbre/&lt;br&gt;Tone Color&lt;br&gt;Form&lt;br&gt;Expression&lt;br&gt;Dynamics&lt;br&gt;Style&lt;br&gt;Tempo&lt;br&gt;Phrasing</td>
</tr>
<tr>
<td><strong>Foundations</strong>&lt;br&gt;Technique/Skills&lt;br&gt;Improvisation&lt;br&gt;Choreography&lt;br&gt;Performance&lt;br&gt;Audience&lt;br&gt;Historical/Cultural Traditions</td>
<td><strong>Fundamentals</strong>&lt;br&gt;Elements&lt;br&gt;Notation&lt;br&gt;Composition&lt;br&gt;Improvisation&lt;br&gt;Genres/Historical Periods/&lt;br&gt;Styles/Cultures&lt;br&gt;Vocal and&lt;br&gt;Instrumental Performance&lt;br&gt;Audience</td>
</tr>
<tr>
<td><strong>Principles of Choreography/Composition</strong>&lt;br&gt;Form/Design&lt;br&gt;Theme&lt;br&gt;Repetition&lt;br&gt;Emphasis&lt;br&gt;Balance&lt;br&gt;Contrast&lt;br&gt;Variety</td>
<td><strong>Skills/Techniques</strong>&lt;br&gt;Active Listening&lt;br&gt;Reading Music&lt;br&gt;Performing&lt;br&gt;Composing&lt;br&gt;Sight Singing/Reading&lt;br&gt;Playing Instruments&lt;br&gt;Singing&lt;br&gt;Improvising&lt;br&gt;Conducting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theatre</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong>&lt;br&gt;Character&lt;br&gt;Plot&lt;br&gt;Setting&lt;br&gt;Conflict&lt;br&gt;Dialogue&lt;br&gt;Theme</td>
<td><strong>Elements</strong>&lt;br&gt;Line&lt;br&gt;Shape&lt;br&gt;Form&lt;br&gt;Color&lt;br&gt;Value&lt;br&gt;Texture&lt;br&gt;Space</td>
</tr>
<tr>
<td><strong>Foundations</strong>&lt;br&gt;Acting&lt;br&gt;Audience&lt;br&gt;Playwriting&lt;br&gt;Technical/Design&lt;br&gt;Directing&lt;br&gt;Management</td>
<td><strong>Principles of Design</strong>&lt;br&gt;Repetition/Pattern&lt;br&gt;Contrast&lt;br&gt;Emphasis/Dominance&lt;br&gt;Variety&lt;br&gt;Balance&lt;br&gt;Movement/Rhythm&lt;br&gt;Proportion&lt;br&gt;Harmony/Unity</td>
</tr>
<tr>
<td><strong>Acting Techniques/Skills</strong>&lt;br&gt;Movement&lt;br&gt;Voice&lt;br&gt;Character Development&lt;br&gt;Improvisation</td>
<td><strong>Foundations</strong>&lt;br&gt;Art Production, Media, Safety, Techniques and Skills&lt;br&gt;Artist’s Statements, Narratives, and Reflections&lt;br&gt;Aesthetics, Criticism, and Visual Thinking&lt;br&gt;Cultural and Historical Context (<em>Culture, Place, and Time</em>)&lt;br&gt;Styles, Movements, Genres, and Artists&lt;br&gt;Presentations, Installations, and Exhibitions&lt;br&gt;Audience</td>
</tr>
</tbody>
</table>
Music Overview

Each of the Options for Implementing the Arts Standards by Grade Level documents includes a K–12 overview specific to the arts discipline. The overview describes the journey students would expect to experience along the pathways of dance, music, theatre, and visual arts education.

## Music Overview, Grades K–4

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music-education experience.

In Grades K–4, students create, perform, and respond to music in a variety of ways—individually and with others—that build over the grades. In Kindergarten, this begins with singing and creative movement. This progresses through to Grade 4, where students engage in ensembles. In Grades K–3, students have the opportunity to sing, move, play, and improvise with a variety of pitched and non-pitched instruments.

The continuum below provides additional detail about the progression of music-related skills and abilities over these grades.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students echo pitches, dynamics, beats, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children’s songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.</td>
<td>Students recognize and echo pitches, dynamics, beat, and rhythms. They experience, explore, and discover pitch and melody, dynamics, tempo, and sound sources as they use their voices, bodies, and instruments in games and activities. They discover traditional children’s songs, nursery rhymes, folk songs, classical music, and world music. Students begin to develop singing and playing skills and techniques while exploring the elements of music.</td>
<td>Students identify, distinguish, and experience music and sound sources as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children’s songs, nursery rhymes, folk songs, partner songs, rounds, canons, classical music, and world music. Students continue to develop singing and playing skills and techniques while exploring the elements of music.</td>
<td>Students explore, demonstrate, and experience music as they use their voices, bodies, and instruments in games and activities. They experience, explore, and discover a variety of types, styles, and genres of music, including traditional children’s songs, folk songs, partner songs, rounds, canons, classical music, and world music. Students use musical skills and techniques to identify and explore the elements of music.</td>
<td>Students have the opportunity to perform and improvise in a variety of vocal and instrumental ensembles. They experience, explore, and discover a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to identify and explore the elements of music.</td>
</tr>
</tbody>
</table>
Music Overview, Grades 5–12

The music overview provides a description of the continuum by which students build their experience, knowledge, and application of the elements, skills and techniques, and fundamentals of music through their music-education experience.

In Grades 5–12, students continue to create, perform, and respond to music individually and within ensembles. In these grades, they have opportunities to perform in a variety of vocal and instrumental ensembles. In high school, they create, perform, and respond to music independently and interdependently.

The continuum below provides additional detail about the progression of music-related skills and abilities over these grades.

<table>
<thead>
<tr>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7/8</th>
<th>High School Proficiency</th>
<th>High School Advanced Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.</td>
<td>Students understand and perform a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students use musical skills and techniques to explore and apply the elements of music.</td>
<td>Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, examine, and interpret music. They make musical choices based upon their abilities and experiences. Students experience and practice the fundamentals, skills, and techniques of music and use the elements of music for life.</td>
<td>Students experience a variety of types and styles of music, including diverse cultural genres and music from various historical periods. Students perform, compose, interpret, and analyze music. They make independent musical choices that are tailored to their abilities, experiences, and audiences. Students understand and apply the fundamentals, skills, and techniques of music and use the elements of music throughout their careers and lives.</td>
<td></td>
</tr>
</tbody>
</table>
Options for Implementing the Arts Standards through Music by Grade Level

Each of the *Options for Implementing the Arts Standards by Grade Level* documents includes a navigation template that explains how to read and use the Essential Academic Learning Requirement (EALR), Component, Grade Level Expectation (GLE), Evidence of Learning (EOL), and specific arts discipline examples. The template also reveals which of the OSPI-developed arts performance assessments are aligned to the standard. Following is the navigation template for this music document.

**OSPI Arts Education Motto**

*Arts Motto*

*The Arts: CPR for Learning!*

*C = Creating*

*P = Performing*

*R = Responding*
Navigating the Document: Options for Implementing the Arts Standards through Music by Grade Level Navigation Template

<table>
<thead>
<tr>
<th>Essential Academic Learning Requirement (EALR): A broad statement of the learning that applies to Grades K–12.</th>
<th>EALR 1: Music—The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component:</strong> A statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR.</td>
<td>Seventh and Eighth Grades Component 1.2 Develops music skills and techniques.</td>
</tr>
<tr>
<td><strong>Numbering System:</strong> This identifies the EALR, the component, and the GLE. In the example at right, the EALR is 1; add the component = 1.2; add the GLE = 1.2.1.</td>
<td><strong>GLE:</strong> 1.2.1 Analyzes, understands, and applies skills and techniques while creating, performing, and responding.</td>
</tr>
<tr>
<td><strong>Grade Level Expectation (GLE):</strong> This is grade-specific information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned.</td>
<td>- Demonstrates musical skills and techniques while working towards independence:</td>
</tr>
<tr>
<td><strong>Evidence of Learning:</strong> This is a bulleted list of ways students can demonstrate learning considered essential. Educators are encouraged to identify additional ways in which the student can show proficiency.</td>
<td>- Reading Music</td>
</tr>
<tr>
<td><strong>Examples:</strong> Where examples are provided, they show ways in which students can demonstrate what they know and are able to do.</td>
<td>- Performing</td>
</tr>
<tr>
<td><strong>OSPI-Developed Arts Performance Assessments:</strong> Refers to the OSPI-developed performance assessments that could be used to assess students’ abilities to meet this GLE. These are the performance assessments developed by the state of Washington for the arts and can be accessed at: <a href="http://www.k12.wa.us/Arts/PerformanceAssessments">www.k12.wa.us/Arts/PerformanceAssessments</a>.</td>
<td>- Composing</td>
</tr>
</tbody>
</table>

- Performs melodies accurately without accompaniment. |
- Performs a cappella accurately. |
- Prepares music for solo/ensemble performance presentations. |

**Examples:** |
- Bubble Gum Jingle, Roller Coaster Fanatic, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition, Music Review, Stepping to the Rhythm
Music—Kindergarten

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Understands and remembers the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Explores and experiences beat in song and movement.
- Explores, identifies, and uses long and short sounds.

Examples:
- Sings and plays fast and slow beat and rhythm with multiple rhythm and small percussion instruments.
- Uses instruments and singing to echo teacher led melodic and rhythmic patterns, such as the rhythms of student names and simple songs, while maintaining a steady beat.
- Demonstrates steady beat with body and instruments: alone, with partners, and in groups.
- Moves to music using games, songs, and dances.
- Plays and performs music using pitched and non-pitched instruments.

GLE: 1.1.2
Understands and remembers the elements pitch and melody while creating, performing, and responding to music.

Pitch and Melody
- Illustrates visually that sounds can move up or down, or stay the same.
- Recognizes upward and downward sounds.
- Recognizes aurally and sings the interval of a minor third using sol-mi or other melodic systems.
- Matches a given pitch when singing simple songs.
Examples:
- Sings and matches pitches by echo and call and response.
- Matches pitches when singing simple songs and melodies, such as nursery rhymes, rounds, traditional, patriotic, and partner songs (Row, Row, Row Your Boat, The Eensy Weensy Spider, Are You Sleeping, etc.), or world language songs.
- Explores on barred instruments.
- Draws musical notation that demonstrates high and low.
- Moves the body to demonstrate high and low.
- Follows or copies teacher’s movements with voice and body.

GLE: 1.1.3
Understands and remembers the elements harmony, texture, and timbre/tone color while creating, performing, and responding to music.

Harmony, Texture, and Timbre/Tone Color
- Recognizes that different sources can make similar and/or different sounds.
- Identifies the difference between singing, speaking, whispering, and calling voices.

Examples:
- Demonstrates humming, whistling, nonsense syllables, laughing, and body percussion in songs such as Whistle While You Work, I Love to Laugh, and Supercalifragilisticexpialidocious.
- Identifies the differences and/or similarities between vocal and instrumental sounds.

GLE: 1.1.4
Understands and remembers the element form while creating, performing, and responding to music.

Form
- Demonstrates simple and basic musical forms through movement.
- Demonstrates call and response and echo songs.

Examples:
- Echoes vocal and rhythmic phrases.
- Moves to an ABA song with contrasting B section.
- Sings a variety of songs with varying forms.
GLE: 1.1.5
Understands and remembers the element expression (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**

- Explores and uses loud-quiet (dynamics) and fast-slow (tempos).

**Examples:**
- Moves to a steady beat in fast and slow tempos as played by the teacher (clapping with a drum, using body percussion, playing pitched or non-pitched instruments or piano, etc.).
- Demonstrates loud-quiet (dynamics) through movement, such as moving in big motions when the music is loud and moving in small motions when the music is quiet, or by using inside and outside voices.

Component

**1.2**

Develops the skills and techniques of music.

**GLE: 1.2.1**

Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.

- Explores musical skills and techniques with teacher's direction and assistance:
  - Reading Music
  - Performing
  - Composing
  - Sight Singing/Reading
  - Playing Instruments
  - Singing
  - Improvising
  - Conducting
  - Chanting
- Demonstrates appropriate care of musical instruments.

**Example:**
- Performs melodic and rhythmic echoes.
**Component 1.3**

Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times.
- Recalls musical experiences from the community, culture, and traditions of the students.

**Example:**
- Shares a musical example and experience from a community tradition, such as a folk song, nursery rhyme, game song, children’s melody, or lullaby.

**Component 1.4**

Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**

Remembers and applies audience conventions in a variety of musical settings and performances.
- Demonstrates self-control.
- Describes appropriate behavior for a musical performance in a specific setting.

**Example:**
- Sits quietly while keeping hands to self.
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1** Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

**GLE: 2.1.1**
Remembers and understands how to use a creative process when creating music.
- Demonstrates a creative process:
  - **Explores** musical elements to create, experience, and discover music.
  - **Uses** musical elements to create music through guided exploration.

**Examples:**
- Explores musical elements through multi-sensory experiences, such as hearing, seeing, saying, and doing.
- Moves to music following peers or teacher.

**Component 2.2** Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**
Remembers and understands how to use a performance process when preparing and performing music.
- Demonstrates a performance process:
  - **Rehearses** and **presents** music for performance.

**Examples:**
- Performs music through multi-sensory experiences.
- Performs a circle dance with multi-cultural music.
Component 2.3

Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1

Remembers and understands how to use a responding process when experiencing music.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.

Examples:
- Draws a picture following a live or recorded musical performance.
- Relates sounds to personal experiences.

EALR 3—Music

The student communicates through the arts (dance, music, theatre, and visual arts).

Component 3.1

Uses music to express feelings and present ideas.

GLE: 3.1.1

Remembers and understands how music is used to express ideas and feelings.

- Recognizes that feelings can be expressed through music.

Example:
- Shares feelings after hearing various types of musical pieces, such as the *Flight of the Bumble Bee* by Nikolai Rimsky-Korsakov.
Component 3.2

Uses music to communicate for a specific purpose.

GLE: 3.2.1
Remembers and understands that music communicates for a specific purpose.
- Experiences (with teacher’s direction) music that communicates for a given purpose.
- Sings multiple folk and children’s songs and games.

Example:
- Sings a nursery rhyme or song, such as *London Bridges*, *Old MacDonald*, or *BINGO*, and plays the musical game with classmates.

Component 3.3

Develops personal aesthetic criteria to communicate artistic choices in music.

GLE: 3.3.1
Remembers that personal aesthetic criteria are used to communicate artistic choices.
- Identifies and shares music and why it is pleasing.
- Shares (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.

Example:
- Describes a piece of music and tells why it is pleasing.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1 Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1
Remembers skills, concepts, and vocabulary that music has in common with other arts disciplines.
- Explores and discovers musical concepts used in multiple arts disciplines.
- Uses common arts vocabulary when describing artworks.

Examples:
- Listens to a story, such as The Very Hungry Caterpillar or Brown Bear, Brown Bear by Eric Carle, and then retells it using small percussion instruments.
- Recalls Going on a Bear Hunt and describes how using loud/soft and fast/slow is used in music and speech (theatre).
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.

Component 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

GLE: 4.2.1
Remembers skills, concepts, and vocabulary that music has in common with other content areas.
- Explores and recognizes that arts concepts occur in other content areas.

Examples:
- Sings songs that align to district-adopted reading curriculum.
- Performs chants designed to help students remember core concepts.
- Creates simple sound patterns and recognizes how an AB sound pattern resembles a similar mathematical pattern.
Component 4.3  
Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**  
Remembers how music impacts personal choices.  
- Recognizes examples of music in the classroom.

**Examples:**  
- Recognizes songs sung at school, at home, and in the community.  
- Discusses family celebrations, traditional holidays and events, and the music that is connected to them.

Component 4.4  
Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**  
Remembers the specific attributes of a musical work that reflect its cultural and historical context.  
- Recognizes songs from various cultures.

**Examples:**  
- Moves to and sings simple songs from various cultures.  
- Explores and plays instruments from various cultures.  
- Learns how music celebrates people’s lives and cultural traditions.

Component 4.5  
Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**  
Remembers how musical knowledge, skills, and work habits are used in the world of work, including careers in music.  
- Explores and practices work habits needed to create music.  
- Shares and demonstrates different music-related careers and work habits through creative dramatics.  
- Explores and practices work habits needed to participate in music class.
<table>
<thead>
<tr>
<th>Examples:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Dramatizes conducting while listening to music.</td>
<td></td>
</tr>
<tr>
<td>- Learns about professional musicians and their careers from a class presentation and discusses what it is like to be a professional musician.</td>
<td></td>
</tr>
</tbody>
</table>
Music—First Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component
Understands and applies the concepts and vocabulary of music.

1.1

GLE: 1.1.1
Understands and applies the elements **beat** and **rhythm** while creating, performing, and responding to music.

**Beat and Rhythm**
- Identifies and uses long and short sounds and silence.
- Counts quarter notes and rests and paired eighth notes using a steady beat.
- Identifies repetition and contrast in beat and rhythm.

**Examples:**
- Echoes rhythmic phrases while maintaining a steady beat.
- Performs music with appropriate rhythms and meter.
- Creates short rhythmic patterns.
- Moves to music using games, songs, and dances.
- Plays and performs music using pitched and non-pitched instruments.

GLE: 1.1.2
Understands and applies the elements **pitch** and **melody** while creating, performing, and responding to music.

**Pitch and Melody**
- Demonstrates that sounds can move up or down, or stay the same.
- Identifies (aurally and visually) melodic phrases that move upward and downward.
- Sings and plays short melodic patterns.
- Recognizes aurally and sings intervals using sol-mi-la-do or other melodic systems.
- Sings simple songs in tune while matching teacher’s pitches.
- Recognizes the difference between melody and accompaniment.
Examples:
- Matches pitches when singing simple songs, such as nursery rhymes, rounds, traditional, patriotic, and partner songs (*Row, Row, Row Your Boat, The Eensy Weensy Spider, Are You Sleeping*, etc.), or world language songs.
- Improvises, within given parameters, on barred instruments.
- Plays ostinatos on barred instruments.
- Draws musical notation that demonstrates high and low.
- Moves the body to demonstrate high and low.
- Follows or copies teacher’s movements with voice and body.

GLE: 1.1.3
Understands and applies the elements *harmony, texture, and timbre/tone color* while creating, performing, and responding to music.

Harmony, Texture, and Timbre/Tone Color
- Recognizes a variety of musical timbres.
- Identifies the timbre of voices and instruments.
- Experiences the differences and/or similarities between chants and songs.

Examples:
- Produces humming, whistling, nonsense syllables, laughing, and body percussion in songs such as *Whistle While You Work, I Love to Laugh*, and *Supercalifragilisticexpialidocious*.
- Identifies some small percussion and rhythm instruments by sight and sound.

GLE: 1.1.4
Understands and applies the element *form* while creating, performing, and responding to music.

Form
- Recognizes that music has an overall structure.
- Identifies repetition and contrast in music.
- Describes and performs various musical forms.
- Demonstrates call and response, echo songs, and rounds.
- Demonstrates musical phrases physically and orally by singing and playing instruments and by using the body to represent or act out the phrase.
Examples:
- Echoes vocal and rhythmic phrases.
- Moves to an ABA song with contrasting B section.
- Sings a variety of songs with varying forms.

GLE: 1.1.5
Understands and remembers the element expression (dynamics, style, tempo, phrasing) while creating, performing, and responding to music.

Expression: Dynamics, Style, Tempo, Phrasing
- Understands and uses loud-quiet (dynamics) and fast-slow (tempos).
- Experiences various musical styles through listening.
- Understands and uses fast-slow when singing and playing instruments.

Examples:
- Identifies musical phrases through movement, such as using scarves as props to show the musical phrase (sentence of speech).
- Performs a piece of music that requires both speaking and singing, such as Bakery Shop, Shave and a Haircut, and Little Bunny Foo Foo.
- Performs action songs, such as The Three Bears and In a Cabin in the Woods.
- Performs a piece of music that has dynamic changes, such as John Jacob Jingle Heimer Schmidt.
- Performs songs that have tempo changes, such as Head, Shoulders, Knees and Toes.

Component 1.2
Develops the skills and techniques of music.

GLE: 1.2.1
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Explores musical skills and techniques with teacher’s direction and assistance:
  - Reading music
  - Performing
  - Composing
- Sight singing/reading
- Playing instruments
- Singing
- Improvising
- Conducting
- Chanting

- Demonstrates appropriate care of musical instruments.

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sings or plays response patterns.</td>
</tr>
</tbody>
</table>

**Component 1.3**

Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times.

- Describes musical experiences from the community, culture, and traditions of the students.
- Experiences music from various cultures and traditions.

<table>
<thead>
<tr>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shares a musical example and experience from a community tradition, such as a folk song, nursery rhyme, game song, children’s melody, or lullaby.</td>
</tr>
</tbody>
</table>

**Component 1.4**

Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**

Remembers and applies audience conventions in a variety of musical settings and performances.

- Demonstrates how to focus attention during a musical performance.

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Observes with a quiet body in self-space while others are performing.</td>
</tr>
<tr>
<td>- Demonstrates appreciation at the end of a performance by applauding appropriately.</td>
</tr>
</tbody>
</table>
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1 Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/perform)

GLE: 2.1.1
Remembers, understands, and applies a creative process to create music.
- Demonstrates a creative process:
  - **Explores** musical elements to create music.
  - **Gathers** and **uses** musical elements to create music.
  - **Uses** ideas and skills to create music through guided exploration.
  - **Implements** choices of musical elements to create music.
  - **Refines** music through feedback.
  - **Performs** music for self and others.

Examples:
- Creates sol-mi-la songs with nursery rhymes and phrases using topics such as weather, seasons, and school rules.
- Uses barred instruments to improvise a simple melody based upon sol-mi-la.
- Creates music alone and with a partner, such as simple call and response phrases using topics such as weather, seasons, and school rules.

Component 2.2 Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1
Remembers and understands how to use a performance process when preparing and performing music.
- Demonstrates a performance process:
  - **Rehearses** and **presents** music for performance.
Examples:
- Rehearses (alone, with a partner, and with the ensemble) the body movements that accompany pieces of music from various countries.
- Rehearses and performs music using the singing voice and instruments.

**Component 2.3**
Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**
Remembers, understands, and applies a responding process when experiencing music.
- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.

Examples:
- Identifies the characters and describes the story in narrative music, such as *Peter and the Wolf* by Sergei Prokofiev or *Carnival of the Animals* by Camille Saint-Saens.
- Draws a picture and writes a caption after experiencing a live or recorded musical performance.

**EALR 3—Music**
The student communicates through the arts (*dance, music, theatre, and visual arts*).

**Component 3.1**
Uses music to express feelings and present ideas.

**GLE: 3.1.1**
Remembers and understands how music is used to express feelings and present ideas.
- Identifies and examines how feelings are expressed through music.
Examples:
- Shares, discusses, and describes ideas and feelings after reading the story and listening to the music, attending a performance, and/or watching a video of *Peter and the Wolf* by Sergei Prokofiev.
- Describes how different combinations of instruments can evoke specific emotions.

**Component 3.2**
Uses music to communicate for a specific purpose.

**GLE: 3.2.1**
Remembers and understands how music communicates for a specific purpose.
- Describes (with teacher’s direction) music that communicates for a given purpose.
- Discusses how musical styles and genres can be used to communicate for a specific purpose.

Examples:
- Moves body to depict an animal after listening to *Carnival of the Animals* by Camille Saint-Saens.
- Moves body to represent different types and styles of music, such as disco and Gregorian chant, and discusses how the music informed movement choices.

**Component 3.3**
Develops personal aesthetic criteria to communicate artistic choices in music.

**GLE: 3.3.1**
Remembers that personal aesthetic criteria are used to communicate artistic choices.
- Describes (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.
- Identifies personal aesthetic choices in music.

Example:
- Describes a piece of music and tells why it is pleasing.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

**Component 4.1** Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

**GLE: 4.1.1**
Remembers skills, concepts, and vocabulary that music has in common with other arts disciplines.
- Explores, identifies, and demonstrates concepts common to the arts disciplines.
- Uses common arts vocabulary when describing artworks.

**Examples:**
- Tells the story of *Under the Willow Tree* by Hans Christian Andersen and improvises the repeated words on the Orff instruments.
- Demonstrates ABA (same-different-same) form when singing, then dancing to *Twinkle, Twinkle, Little Star*.
- Performs folk dances, such as *Shoo Fly, Don’t Bother Me*, to illustrate form.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.

**Component 4.2** Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**
Remembers skills, concepts, and vocabulary that music has in common with other content areas.
- Explores and identifies concepts common to the arts and other areas.

**Examples:**
- Connects the concepts of pattern in math and form in music.
- Performs chants designed to help students remember core concepts.
Component 4.3
Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Remembers how music impacts personal choices, including choices made at home and in school.
- Identifies how music impacts choices made at home and with one's family.
- Describes a specific piece of music from home and family.
- Recognizes examples of music in the classroom and school.

Examples:
- Discusses family celebrations, traditional holidays and events, and the music that is connected to them.
- Shares a piece of music from home with the class, describing two elements of music from the piece, such as dynamics and tempo.

Component 4.4
Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Remembers the specific attributes of a musical work that reflect its cultural and historical context.
- Describes a specific piece of music from a given culture.

Examples:
- Moves to and sings simple songs from various cultures.
- Explores and plays instruments from various cultures.
- Views a cultural event, such as a potlatch, and describes the music.
- Learns how music celebrates people’s lives and cultural traditions.
Component 4.5

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1

Remembers and understands how musical knowledge, skills, and work habits are used in the world of work, including careers in music.

- Explores and practices work habits needed to create music.
- Shares and demonstrates different music-related careers and work habits through creative dramatics.

Examples:

- Dramatizes conducting while other students sing a song.
- Learns about professional musicians and their careers from a class presentation and discusses what it is like to be a professional musician.
Music—Second Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1 Understands and applies the concepts and vocabulary of music.

1.1

GLE: 1.1.1
Analyzes, understands, and applies the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Applies a steady beat to count musical phrases using quarter notes and rests, paired eighth notes, and half notes.
- Identifies strong and weak beats within 4/4 time or common time signature.
- Identifies repetition and contrast in beat and rhythm.

Examples:
- Echoes rhythmic phrases.
- Performs music with appropriate rhythms and meters.
- Creates short rhythmic patterns.
- Moves to music using games, songs, and dances.
- Plays and performs music using pitched and non-pitched instruments.
- Compares the tempi of two contrasting songs, such as the patriotic songs America and Yankee Doodle.

GLE: 1.1.2
Analyzes, understands, and applies the elements pitch and melody while creating, performing, and responding to music.

Pitch and Melody
Identifies and uses steps, leaps, and repeated pitches to sing and play melodies.
- Identifies and uses parts of the staff, such as the treble clef, lines, and spaces.
- Demonstrates higher/lower and same/different in musical songs and performances.
- Creates melodic phrases through singing and playing.
• Recognizes aurally and sings intervals in appropriate vocal ranges using do-re-mi-sol-la or other melodic systems.
• Identifies melody and accompaniment.
• Understands that high and low pitches can be notated using lines and spaces.

Examples:
- Matches pitches when singing simple songs, such as nursery rhymes, rounds, canons, traditional, patriotic, and partner songs (Row, Row, Row Your Boat, The Eensy Weensy Spider, Are You Sleeping, etc.), or world language songs.
- Uses barred instruments to improvise melodies and perform accompaniments.
- Uses lines and spaces to notate high and low pitches.
- Plays ostinati on barred instruments.
- Draws musical notation that demonstrates high and low.
- Moves the body to demonstrate high and low.
- Follows or copies teacher’s movements with voice and body.

GLE: 1.1.3
Analyzes, understands, and applies the elements harmony, texture, and timbre/tone color while creating, performing, and responding to music.

Harmony, Texture, and Timbre/Tone Color
• Identifies unison in examples of music.
• Identifies differences in timbre.
• Distinguishes between voices and between pitched and non-pitched instruments.
• Identifies child and adult voices aurally.
• Identifies the differences and/or similarities between chants and songs.

Examples:
- Produces humming, whistling, nonsense syllables, laughing, and body percussion in songs such as Whistle While You Work, I Love to Laugh, and Supercalifragilisticexpialidocious.
- Identifies many small percussion and rhythm instruments by sight and sound.
GLE: 1.1.4
Analyzes, understands, and applies the element *form* while creating, performing, and responding to music.

**Form**
- Identifies (visually and aurally) and performs various musical forms.
- Performs call and response, echo songs, rounds, and partner songs.
- Demonstrates repeat signs physically and orally.

**Examples:**
- Echoes vocal and rhythmic phrases.
- Sings a variety of songs with varying forms.
- Uses movement to demonstrate AB and ABA form.

GLE: 1.1.5
Understands, remembers, and applies the element *expression* (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**
- Understands and uses forte (f) and piano (p).
- Understands and uses slow, medium, and fast tempos when singing and playing instruments.
- Recognizes and identifies various musical styles through listening.

**Example:**
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
Component 1.2 Develops the skills and techniques of music.

**GLE: 1.2.1**
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Explores and demonstrates the skills and techniques of music with teacher’s direction and assistance:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
  - Chanting
- Demonstrates appropriate care of musical instruments.

**Examples:**
- Reads and performs simple rhythms.
- Creates an improvisational response to a given pattern.

Component 1.3 Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**
Remembers and recalls musical experiences of diverse genres, artists, cultures, and/or times.
- Identifies musical experiences of various artists, cultures, and/or times.
- Experiences music from various cultures and traditions.

**Example:**
- Shares a musical example and experience from a tradition, such as a potlatch, community celebration, folk song, nursery rhyme, game song, children’s melody, or lullaby.
**Component 1.4**

Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**

Remembers and applies audience conventions in a variety of musical settings and performances.
- Compares and contrasts (by telling/sharing) being an audience member for a live versus a recorded performance.
- Discusses the impact of audience behavior on audience and performer.

**Examples:**
- Focuses attention on performers.
- Observes with a quiet body in self-space while others are performing.

**EALR 2—Music**

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1**

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performers)

**GLE: 2.1.1**

Understands and applies a creative process to create music.
- Demonstrates a creative process:
  o **Explores** musical elements to create music.
  o **Gathers** and **uses** musical elements to create music.
  o **Uses** ideas and skills to create music through guided exploration.
  o **Implements** choices of musical elements to create music.
  o **Refines** music through feedback.
  o **Performs** music for self and others.

**Examples:**
- Discusses with a partner ways to strengthen a musical phrase.
- Uses barred instruments to improvise a simple melody based upon a pentatonic scale.
- Designs a musical sequence in AB form.
Component 2.2 Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects and self-evaluates)

GLE: 2.2.1
Understands and applies a performance process when preparing and performing music.
- Demonstrates a performance process:
  - Interprets meaning through personal understanding of the music and/or performance.
  - Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  - Presents and produces music and/or performance for others.

Example:
- Rehearses (alone, with a partner, and with the ensemble) the body movements that accompany pieces of music from various countries.

Component 2.3 Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1
Understands and applies a responding process when experiencing music.
- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.
  - Analyzes the use and organization of elements.
  - Interprets meaning based on personal experiences and knowledge.

Examples:
- Identifies musical elements in live or recorded music.
- Describes a live or recorded musical performance.
EALR 3—Music
The student communicates through the arts (dance, music, theatre, and visual arts).

Component 3

Uses music to express feelings and present ideas.

3.1

GLE: 3.1.1
Remembers that, and understands how, music is used to express feelings and present ideas.
  • Recognizes that ideas and feelings can be expressed through music.
  • Composes a piece of music to express one idea or feeling.

Examples:
  – Explores and reflects upon various pieces and styles of world musical ideas, traditions, and instruments, such as East Indian raga, which is meant to be performed at specific times of the day and night to evoke specific emotions.
  – Composes a simple vocal composition using a variety of vocal timbres to illustrate emotions, such as happy, sad, or angry.
  – Identifies a specific emotion when other students improvise on instruments and with their voices.

Component 3.2

Uses music to communicate for a specific purpose.

GLE: 3.2.1
Applies ways that music communicates for a specific purpose.
  • Discovers, explores, dramatizes, and presents (with teacher’s direction) the ways music communicates for a given purpose.
  • Reflects upon musical styles and genres and how they can be used to communicate for a specific purpose.

Example:
  – Dramatizes the story of the Sorcerer’s Apprentice by Paul Dukas.
**Component 3.3**

Develops personal aesthetic criteria to communicate artistic choices in music.

**GLE: 3.3.1**

Remembers how personal aesthetic criteria are used to communicate artistic choices.
- Describes (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.
- Identifies the aesthetic choices of others.

**Examples:**
- Discusses with a partner or group why a piece of music is pleasing.
- Describes a piece of music and tells why it is pleasing.

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**EALR 4—Music**

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1**

Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

**GLE: 4.1.1**

Understands and remembers skills, concepts, and vocabulary that music has in common with other arts disciplines.
- Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.
- Demonstrates how an idea can be presented through various disciplines.

**Examples:**
- Performs an elementary musical that integrates a theme (such as insects, animals, or plants) with dance, music, theatre, and visual arts.
- Creates a dance to a piece of music in AB form.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
Component 4.2

Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**
Remembers and understands skills, concepts, and vocabulary that music has in common with other content areas.
- Identifies and examines concepts common to the arts and other areas.

**Examples:**
- Discusses how musical notation aligns with math for rhythm.
- Understands that musical notation, such as the written forms of many languages (including English), is read from left to right.

Component 4.3

Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**
Understands how music impacts personal choices, including choices made at home, in school, and in the community.
- Identifies and compares examples of musical works, activities, and events in the community.

**Examples:**
- Describes a musical event in the community.
- Identifies and compares examples of music-related activities in the community.
- Describes a musical event in the community, such as a Fandango, and discusses the music that was performed.

Component 4.4

Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**
Remembers the specific attributes of a musical work that reflect its cultural and historical context.
- Describes and explores specific pieces of cultural music in the community.
Examples:
- Views a cultural event, such as a luau, and describes the music.
- Learns how music celebrates people’s lives and cultural traditions.

Component 4.5
Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1
Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.
- Identifies goals and practices needed to meet deadlines and complete work.
- Explores and defines various careers in music.

Examples:
- Creates a poster illustrating various music-related careers.
- Creates musical goals at the beginning of the school year and monitors progress towards those goals throughout the school year.
- Creates a short piece of music and, as a class, briefly discusses the process of creation.
Music—Third Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Analyzes, understands, and applies the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Demonstrates eighth, quarter, half, dotted half, and whole notes.
- Demonstrates quarter, half, and whole rests.
- Creates basic rhythmic patterns in duple meter.
- Identifies strong and weak beats in duple and triple meter.

Examples:
- Echoes rhythmic phrases.
- Performs music with appropriate rhythms and meters.
- Creates short rhythmic patterns.
- Moves to music using games, songs, and dances.
- Plays and performs music using pitched and non-pitched instruments.

GLE: 1.1.2
Analyzes, understands, and applies the elements pitch and melody while creating, performing, and responding to music.

Pitch and Melody
- Uses and demonstrates combinations of steps, leaps, and repeated notes to create a melody.
- Differentiates aurally between same and different melodic phrases.
- Recognizes aurally and sings in appropriate vocal ranges a variety of intervals within a pentatonic scale.
- Reads and performs (by singing and/or playing) melodic phrases and notation.
**Examples:**
- Matches pitches when singing simple songs, such as nursery rhymes, rounds, canons, traditional, patriotic, partner songs, and world language songs.
- Improvises simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards.
- Matches pitches when singing pentatonic and diatonic songs.
- Sings a variety of intervals in appropriate vocal ranges using sol-mi-la-do-re-fa-ti, or do-re-mi-fa-sol-la-ti-do, or other melodic systems.

**GLE: 1.1.3**
Analyzes, understands, and applies the elements *harmony, texture,* and *timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Identifies unison and harmony in examples of music.
- Identifies instruments visually and aurally.
- Recognizes the varying sounds of strings, woodwinds, brass, percussion, keyboard, electronic instruments, and instruments from other cultures.
- Understands that sounds are produced by vibrations.

**Examples:**
- Demonstrates and discusses the different sounds made when humming, whistling, uttering nonsense syllables, laughing, and performing body percussion in songs such as *Whistle While You Work, I Love to Laugh,* and *Supercalifragilisticexpialidocious.*
- Sings songs in unison and harmony, such as rounds, partner songs, and canons.

**GLE: 1.1.4**
Analyzes, understands, and applies the element *form* while creating, performing, and responding to music.

**Form**
- Understands and identifies (visually and aurally) various musical forms.
- Examines and identifies the forms of music taught, rehearsed, and/or performed.
- Recognizes repeat signs and 1st and 2nd endings.
- Identifies call and response, echo songs, rounds, and partner songs.
- Uses movement to demonstrate AB (verse/chorus/refrain), ABA, AABA, and rondo form ABACA.
Examples:
- Performs a piece of music that includes 1st and 2nd endings.
- Performs a round, such as *Row, Row, Row Your Boat*.
- Performs call and response, echo songs, rounds, and partner songs.

**GLE: 1.1.5**

Analyze, understand, and apply the element *expression* *(dynamics, style, tempo, phrasing)* while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**

- Understands and uses crescendo/decrescendo.
- Understands and uses largo, andante, and allegro when singing and playing instruments.
- Compares and contrasts musical styles through listening.
- Identifies the beginning and ending of a musical phrase.

Examples:
- Recognizes and identifies some characteristics—such as instrumentation, form, function, and timbre—of various styles of music.
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.

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**Component 1.2**

Develops the skills and techniques of music.

**GLE 1.2.1**

Analyze, understand, and apply skills and techniques while creating, performing, and responding to music.

- Demonstrates musical skills and techniques with teacher’s direction and assistance:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
  - Chanting
• Demonstrates musical skills and techniques while playing non-pitched percussion instruments.
• Demonstrates appropriate care of musical instruments

Example:
- Shows appropriate skills and techniques on several non-pitched percussion instruments.

**Component 1.3**
Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**
Understands and applies musical experiences from diverse genres, artists, cultures and/or times.
- Compares musical experiences from various artists, cultures and/or times.
- Describes the attributes used by specific musicians and cultures and/or times.

Examples:
- Compares the instrumentation of music from various cultures.
- Discovers where Orff instruments originated.

**Component 1.4**
Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**
Remembers and applies audience conventions in a variety of musical settings and performances.
- Demonstrates audience manners, active listening, and viewing skills in a performance setting.

Examples:
- Maintains focus and attention toward performers.
- Comments appropriately following a performance.
- Observes with a quiet body in self-space while others are performing.
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1  
Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

GLE: 2.1.1  
Understands and applies a creative process to create music.
- Demonstrates a creative process:
  - Explores musical elements to create music.
  - Gathers and uses musical elements and life experiences to create music.
  - Uses ideas and skills to create music through guided exploration.
  - Implements choices of musical elements to create music.
  - Refines music through feedback.
  - Performs music for self and others.

Examples:
- Explores possible musical solutions to a given musical sequence, such as the teacher playing or singing an unresolved musical pattern and the students responding with their interpretation of the answer/solution.
- Creates music in AB form in two sections, with the first section in a slow tempo and the second section in a fast tempo.

Component 2.2  
Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1  
Understands and applies a performance process when preparing and performing music.
- Demonstrates a performance process:
  - Interprets meaning through personal understanding of the music and/or performance.
  - Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  - Presents and produces music and/or a performance for others.
o Reflects upon music and/or a performance and self-evaluates to set goals.

Examples:
- Rehearses and performs music.
- Rehearses and performs music in slow, medium, and fast tempos.

Component 2.3
Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1
Understands and applies a responding process when experiencing music.
- Demonstrates a responding process:
  o Engages the senses actively and purposefully while experiencing music.
  o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.
  o Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  o Interprets meaning based on personal experiences and knowledge.

Examples:
- Observes and identifies the music elements used in Western and world music.
- Discusses musical elements in live or recorded music.
EALR 3—Music

The student communicates through the arts (dance, music, theatre, and visual arts).

**Component**

Uses music to express feelings and present ideas.

**3.1**

**GLE: 3.1.1**

Applies understanding to create music that expresses feelings and presents ideas.
- Examines and explains how ideas and feelings are expressed.
- Composes a piece of music to express one idea or feeling.

**Examples:**
- Creates a spooky ostinato to the melody of *Dance Macabre* by Camille Saint-Saëns.
- Makes maps of music with pictures, using compositions such as *Three Places in New England* by Charles Ives.

**Component**

Uses music to communicate for a specific purpose.

**3.2**

**GLE: 3.2.1**

Applies ways that music communicates for a specific purpose.
- Discovers, explores, dramatizes, expresses, and presents (with teacher’s direction) the ways music communicates for a given purpose.
- Reflects upon musical styles and genres and how they can be used to communicate for a specific purpose.

**Examples:**
- Sings the West African greeting song *Funga Alafia* and learns the traditional welcoming dance.
- Sings the Austrian folk song *Orchestra Song* and dramatizes the instruments in the song.
Component 3.3
Develops personal aesthetic criteria to communicate artistic choices in music.

GLE: 3.3.1
Understands (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Explains (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Experiences (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.

Examples:
- Learns the folk music of various world cultures and examines how the songs were influenced by culture and historical events.
- Describes a piece of music and tells why it is pleasing.
- Discusses with a partner or group why a piece of music is or is not pleasing.

EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1
Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1
Remembers and applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines.
- Identifies compositional elements common throughout the arts.
- Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.

Examples:
- Performs a multi-cultural concert about different holidays from around the world, using the native languages and cultural and traditional costumes, instruments, music, food, and masks.
- Discovers the links between dances from around the world and the music of various countries.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
Component 4.2
Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

GLE: 4.2.1
Remembers and understands skills, concepts, and vocabulary that music has in common with other content areas.
- Identifies and examines arts knowledge and skills to reinforce learning in other content areas.

Examples:
- Explores the science of sound and sound waves.
- Role plays composers and other characters in history by reporting about, performing, and/or sharing musical compositions.

Component 4.3
Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Understands how music impacts personal choices, including choices made at home, in school, and in the community.
- Identifies how music impacts choices of activities outside of school.

Examples:
- Describes a musical event in the community.
- Describes a musical event in the community, such as a recital, and discusses the music that was performed.
- Identifies and compares examples of musical activities in the community.

Component 4.4
Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Understands how the specific attributes of a musical work reflect its cultural and historical context.
- Recognizes and describes how music reflects culture.
Examples:
- Examines the cultures and music of several different places and describes how the music reflects the culture of each place.
- Learns how music celebrates people's lives and cultural traditions.

Component 4.5
Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1
 Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.
- Identifies the goals and practices needed to meet deadlines and complete work.

Examples:
- Creates an instrument to explore aspects of the musical career of instrument making.
- Learns about professional musicians and their careers from a class presentation and discusses what it is like to be a professional musician.
- Creates musical goals at the beginning of the school year and monitors progress towards those goals throughout the school year.
Music—Fourth Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

**GLE: 1.1.1**
Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music.

**Beat and Rhythm**
- Creates and improvises rhythmic phrases.
- Composes and performs compositions in duple and triple meter on pitched and non-pitched instruments.
- Demonstrates whole, half, quarter, and eighth notes and rests.
- Demonstrates dotted half, quarter, and eighth note patterns.
- Performs single eighth notes in basic syncopated rhythms.

**Examples:**
- Composes basic rhythmic patterns using simple meters in short musical compositions.
- Performs music with appropriate rhythms and meters.
- Moves to music using games, songs, and dances.
- Plays and performs music using pitched and non-pitched instruments.
- Communicates rhythms using a counting system such as Kodály, Orff, Dalcroze, Gordon, or other district approved counting system.

**GLE: 1.1.2**
Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**
- Improvises and performs a melody.
- Matches pitches within a musical composition while singing in appropriate vocal ranges.
• Incorporates basic melodic patterns and simple melodies in musical compositions.
• Uses half and whole step intervals within pentatonic and major scale patterns.
• Identifies and writes notes in the treble clef (G clef).

**Examples:**
- Matches pitches when singing simple songs, such as nursery rhymes, rounds, canons, traditional, patriotic, partner songs, and world language songs.
- Improvises simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards.
- Reads and plays simple melodies on recorders or other pitched instruments.
- Identifies the pitches and notation of the music scale, such as do-re-mi-fa-sol-la-ti-do, nonsense syllables, and numbers.
- Sings and plays musical scales when given “do.”

**GLE: 1.1.3**
Analyze, understands, and applies the elements harmony, texture, timbre/tone color while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Demonstrates unison and harmony in a performance.
- Categorizes a variety of musical instruments and human voices.
- Identifies the families of the various instruments and human voices by sight and sound.
- Differentiates major and minor tonalities in vocal and instrumental music.

**Examples:**
- Demonstrates and discusses the different sounds made when humming, whistling, uttering nonsense syllables, laughing, and performing body percussion in songs such as Whistle While You Work, I Love to Laugh, and Supercalifragilisticexpialidocious.
- Sings and plays songs in unison and harmony, such as rounds, partner songs, and songs in two parts.
GLE: 1.1.4
Analyze, understands, and applies the element *form* while creating, performing, and responding to music.

**Form**
- Examines and identifies the forms of music taught, rehearsed, and/or performed.
- Identifies repeat signs and 1<sup>st</sup> and 2<sup>nd</sup> endings.
- Performs canons, partner songs, and two-part songs.
- Understands and demonstrates the use of D.C. al fine and D.S. al coda in multiple forms of music.
- Identifies AB (verse/chorus, refrain), ABA, AABA, rondo form ABACA, and theme and variations.

**Examples:**
- Constructs and performs various musical forms physically, orally, and in written formats to communicate understanding.
- Examines, identifies, and expresses the form of music taught, rehearsed, and/or performed.
- Demonstrates coda physically and orally by singing, performing body percussion, and playing instruments, including world instruments.
- Performs call and response, echo songs, canons, partner songs, and two-part songs.

GLE: 1.1.5
Analyze, understands, and applies the element *expression* (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**
- Understands and uses dynamic symbols, such as pp, p, mp, mf, f, and ff, while singing, playing instruments, and moving to music.
- Identifies musical phrases in a piece of music.
- Understands and uses staccato, legato, and accent.

**Examples:**
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Demonstrates multiple ways to express dynamics and tempo when making music.
**Component 1.2**

Develops the skills and techniques of music.

**GLE: 1.2.1**

Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.

- Demonstrates musical skills and techniques with teacher’s direction and assistance:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
  - Chanting

- Demonstrates appropriate care of musical instruments.

**Example:**
- Demonstrates proper musical skills and techniques while playing a pitched instrument, such as recorder, guitar, or Orff instruments.

**Component 1.3**

Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Understands and applies musical experiences of diverse genres, artists, cultures, and/or times.

- Summarizes the cultural and/or historical aspects of a musical performance.
- Uses cultural and/or historical aspects in a musical performance.
- Uses aspects of various artists, cultures, and times to create a piece of music.

**Examples:**
- Identifies a piece of Native American music from the Pacific Northwest, such as The Raven Song from the Northwest Coastal Pacific Indians’ story of How Raven Stole Crow’s Potlatch.
- Uses historical information about Lewis and Clark to create a performance about their journey, such as Arlene Ydstie’s musical about Washington’s Centennial in 1989.
Component 1.4

Understands and applies audience conventions in a variety of arts settings and performances of music.

GLE: 1.4.1

Remembers and applies audience conventions in a variety of musical settings and performances.
- Demonstrates audience manners, active listening, and viewing skills in a performance setting.

Examples:
- Maintains focus and attention toward performers.
- Avoids participation in distracting and inappropriate behaviors.
- Comments/responds appropriately following a performance.

EALR 2—Music

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

GLE: 2.1.1

 Understands and applies a creative process to create music.
- Demonstrates a creative process:
  o Explores musical elements to create music.
  o Gathers and uses musical elements and life experiences to create music.
  o Uses ideas, skills, fundamentals, and techniques to create music through guided exploration.
  o Implements choices of musical elements, principles, and skills to create music.
  o Reflects for the purposes of self-evaluation and improvement.
  o Refines music through feedback and self-reflection.
  o Performs music for self and others.
Examples:
- Collaborates with a group to select musical elements and create a musical sequence.
- Implements peer or teacher feedback about the music.
- Explores music selections that express individuality when creating and experiencing various styles of music.

**Component 2.2**

**Applies a performance process to music.** (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

**GLE: 2.2.1**

Understands and applies a performance process when preparing and performing music.
- Demonstrates a performance process:
  - **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
  - **Interpret** meaning through personal understanding of the music and/or performance.
  - **Rehearse**, **adjust**, and **refine** music through evaluation, reflection, and problem solving.
  - **Presents** and **produce** music and/or performance for others.
  - **Reflects** upon music and/or a performance and self-evaluates to set goals.

Examples:
- Rehearses a musical sequence with a group to prepare for a performance.
- Rehearses and performs music to express individuality.

**Component 2.3**

**Applies a responding process to a music performance and/or presentation.** (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Understands and applies a responding process when experiencing music.
- Demonstrates a responding process:
  - **Engage** the senses actively and purposefully when experiencing music.
EALR 3—Music
The student communicates through the arts (dance, music, theatre, and visual arts).

Component  Uses music to express feelings and present ideas.

3.1  GLE: 3.1.1
Applies understanding to create music that expresses feelings and presents ideas.
- Examines and explains how ideas and feelings are expressed through music.
- Composes a piece of music to express one idea or feeling.

Examples:
- Compares and contrasts the different ideas and feelings that are expressed within two pieces of music, such as Carnival of the Animals by Camille Saint-Saëns and Night on Bald Mountain by Modest Mussorgsky.
- Compares and contrasts Native American music and folk music, lullabies, campfire songs, ballads, traditional and multi-cultural songs, dances, and music games.
- Discusses how rhythmic elements of Sundanese Angklung compositions replicate sounds made in nature.
- Writes a short story and composes a piece of program music to portray the story.
**Component** Uses music to communicate for a specific purpose.

**3.2**

**GLE: 3.2.1**
Creates and evaluates music that communicates for a specific purpose.
- Creates, performs, and responds (with teacher’s direction) to music that communicates for a given purpose.
- Compares and contrasts how musical styles and genres can communicate for a specific purpose.

**Examples:**
- Creates a song using the pentatonic scale to accompany a Haiku poem reading.
- Composes a field holler after studying African American work songs.
- Discusses how listening choices vary from activity to activity, such as why we listen to one kind of music when we are relaxing and another kind of music when we are exercising.

**Component** Develops personal aesthetic criteria to communicate artistic choices in music.

**3.3**

**GLE: 3.3.1**
Understands (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Explains (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Experiences (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.

**Examples:**
- Compares and contrasts music from various Native American tribes.
- Discusses with a partner or group why a piece of music is or is not pleasing.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1
Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1
Applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines.
- Describes skills, concepts, and vocabulary common among arts disciplines.
- Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.

Examples:
- Performs a Native American program, incorporating visual artwork, cultural dances, storytelling, and songs.
- Demonstrates age appropriate audience skills in a variety of presentations/performances.
- Describes both a piece of music and a piece of visual art using common vocabulary, such as tempo, density, and color.

Component 4.2
Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

GLE: 4.2.1
Understands and applies skills, concepts, and vocabulary that music has in common with other content areas.
- Discusses and identifies steps of processes that the arts have in common with other content areas.

Examples:
- Describes how the process of writing a poem is similar to composing a song.
- Explores how inquiry in music is similar to inquiry in science.
Component 4.3

Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Applies understanding of how music impacts personal choices, including choices made at home, in school, and in the community.
- Examines how music impacts consumers’ choices.

Examples:
- Examines the importance of music in life.
- Analyzes the soundtrack music to a popular video game and discusses how the music impacts the gaming experience.

Component 4.4

Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Understands how the specific attributes of a musical work reflect its cultural and historical context.
- Examines general attributes of music from a specific culture.

Examples:
- Examines the cultures of several island countries and describes how the music reflects the culture of each place.
- Learns how music celebrates people’s lives and cultural traditions.
- Examines the cultures of several Native American tribes and describes how the music reflects the culture of each region.

Component 4.5

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1
Applies understanding of how musical knowledge, skills, and work habits are used in the world of work, including careers in music.
- Identifies and defines career roles and how musical skills and work habits are used in the world of work.
- Examines the goals and practices needed to meet deadlines and complete work.
Examples:
- Examines a want-ad section in a newspaper and identifies listings for music-related careers.
- Learns about professional musicians and their careers from a class presentation and discusses what it is like to be a professional musician.
- Creates musical goals at the beginning of the school year and monitors progress towards those goals throughout the school year.
Music—Fifth Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Analyzes, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music.

**Beat and Rhythm**
- Identifies compositions with duple and triple meter.
- Demonstrates sixteenth, eighth, quarter, half, and whole notes and corresponding rests.
- Identifies syncopation and syncopated rhythms in selected compositions.
- Demonstrates, experiences, and reads three eighth notes/triplets and four sixteenth notes in rhythmic patterns and song selections.

**Examples:**
- Composes basic rhythmic patterns using simple meters in short musical compositions.
- Performs music with appropriate rhythms and meters.
- Communicates rhythms using a counting system such as Kodály, Orff, Dalcroze, Gordon, or a district approved counting system.

**OSPI-Developed Arts Performance Assessments:** What A Find!, All Star Cast, Cartoon Soundtrack, Come to the Fair, Zoo Tunes, Cat Food Commercial
**GLE: 1.1.2**
Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**
- Composes and performs basic melodic phrases.
- Matches pitches within a musical composition when singing.
- Matches pitches within a musical composition when playing an instrument.
- Uses the names of notes when singing and playing.
- Creates and performs half and whole steps in a composition in major keys.
- Identifies treble, bass, and alto clef signs (G, F, and C clefs).

**Examples:**
- Matches pitches when singing simple songs, such as nursery rhymes, rounds, canons, traditional, patriotic, folk, and partner songs, and world language songs.
- Improvises simple melodies on pitched instruments, such as barred instruments, recorders, and keyboards.
- Demonstrates appropriate intonation when singing and playing instruments.
- Reads music and invented notation with sharps, flats, and naturals.
- Sings independently with correct pitch.
- Identifies the pitches and notation of the musical scale, such as do-re-mi-fa-sol-la-ti-do, nonsense syllables, and numbers.

**OSPI-Developed Arts Performance Assessments:** All Star Cast, Come to the Fair, Zoo Tunes, Cat Food Commercial

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**GLE: 1.1.3**
Analyzes, understands, and applies the elements *harmony, texture,* and *timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Discriminates aurally between unison and harmony in examples of music.
- Uses pitched, non-pitched, and world instruments to experience, create, perform, and respond to music.
- Describes the texture of a piece of music.
Examples:
- Demonstrates and discusses the different sounds made when humming, whistling, uttering nonsense syllables, laughing, and performing body percussion in songs such as *Whistle While You Work*, *I Love to Laugh*, and *Supercalifragilisticexpialidocious*.
- Sings songs in unison and harmony, such as rounds, partner songs, and songs in two parts.
- Creates a four measure composition and performs it for the class using pitched or non-pitched instruments.
- Reads, creates, and/or composes a listening map of various pieces of music.

**OSPI-Developed Arts Performance Assessments:** Zoo Tunes, All-Star Cast, What A Find!, Come to the Fair, Cat Food Commercial, Cartoon Soundtrack

**GLE: 1.1.4**
Analyzes, understands, and applies the element *form* while creating, performing, and responding to music.

**Form**
- Creates and performs various musical forms physically, orally, and in written formats to communicate understanding.
- Examines and identifies the forms of music taught, rehearsed, and/or performed.
- Performs two-part songs and harmonies.
- Identifies and expresses interlude in multiple musical forms.
- Composes and performs simple musical forms AB (verse/chorus, refrain), ABA, AABA, rondo form ABACA, and theme and variations.

Examples:
- Constructs and performs various musical forms physically, orally, and in written formats to communicate understanding.
- Examines, identifies, and expresses the forms of music taught, rehearsed, and/or performed.
- Observes and demonstrates 1\textsuperscript{st} and 2\textsuperscript{nd} endings in a piece of music.
- Creates a rhythmic rondo.

**OSPI-Developed Arts Performance Assessments:** Zoo Tunes, What A Find!, Come to the Fair, Cat Food Commercial
**GLE: 1.1.5**

Analyzes, understands, and applies the element *expression* (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**
- Performs using a variety of dynamic markings when singing and playing instruments.
- Demonstrates accelerando and ritardando when singing, playing instruments, and moving to music.
- Creates a four measure phrase of music using dynamics and tempo.
- Identifies and understands uses of largo, andante, allegro, and presto tempos in a musical composition.

**Examples:**
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Creates a piece of music in the Hawaiian style using the ukulele as the accompaniment instrument.
- Demonstrates sforzando within a vocal ensemble.

**OSPI-Developed Arts Performance Assessments:** Cartoon Soundtrack, Come to the Fair, Zoo Tunes, Cat Food Commercial

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**Component 1.2**

Develops the skills and techniques of music.

**GLE: 1.2.1**

Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.

- Demonstrates musical skills and techniques with teacher’s direction and assistance:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
  - Chanting
- Explores musical skills and techniques by learning to play a band or orchestra instrument and/or singing in a choir.
- Demonstrates appropriate care of musical instruments.
Component 1.3

Understands and applies musical genres and styles of various artists, cultures, and times.

GLE: 1.3.1
Understands and applies musical experiences of diverse genres, artists, cultures, and/or times.
- Examines the use of a cultural and historical aspect in a musical performance or a piece of music.
- Implements cultural and historical aspects in a musical performance or a piece of music.

Examples:
- Explores the Pacific Rim culture of Java by demonstrating, playing, and using the Javanese gamelan.
- Explores the historical instruments, music, and dance of the American colonial time period.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Come to the Fair, Cat Food Commercial

Component 1.4

Understands and applies audience conventions in a variety of arts settings and performances of music.

GLE: 1.4.1
Remembers and applies audience conventions in a variety of musical settings and performances.
- Demonstrates audience manners, active listening, and viewing skills in a performance setting.
- Responds appropriately to various types of performances.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, All-Star Cast, What A Find!, Come to the Fair, Cat Food Commercial
Examples:
- Demonstrates appropriate behavior in a musical performance venue.
- Maintains focus and attention toward performers.
- Avoids participation in disrespectful, distracting, and inappropriate behaviors, such as laughing when something is not funny.
- Comments/responds appropriately following a performance.

EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1
Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/perform)

GLE: 2.1.1
Understands and applies a creative process to create music.
- Demonstrates a creative process:
  o Explores musical elements to create music.
  o Gathers and uses musical elements and life experiences to create music.
  o Uses ideas, skills, fundamentals, and techniques to create music through guided exploration.
  o Implements choices of musical elements, principles, and skills to create music.
  o Reflects for the purposes of self-evaluation and improvement.
  o Refines music through feedback and self-reflection.
  o Performs music for self and others.

Examples:
- Creates an original musical composition using the elements of music in ABA form.
- Creates a rhythmic four measure piece of music to demonstrate understanding of rhythm and dynamics.

OSPI-Developed Arts Performance Assessments: What A Find!, Cartoon Soundtrack, Zoo Tunes, Cat Food Commercial
Component 2.2  Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1  Understands and applies a performance process when preparing and performing music.
- Demonstrates a performance process:
  o Selects artistic resources, materials, and/or repertoire to create, perform, and present.
  o Analyzes the structure and context of the music.
  o Interprets meaning through personal understanding of the music and/or performance.
  o Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  o Presents and produces music and/or performance for others.
  o Reflects upon music and/or performance and self-evaluates to set goals.

Example:
  - Rehearses and performs easy rhythmic, melodic, and harmonic patterns to reflect various styles of music.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Cat Food Commercial

Component 2.3  Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1  Understands and applies a responding process when experiencing music.
- Demonstrates a responding process:
  o Engages the senses actively and purposefully when experiencing music.
  o Describes what is seen, felt, and/or heard (perceived/experienced) when responding to music.
  o Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  o Interprets meaning based on personal experiences and knowledge.
  o Evaluates and justifies using supportive evidence when responding to a piece of music.
EALR 3—Music
The student communicates through the arts (*dance, music, theatre, and visual arts)*.

**Component 3.1**
Uses music to express feelings and present ideas.

**GLE: 3.1.1**
Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas.
- Expresses ideas and feelings by using musical symbols and performing (with teacher’s direction) in a variety of genres and styles.
- Composes a piece of music to express one idea or feeling.

**Examples:**
- Composes music to communicate ideas and feelings for a specific purpose, such as completing the *Zoo Tunes* CBPA.
- Composes a tone poem for a presentation and justifies the musical choices made to illustrate the text.

**OSPI-Developed Arts Performance Assessments:** *Zoo Tunes, Cat Food Commercial*

**Component 3.2**
Uses music to communicate for a specific purpose.

**GLE: 3.2.1**
Creates and evaluates music that communicates for a specific purpose.
- Creates, performs, and responds (with teacher’s direction) to music that communicates for a given purpose.
- Interprets, compares, and contrasts how musical styles and genres can communicate for a specific purpose.
Examples:
- Creates an opera based upon a traditional story (such as *The Three Little Pigs*), performs the opera for a younger grade level, and evaluates the performances.
- Discusses why certain types of music are used at sporting events.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Cat Food Commercial

**Component 3.3**

Develops personal aesthetic criteria to communicate artistic choices in music.

**GLE: 3.3.1**

Understands (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Explains (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Experiences (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.

Examples:
- Examines how the music from each decade of the 20th Century was influenced by popular culture and historical events, such as the Beetles and their incorporation of jazz, blues, rock and roll, rockabilly, rhythm and blues, folk, country, gospel, etc.
- Discusses with a partner or group why a piece of music is or is not pleasing.
EALR 4—Music

The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1

Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1

Analyzes and applies understanding of skills, concepts, and vocabulary that music has in common with other arts disciplines.

- Describes skills, concepts, and vocabulary common among arts disciplines.
- Demonstrates skills and processes common among arts disciplines, such as creating, practicing, performing, and collaborating.

Examples:
- Presents a Veterans Day assembly that involves the veterans of the community and incorporates music, slide show, dance, theatre, and student generated artwork.
- Discovers the link between colonial country dances and the music of colonial America.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
- Discusses and categorizes elements of style and compositional devices that are common across arts disciplines, such as impressionism and romanticism.

Component 4.2

Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

GLE: 4.2.1

Analyzes and applies skills, concepts, and vocabulary that music has in common with other content areas.

- Examines and uses skills, concepts, and vocabulary common to the arts and other content areas.

Examples:
- Describes how fractions correlate to musical notation.
- Writes musical notation and demonstrates an understanding of how musical notation and fractions correlate with math.
Component 4.3
Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Analyzes how music impacts personal choices, including choices made at home, in school, and in the community.
- Examines and responds to the ways music impacts personal choices, including choices made in the community.

Examples:
- Examines the importance of music in life.
- Analyzes the soundtrack music to a popular video game and discusses how the music impacts the gaming experience.
- Discusses how the arts are embedded in local and global communities.

Component 4.4
Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Analyzes and applies understanding of how the specific attributes of a piece of music reflect its cultural and historical context.
- Examines and identifies the specific attributes of music that reflect culture.

Examples:
- Examines and describes the attributes of West African music that reflect West African culture.
- Explores how geography and culture contributed to the development of Southeast Asian music.
- Recognizes characteristics of various time periods in Western music and understands how these characteristics are representative of the period that produced the music.
- Learns how music celebrates people’s lives and cultural traditions.
**Component 4.5**

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Applies understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in the arts.

- Identifies and defines career roles and explains how musical skills and work habits are used in the world of work.
- Demonstrates and reflects upon the arts skills used in the world of work.
- Examines the goals and practices needed to meet deadlines and complete work.

**Examples:**

- Defines music-related work habits and discusses how they apply to the world of work.
- Researches one musical career and shares results with classmates.
- Learns about professional musicians and their careers from a class presentation and discusses what it is like to be a professional musician and/or sound engineer.
Music—Sixth Grade

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Analyzes, understands, and applies the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Demonstrates the ability to maintain a steady beat and accurately performs written rhythms in an ensemble.
- Experiences and compares the rhythmic patterns used in various cultural and historical musical genres.
- Demonstrates and reads three eighth notes/triplets and four sixteenth notes in rhythmic patterns and song selections.

Examples:
- Listens to music that exemplifies various genres of music to discover, identify, and experience rhythmic patterns.
- Explores rhythmic vocabulary within music that is rehearsed and performed.
- Communicates rhythms using a counting system such as Kodály, Orff, Dalcroze, Gordon, or a district approved counting system.
- Performs music that increases in complexity as skills increase.

OSPI-Developed Arts Performance Assessments: What A Find!, All Star Cast, Cartoon Soundtrack, Come to the Fair, Zoo Tunes, Cat Food Commercial
**GLE: 1.1.2**  
Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**  
- Composes and performs a melody.  
- Matches pitches within a musical composition when singing or playing.  
- Recognizes and describes a melody in a song or composition.

**Examples:**  
- Matches pitches when tuning the instrument(s) one is studying.  
- Sings various genres of music and multi-cultural and ethnic songs correctly, using appropriate rhythm, phrasing, interpretation, and proper pronunciation of foreign language lyrics.  
- Demonstrates the ability to form a proper embouchure while playing a wind instrument.  
- Demonstrates the ability to play appropriate major scales on instruments.  
- Demonstrates the ability to sing major and minor scales.  
- Demonstrates the ability to adjust finger placement slightly to match pitch on string instruments.  
- Performs solo and in an ensemble in the appropriate vocal or instrumental range for rehearsal and performance.

**OSPI-Developed Arts Performance Assessments:** All Star Cast, Come to the Fair, Zoo Tunes, Cat Food Commercial

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**GLE: 1.1.3**  
Analyzes, understands, and applies the elements *harmony*, *texture*, and *timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**  
- Demonstrates unison and harmony in performance.  
- Identifies the vocal registers of soprano, alto, tenor, and bass.  
- Identifies the characteristic timbre of the basic instruments from the four instrument families: strings, brass, woodwinds, and percussion.  
- Understands that steps and leaps create intervals.
**Examples:**
- Uses technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.
- Performs in a variety of small and large ensembles that use various vocal and instrumental timbres when presenting a wide variety of music.

**OSPI-Developed Arts Performance Assessments:** What A Find!, All Star Cast, Cartoon Soundtrack, Come to the Fair, Zoo Tunes, Cat Food Commercial

**GLE: 1.1.4**
Analyzes, understands, and applies the element *form* while creating, performing, and responding to music.

**Form**
- Creates and performs a variety of musical forms.
- Examines and identifies the forms of music taught, rehearsed, and/or performed.

**Examples:**
- Creates a rhythmic rondo.
- Performs, in small and large ensembles, music that contains repeat signs, da capo, and dal segno.
- Demonstrates first and second endings in a piece of music.

**OSPI-Developed Arts Performance Assessments:** Zoo Tunes, Cat Food Commercial, What A Find!, Come to the Fair

**GLE: 1.1.5**
Analyzes, understands, and applies the element *expression* (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**
- Uses a variety of dynamic markings when singing and playing instruments in a performance.
- Examines and adjusts individual dynamics during rehearsal as a part of self-assessment.
- Performs accelerando and rallentando.
Examples:
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Creates a piece of music in the Hawaiian style, including dynamic and tempo markings and using the ukulele as the accompaniment instrument.
- Demonstrates sforzando in an instrumental ensemble.
- Applies prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to vocal and instrumental ensembles and groups.

OSPI-Developed Arts Performance Assessments: Cartoon Soundtrack, Come to the Fair, Zoo Tunes, Cat Food Commercial

Component 1.2
Develops the skills and techniques of music.

GLE: 1.2.1
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Demonstrates musical skills and techniques while working towards independence:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
- Develops musical skills and techniques by learning to play a band or orchestra instrument and/or singing in a choir.

Examples:
- Performs melodies accurately without accompaniment.
- Performs a cappella accurately.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, All-Star Cast, What A Find!, Come to the Fair, Cat Food Commercial
**Component 1.3**
Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**
Remembers and creates musical experiences that reflect diverse genres, artists, cultures, and/or times.
- Identifies the musical elements of compositions of various genres, artists, cultures, and/or times.

**Examples:**
- Uses and extends bending notes (detuning one’s pitch) and/or trills within popular music and jazz.
- Experiences Mozart’s *Ah! vous dirai-je, Maman* (a theme and variations on the Austrian folk song, *Twinkle, Twinkle, Little Star*) in several different styles of music, such as popular, rap, and waltz.

**OSPI-Developed Arts Performance Assessments:** Zoo Tunes, Come to the Fair, Cat Food Commercial

**Component 1.4**
Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**
Understands and applies the relationship and interactive responsibilities of the artist/performer and audience in dance, music, theatre, and visual arts.
- Demonstrates and models audience manners/etiquette.
- Demonstrates active listening and appropriate viewing skills in a performance setting.
- Responds with the appropriate audience protocols for the performance venue, style, and/or cultural context.
- Identifies how the audience and artist/performer interact.
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1  Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/performs)

GLE: 2.1.1
Understands and applies a creative process to create music.
- Demonstrates a creative process:
  - **Gathers, explores, and interprets** musical elements and life experiences to create music.
  - **Uses** ideas, skills, fundamentals, and techniques to create music through guided exploration.
  - **Implements** choices of musical elements, principles, and skills to create music.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** music through feedback and self-reflection.
  - **Performs** music for self and others.

Examples:
- Creates a musical phrase using the elements of music to begin the composition.
- Uses relationships within the musical elements to create simple melodies, harmonies, and musical performances.

OSPI-Developed Arts Performance Assessments: What A Find!, Cartoon Soundtrack, Zoo Tunes, Cat Food Commercial
Component 2.2  Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1  Applies a performance process—including analysis and evaluation—when creating a musical performance.
- Demonstrates a performance process:
  - Identifies audience and purpose of the work and/or performance.
  - Selects artistic resources, materials, and/or repertoire to create, perform, and present.
  - Analyzes the structure, context, and/or aesthetics of the work.
  - Interprets meaning through personal understanding of the work and/or performance.
  - Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  - Presents and produces work and/or performance for others.
  - Reflects upon work and/or performance and self-evaluates to set goals.

Examples:
- Rehearses and performs music with expression and technical accuracy.
- Performs in a choral group by blending tones and timbres, matching vowel placement, balancing dynamic levels, and responding to a conductor.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Cat Food Commercial
**Component 2.3**

Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

**GLE: 2.3.1**

Applies a responding process—including analysis and evaluation—when experiencing music.

- Demonstrates a responding process:
  - **Engages** the senses actively and purposefully while experiencing music.
  - **Describes** what is seen, felt, and/or heard (perceived/experienced).
  - **Analyzes** the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  - **Interprets** meaning based on personal experiences and knowledge.
  - **Evaluates** and justifies using supportive evidence and aesthetic criteria.

**Examples:**
- Categorizes various genres of music by listening for specific elements, such as the harpsichord timbre heard in baroque music.
- Listens to and critiques a performance of self, peer, or ensemble.

**OSPI-Developed Arts Performance Assessments:** Zoo Tunes, Cat Food Commercial, Come to the Fair

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**EALR 3—Music**

The student communicates through the arts (*dance, music, theatre, and visual arts*).

**Component 3.1**

Uses music to express feelings and present ideas.

**GLE: 3.1.1**

Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas.

- Expresses ideas and feelings by using musical symbols and performing (with teacher’s direction) in a variety of genres and styles.
Examples:
- Shapes musical lines with dynamics and tempo in the performance of musical compositions.
- Listens to a piece performed in major and minor.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Cat Food Commercial

Component 3.2
Uses music to communicate for a specific purpose.

GLE: 3.2.1
Creates music that communicates for a specific purpose.
- Performs music (with teacher’s direction) to communicate for a given purpose.
- Compares and contrasts how musical styles and genres can communicate for a specific purpose.

Examples:
- Develops, as a class, a concert program that ties into state recognized holidays, such as Veterans Day and Martin Luther King, Jr. Day.
- Listens to the Tales of Hoffman by Jacques Offenbach and identifies the instruments that portray the motifs as they are introduced.
- Creates a jingle that correlates to a visual image.

OSPI-Developed Arts Performance Assessments: Zoo Tunes, Cat Food Commercial

Component 3.3
Develops personal aesthetic criteria to communicate artistic choices in music.

GLE: 3.3.1
Understands (with teacher’s direction) how personal aesthetic choices are reflected in music and/or performances.
- Explains (with teacher’s direction) how personal aesthetic choices in music are influenced by culture and history.

Examples:
- Attends a local museum, such as the Experience Music Project.
- Performs the life story of a composer and her/his music.
EALR 4—Music

The student makes connections within and across the arts (*dance, music, theatre, and visual arts*) to other disciplines, life, cultures, and work.

**Component 4.1**

Demonstrates and analyzes the connections among the arts disciplines (*dance, music, theatre, and visual arts*).

**GLE: 4.1.1**

Understands that artworks from different disciplines have attributes and artistic processes in common with music.
- Examines musical processes and compares them to other arts disciplines.
- Recognizes arts processes that are unique to each arts discipline.

**Examples:**
- Describes the musical elements used by an inspirational speaker/actor who incorporates rhythm and expressive elements into a presentation.
- Listens to a favorite piece of music and draws an artwork that reflects the mood of the music.
- Discusses the commonalities involved in creating a piece of visual and performance artwork.
- Demonstrates age appropriate audience skills in a variety of presentations/performances.

**Component 4.2**

Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**

Analyzes and evaluates relationships between music and other content areas.
- Determines how arts concepts occur in other content areas.
- Examines and reflects upon the ways arts concepts occur in other content areas.

**Examples:**
- Examines how creative problem solving in the arts can be transferred to math, science, and writing.
- Compares common arts terms, such as form, timbre, tone, pattern, texture, dynamics, expression, space, time, beat, and rhythm.
**Component 4.3**  
Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**  
Analyzes and evaluates how music impacts local economic, political, and environmental choices.
- Examines how music impacts choices in society.
- Reflects upon the ways music impacts personal choices and choices made by groups.

**Examples:**  
- Examines the importance of music in life.
- Reflects and shares how choosing to study a specific musical instrument impacts other personal choices.

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**Component 4.4**  
Understands how the arts influence and reflect cultures/civilization, place, and time.

**GLE: 4.4.1**  
Applies understanding of how specific attributes of a musical work reflect and/or influence culture and history.
- Identifies the specific attributes of music that reflect its cultural and historical context.

**Examples:**  
- Explores the music and instruments of an ancient civilization.
- Examines the cultural and/or cultural significance of how music impacted different civilizations in the activities of daily life.
Component 4.5

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1
Analyzes and applies understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

- Examines and describes how musical knowledge, skills, and work habits are needed and used in the world of work.
- Identifies music-related jobs and the specific skills needed for careers in music.
- Examines the goals and practices needed to meet deadlines and complete work.

Examples:
- Creates a presentation identifying careers in music.
- Discusses work habits that are used in music class and how they apply to the world of work.
Music—Seventh and Eighth Grades

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

**GLE: 1.1.1**
Analyses, understands, and applies the elements *beat* and *rhythm* while creating, performing, and responding to music.

**Beat and Rhythm**
- Performs combinations of rhythms with increasing complexity, including sixteenth, eighth, quarter, half, and dotted rhythms and corresponding rests.
- Demonstrates the ability to perform various tempos, and—as a soloist or in an ensemble—accurately and independently performs written rhythms.
- Performs rhythmic patterns used in music from a variety of cultural genres and historical periods.

**Examples:**
- Listens to music that exemplifies various genres of music to discover, identify, and experience rhythmic patterns.
- Explores rhythmic vocabulary in music that is rehearsed and performed.
- Uses correct rhythmic interpretations in a rehearsal and performance.
- Performs music that increases in complexity as skills increase.

**OSPI-Developed Arts Performance Assessments:** All-State All-Stars, Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition
**GLE: 1.1.2**
Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**
- Composes and performs a melody in a designated key.
- Performs music using minor keys.
- Matches pitches when singing or playing age appropriate literature.
- Demonstrates the chromatic scale with voice or instrument.
- Demonstrates the ability to improvise by singing or playing.

**Examples:**
- Demonstrates the ability to adjust the embouchure while playing a wind instrument.
- Introduces the blues scales, such as C, F, and G blues.
- Improvises short melodies with a consistent style, meter, or tonality, such as a contemporary melody in the style of Bach or a Mozart piece in the style of Rachmaninoff.
- Sings, plays, and improvises (at age- and skill-appropriate levels) music that reflects various styles, genres, and cultures.
- Introduces modes in jazz, such as Dorian.

**OSPI-Developed Arts Performance Assessments:** All-State All-Stars, Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition

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**GLE: 1.1.3**
Analyzes, understands, and applies the elements *harmony*, *texture*, and *timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Identifies aurally characteristic timbre/tone color in an ensemble.
- Demonstrates the characteristics of vocal or instrumental timbre individually and in groups.
- Identifies the vocal registers of soprano, alto, cambiata, falsetto, tenor, and bass.
- Understands that melodies can be accompanied by chord progressions.
Examples:
- Uses technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.
- Performs solo and in small ensembles.

OSPI-Developed Arts Performance Assessments: All-State All-Stars, Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition

GLE: 1.1.4
Analyzes, understands, and applies the element form while creating, performing, and responding to music.

Form
- Identifies introduction, coda, and bridge in the music taught, rehearsed, and/or performed.
- Identifies da capo and dal segno.
- Constructs and performs various musical forms physically, orally, and in written formats to communicate understanding.
- Examines and identifies the form of music taught, rehearsed, and/or performed.
- Identifies specific parts of musical forms: introduction, interlude, coda, exposition, development, recapitulation, theme, and variations.

Examples:
- Creates and composes an eight measure song, jingle, instrumental piece, etc.
- Performs, in small and large ensembles, music that contains both an introduction and coda.
- Performs theme and variations in both small and large ensembles.
- Performs, in small and large ensembles, music that contains repeat signs, da capo, and dal segno.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Music Review, Festival Time Solo, Festival Time Ensemble
**GLE: 1.1.5**  
Analyzes, understands, and applies the element expression (*dynamics, style, tempo, phrasing*) while creating, performing, and responding to music.

**Expression: Dynamics, Style, Tempo, Phrasing**
- Understands tempo markings, such as largo, andante, allegro, presto, ritardando, and accelerando.
- Composes music in a given style.
- Uses a variety of dynamic markings when singing and playing instruments in a performance.
- Identifies and understands uses of largo, andante, allegro, and presto tempos in a musical composition.
- Examines and adjusts individual diction, articulation, or bowing as part of self-assessment.

**Examples:**
- Recognizes the expressive characteristics of different types of music, such as classical, rock and roll, jazz, modern, and world music.
- Applies prior knowledge of musical expression—dynamics, style, tempo, and phrasing—to vocal and instrumental ensembles and groups.

**OSPI-Developed Arts Performance Assessments:** Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition
Component 1.2 Develops the skills and techniques of music.

GLE: 1.2.1
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Demonstrates musical skills and techniques while working towards independence:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
- Performs an independent musical line within an ensemble.
- Demonstrates listening skills by correcting individual tone and volume instrumentally and vocally.

Examples:
- Performs melodies accurately without accompaniment.
- Performs a cappella accurately.
- Prepares music for solo/ensemble performance presentations.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble, Pit Orchestra Audition

Component 1.3 Understands and applies musical genres and styles of various artists, cultures, and times.

GLE: 1.3.1
Applies musical experiences of diverse genres, artists, cultures, and/or times.
- Examines musical performances of various genres, artists, cultures, and/or times.
- Identifies composition and performance techniques of various genres, artists, cultures, and/or times.
Examples:
- Recognizes a piece of music by style and instrumentation, such as a piece of baroque music featuring a harpsichord.
- Examines the contribution of African Americans (through spirituals, field hollers, blues, Dixieland, ragtime, etc.) to the creation and development of jazz music.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Stepping to the Rhythm, Festival Time Solo, Festival Time Ensemble

Component 1.4

Understands and applies audience conventions in a variety of arts settings and performances of music.

GLE: 1.4.1
Understands and applies the relationship and interactive responsibilities of the artist/performer and audience in dance, music, theatre, and visual arts.
- Demonstrates and models audience etiquette.
- Demonstrates an understanding of how audience behavior and response impacts the performance and performers.
- Demonstrates active listening and appropriate viewing skills in a performance setting.

Examples:
- Demonstrates appropriate behavior, such as turning off cell phones, pagers, etc., in a variety of venues,
- Maintains focus and attention toward performers.
- Applauds at appropriate times.
- Identifies ways that appropriate behaviors positively impact the performance and the performers; for example, the performers perform with confidence and focus; the entire audience is able to appreciate all aspects of the performance; and the performers and audience achieve the connectedness of participating in an artistic experience.
- Identifies ways that inappropriate audience behaviors negatively impact the performance and the performers; for example, the performers are unable to hear accompaniment; they lose track of sequence or place; they may have increased chance of injury due to distraction (a cell phone or watch beeping); and they become “self-conscious” and/or lose confidence in their performance.

OSPI-Developed Arts Performance Assessments: Festival Time Solo, Festival Time Ensemble
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1 Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/perform)

GLE: 2.1.1
Understands and applies a creative process to create music.
- Demonstrates a creative process:
  - **Identifies** audience and purpose for the creation of a musical composition.
  - **Gathers, explores, and interprets** musical elements and life experiences to create music.
  - **Uses** ideas, skills, fundamentals, and techniques to create music through guided exploration.
  - **Implements** choices of musical elements, principles, skills, fundamentals, and techniques to create music.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** music through feedback and self-reflection.
  - **Performs** music for self and others.

**Examples:**
- Uses journaling and applies musical vocabulary to reflect upon the creation of music.
- Creates a theme song or jingle to understand and develop skills and techniques in musical composition.

**OSPI-Developed Arts Performance Assessments:** Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Festival Time Solo, Festival Time Ensemble
Component 2.2
Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1
Applies a performance process—including analysis and evaluation—when creating a musical performance.
- Demonstrates a performance process:
  - Identifies audience and purpose of the work and/or performance.
  - Selects artistic resources, materials, and/or repertoire to create, perform, and present.
  - Analyzes the structure, context, and/or aesthetics of the work.
  - Interprets meaning through personal understanding of the work and/or performance.
  - Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  - Presents and produces work and/or performance for others.
  - Reflects upon work and/or performance and self-evaluates to set goals.

Examples:
- Rehearses and performs own musical composition following reflective journaling.
- Rehearses and performs music that includes both solo and unison sections/parts.
- Performs transposed musical phrases with clarity and accuracy.
- Selects music with appropriate range and timbre.
- Adjusts and refines vowel placement to achieve a blended choral sound.
- Performs in small ensemble formats for peers, community, and/or adjudication.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Roller Coaster Fanatic, Music Review, Festival Time Solo, Festival Time Ensemble
Component 2.3

APPLIES A RESPONDING PROCESS TO A MUSICAL PERFORMANCE AND/OR PRESENTATION. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1
Applies a responding process—including analysis and evaluation—when experiencing music.
- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced).
  - Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  - Interprets meaning based on personal experiences and knowledge.
  - Evaluates and justifies using supportive evidence and aesthetic criteria.

Examples:
- Evaluates the use of set design, costumes, and music to support the meaning of a live or recorded musical performance, such as an opera or musical theatre piece, or a production of period, multicultural, or genre music.
- Provides feedback to peer composers.
- Listens to and critiques a performance of self, peer, or ensemble.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Music Review, Festival Time Solo, Festival Time Ensemble

EALR 3—Music
The student communicates through the arts (dance, music, theatre, and visual arts).

Component 3.1

Uses music to express feelings and present ideas.

GLE: 3.1.1
Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas.
- Expresses ideas and feelings by using musical symbols and performing (with teacher’s assistance/guidance) in a variety of genres and styles.
Examples:
- Responds to the director’s conducting to add dynamic shape to a melody in an instrumental or vocal composition.
- Responds to the historical, traditional, geographical, cultural and political information that surrounds the music that is being learned and performed, such as Let it Be by John Lennon.
- Performs a composition in major and minor.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Roller Coaster Fanatic, Festival Time Solo, Festival Time Ensemble

Component 3.2
Uses music to communicate for a specific purpose.

GLE: 3.2.1
Creates music that communicates for a specific purpose.
- Performs music (with teacher’s assistance/guidance) to communicate for a selected purpose.
- Compares and contrasts how musical styles and genres can communicate for a specific purpose.

Examples:
- Creates a jingle for a specific purpose.
- Creates a short piece of music that conveys emotion.
- Interprets a solo or chamber ensemble work for a performance.

OSPI-Developed Arts Performance Assessments: Bubble Gum Jingle, Roller Coaster Fanatic, Festival Time Solo, Festival Time Ensemble

Component 3.3
Develops personal aesthetic criteria to communicate artistic choices in music.

GLE: 3.3.1
Analyzes and evaluates (with teacher’s assistance/guidance) how personal aesthetic choices are reflected in music and/or performances.
- Discusses (with teacher’s assistance/guidance) how personal aesthetic choices in music are influenced by culture and history.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1
Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1
Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines.
- Reflects upon musical processes and compares them to other arts disciplines.
- Examines arts processes that are unique to each arts discipline.

Examples:
- Discusses the similarities and differences between Antonio Vivaldi’s *The Four Seasons* and the paintings of Liu’s *Landscapes of the Four Seasons*.
- Compares and contrasts the artwork *Twilight in the Wilderness* by Frederic Edwin Church with the band piece *Twilight in the Wilderness* by Christopher Tucker.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
Component 4.2
Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

GLE: 4.2.1
Analyzes and evaluates relationships between music and other content areas.
- Examines the relationship between the arts and other content areas.
- Determines how arts concepts occur in other content areas.

Examples:
- Examines the similarities between the scientific method (question, research, hypothesis, experiment, draw conclusions, report results) and the creative process in the arts (see 2.1).
- Debates the relationship between music and dance.

Component 4.3
Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Analyzes and evaluates how music impacts state economic, political, and environmental choices.
- Examines how music impacts choices in society.
- Reflects upon how music impacts personal choices and choices made by groups.

Examples:
- Examines the importance of music in life.
- Discusses why ensemble music for a community performance was chosen.

Component 4.4
Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Analyzes and applies understanding of how specific attributes of a musical work reflect and/or influence culture and history.
- Examines the specific attributes of music that reflect its cultural and historical context.
- Compares specific attributes of music from different time periods in Western European music.
- Compares attributes of music from different cultures.
Examples:
- Chooses a representative piece of music and visual artwork from a specific era, such as works by Debussy and Monet.
- Creates a computer presentation that reflects, through music and visual arts, the cultural diversity of the school and/or district.
- Listens to and performs the song *Abraham, Martin, and John* composed by Dick Holler, and discusses its historical and political impact and purpose.

**Component 4.5**

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

**GLE: 4.5.1**

Analyzes and applies understanding of how musical knowledge, skills, and work habits are needed and used in the world of work, including careers in music.

- Examines and describes how musical knowledge, skills, and work habits are needed and used in the world of work.
- Defines work habits and skills needed for careers in music.
- Examines the goals and practices needed to meet deadlines and complete work.

Examples:
- Explains and discusses which work habits and skills are needed in music-related careers, such as conducting, instrument repair, sound engineer, or being a professional musician.
- Explains how skills learned in music classes can be applied to other classes or other occupations.
Music—High School Proficiency

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Analyzes, understands, and applies the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Performs combinations of rhythms with increasing complexity, including sixteenth, eighth, quarter, half, and dotted rhythms and corresponding rests.
- Constructs rhythmic patterns in musical compositions using various tempos and meters.
- Demonstrates the ability to perform various tempos, and accurately and independently performs written rhythms as a soloist or in an ensemble.
- Examines how interpretation impacts the beat and rhythm of a piece of music.
- Performs rhythmic patterns used in music from a variety of cultural genres and historical periods.

Examples:
- Compares and contrasts a baroque piece with a contemporary piece of music.
- Discriminates between the rhythms of a variety of musical genres and styles.
- Applies a counting system to music that is rehearsed and performed.
- Uses correct rhythmic interpretations in a rehearsal and performance.
- Selects music that increases in complexity as skills increase.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song
GLE: 1.1.2
Analyzes, understands, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**
- Composes and performs a melodic phrase within a chord progression.
- Matches pitches when singing or playing age appropriate literature.
- Performs melodies accurately with and without accompaniment.
- Writes melodic dictation in a major scale.
- Demonstrates the ability to improvise by singing or playing.
- Demonstrates accuracy when performing major and minor scales and pieces.

**Examples:**
- Uses the blues scales.
- Improvises short melodies with a consistent style, meter, or tonality, such as a contemporary melody in the style of Bach or a Mozart piece in the style of Rachmaninoff.
- Uses the modes in jazz, such as Dorian, Phrygian, Lydian, Mixolydian, and Locrian.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song

GLE: 1.1.3
Analyzes, understands, and applies the elements *harmony*, *texture* and *timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Identifies aurally characteristic timbre/tone color in an ensemble.
- Identifies the vocal registers of soprano, mezzo-soprano, alto, falsetto, tenor, and bass.
- Understands basic chord progressions and intervals, such as unison, M3, m3, P4, P5, M6, octave, I-IV, I-V, and I-V7.
Examples:
- Uses technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.
- Performs solo and in small ensembles.
- Composes simple and complex chord progressions, such as I-IV-V-I, blues riffs, and vi-V.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song

GLE: 1.1.4
Analyzes, understands, and applies the element form while creating, performing, and responding to music.

Form
- Identifies forms of performance and listening repertoire.
- Creates and performs an original theme and variations.
- Identifies advanced musical forms, such as sonata-allegro, visually and aurally.

Examples:
- Creates and composes an eight measure song, jingle, instrumental piece, etc.
- Performs, in small and large ensembles, music that contains both an introduction and coda.
- Demonstrates first and second endings in a piece of music.
- Performs theme and variations in both small and large ensembles.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song
**GLE: 1.1.5**
Analyzes, understands, and applies the element *expression* *(dynamics, style, tempo, phrasing)* while creating, performing, and responding to music.

**Expression: ** *Dynamics, Style, Tempo, Phrasing*
- Performs and composes tempo markings, such as largo, andante, allegro, presto, ritardando, and accelerando.
- Composes music in a given style.
- Uses a variety of dynamic markings when singing and playing instruments in a performance.

**Example:**
- Recognizes the expressive characteristics of different types of music, such as classical rock and roll, jazz, modern, and world music.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, Pit Orchestra Audition, Documentary Theme Song

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**Component 1.2**
De develops the skills and techniques of music.

**GLE: 1.2.1**
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Demonstrates musical skills and techniques while working towards independence:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
- Uses musical skills and techniques to sing and/or play a solo.
- Performs instrumentally and vocally using resonance and vowel placement to produce a characteristic tone.
- Demonstrates listening skills by correcting intonation instrumentally and vocally.
Examples:
- Prepares music for solo/ensemble performances.
- Prepares a musical composition to be performed by other students and for a possible senior project/portfolio.
- Conducts music class sectionals.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, Pit Orchestra Audition, Documentary Theme Song

**Component 1.3**

Understands and applies musical genres and styles of various artists, cultures, and times.

**GLE: 1.3.1**

Analyzes musical experiences of diverse genres, artists, cultures, and/or times.

- Compares and contrasts musical performances of various genres, artists, cultures, and/or times.

Examples:
- Develops a musical project that involves composing, performing, and examining a piece of music in the style of Shona marimba music from Africa.
- Examines the contribution of African Americans (through spirituals, field hollers, blues, Dixieland, ragtime, etc.) to the creation and development of jazz music.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song

**Component 1.4**

Understands and applies audience conventions in a variety of arts settings and performances of music.

**GLE: 1.4.1**

Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings.

- Differentiates between types of performance venues, styles, and cultural contexts and responds appropriately.
EALR 2—Music

The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

**Component 2.1**

**GLE: 2.1.1**

Applies a creative process—including analysis and evaluation—to create music.

- Demonstrates a creative process:
  - **Identifies** audience and purpose for the creation of a musical composition.
  - **Gathers, explores, and interprets** musical elements and life experiences to create music.
  - **Uses** ideas, skills, fundamentals, and techniques to create music through guided exploration.
  - **Implements** choices of musical elements, principles, skills, fundamentals, and techniques to create music.
  - **Reflects** for the purposes of self-evaluation and improvement.
  - **Refines** music through feedback and self-reflection.
  - **Performs** music for self and others.

OSPI-Developed Arts Performance Assessments: Festival Time Solo, Festival Time Ensemble

**Examples:**

- Demonstrates appropriate behavior in a variety of venues, such as turning off cell phones and pagers.
- Maintains focus and attention toward performers.
- Understands that during an interactive theatre performance, the audience response may be vocal, as in a "call and response" between the audience and performers; whereas the audience may refrain from vocal response and applause until the end of the performance in a more classical production.
- Examines audience behavior(s) when in an unfamiliar venue and/or cultural setting to determine appropriate audience etiquette and response.
- Articulates how protocols and responsibilities differ according to style and culture.
Examples:
- Creates (with the assistance of the teacher/student peers) an appropriate rubric for self-evaluation and reflection.
- Creates theme and variations in a musical composition.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song

Component

2.2

Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1
Applies a performance process—including analysis and evaluation—when creating a musical performance.
- Demonstrates a performance process:
  o **Identifies** audience and purpose of the work and/or performance.
  o **Selects** artistic resources, materials, and/or repertoire to create, perform, and present.
  o **Analyzes** the structure, context, and/or aesthetics of the work.
  o **Interprets** meaning through personal understanding of the work and/or performance.
  o **Rehearses, adjusts, and refines** music through evaluation, reflection, and problem solving.
  o **Presents** and **produces** work and/or performance for others.
  o **Reflects** upon work and/or performance and **self-evaluates** to set goals.

Examples:
- Refines musical pieces between performances following peer or professional feedback.
- Performs musical phrases with seamless transitions, technical accuracy, and expression.
- Performs in solo and/or small ensemble formats for peers, community, and/or adjudication.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble
Component

2.3

Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1

Applies a responding process—including analysis and evaluation—when experiencing music.

- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced).
  - Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  - Interprets meaning based on personal experiences and knowledge.
  - Evaluates and justifies using supportive evidence and aesthetic criteria.

Examples:
- Observes, reflects upon, and provides feedback to peer composers preparing for performance.
- Listens to and critiques a performance by self, peer, or ensemble.
- Evaluates the use of set design, costumes, and music to support the meaning of a live or recorded musical performance, such as an opera or musical theater piece, or a production of period, multicultural, or genre music.

OSPI-Developed Arts Performance Assessments: Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song
EALR 3—Music
The student communicates through the arts (dance, music, theatre, and visual arts).

Component
Uses music to express feelings and present ideas.

3.1
GLE: 3.1.1
Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas.
- Expresses feelings and presents ideas by using musical symbols and performing (with teacher’s mentoring, and working towards independence) in a variety of genres and styles.

Examples:
- Compares, contrasts, and incorporates various expressive elements when developing an interpretation for a musical composition.
- Demonstrates the ability to shape musical lines with dynamics and tempo in musical compositions.
- Responds to historical, traditional, geographical, cultural, and political information that surrounds the music being learned and performed, such as 1812 Overture by Peter Tchaikovsky.
- Creates a musical piece in a major or minor key to create a mood.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble

Component
Uses music to communicate for a specific purpose.

3.2
GLE: 3.2.1
Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose.
- Examines (with teacher’s mentoring, and working towards independence) how the deliberate use of musical elements communicates for a specific purpose.
- Performs music (with teacher’s mentoring, and working towards independence) to communicate for a selected purpose.
Examples:
- Discusses how the entire orchestra effectively uses dynamics to represent the Roman army marching into Rome on the Appian Way (the old highway into Rome) in the fourth movement of The Pines of Rome by Ottorino Respighi.
- Creates a theme-and-variations composition.
- Discusses how the composition, orchestration, and musical elements effectively portray the purpose of Peter Tchaikovsky’s 1812 Overture, which was written in 1880 to commemorate the defense of Moscow against Napoleon’s advancing grande armée and the Battle of Borodino in 1812.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble

Component 3.3
Develops personal aesthetic criteria to communicate artistic choices in music.

GLE: 3.3.1
Analyzes and evaluates (with teacher’s mentoring, and working towards independence) how personal aesthetic choices are influenced and reflected in music and/or performances.
- Examines and justifies (with teacher’s assistance/guidance) how personal aesthetic choices are reflected in music and/or performances.
- Examines and discusses how cultural and historical perspectives in music influence personal aesthetic criteria.
- Categorizes the sequence of the development of musical genres and how they relate to one another.

Examples:
- Attends a local, regional, state, national and/or international music museum (such as the Experience Music Project, Rock and Roll Hall of Fame, Country Music Hall of Fame, International Blue Grass Museum, or Mozart’s Museum) that portrays country, jazz, modern, rock and roll, classical, or other music.
- Experiences music by listening to recordings, attending field trips, researching, reporting, and performing.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

**Component 4.1**
Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

**GLE: 4.1.1**
Analyzes and applies understanding of the attributes in artworks and/or performances that music has in common with other arts disciplines.
- Analyzes an arts presentation that integrates two or more arts disciplines.
- Examines and discusses how art forms interact in movies, musicals, or operas to enhance the meaning of the storyline.

**Examples:**
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
- Observes and describes how the various art forms enhance a musical production, such as *South Pacific* and *West Side Story*.

**Component 4.2**
Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**
Analyzes, evaluates, and applies understanding of how musical attributes are used in other content areas.
- Analyzes an arts presentation that uses the arts and other content areas.
- Produces (with teacher’s assistance/guidance) an arts presentation that integrates other content areas.

**Examples:**
- Examines how the process of writing a short essay or story is similar to composing a song, such as a ballad or folk song.
- Examines the similarities between the scientific method (question, research, hypothesis, experiment, draw conclusions, report results) and the creative process in the arts (See 2.1).
Component 4.3  Understands how the arts impact and reflect personal choices throughout life.

GLE: 4.3.1
Analyzes and evaluates how music impacts national economic, political, and environmental choices.
- Determines how music impacts environmental choices in a community and/or society.
- Discusses how economic conditions impact the development of instruments and music.

Examples:
- Examines the importance of music in life.
- Selects music for an ensemble performing in a community concert.
- Discusses how the economic conditions of African Americans in the Mississippi Delta contributed to the development of the genre Delta blues.

Component 4.4  Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Analyzes and evaluates how a musical work reflects and/or influences culture, place, and history.
- Identifies and interprets specific attributes of music that shape culture and/or history.
- Selects and compares specific pieces of music that have shaped culture or history.
- Compares specific attributes of music from different time periods.

Examples:
- Discusses how the composition, instruments, orchestration, and musical elements effectively portray the purpose of Peter Tchaikovsky’s 1812 Overture, which was written in 1880 to commemorate the defense of Moscow against Napoleon’s advancing grande armée and the Battle of Borodino in 1812.
- Discusses how the expressive elements used in the late romantic period, such as Pines of Rome, are different from those used in the baroque period.
Component

4.5

Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1

Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.

- Examines and compares careers in music.
- Determines how musical knowledge and skills are used in the world of work.
- Examines the goals and practices needed to meet deadlines and complete work.
- Demonstrates safety habits, skills, procedures, and expectations needed to be successful in the workplace.

Examples:

- Designs an educational plan that includes a lifetime of music as an avocation.
- Develops career plans that include the arts.
- Attends a music career fair and compares/contrasts various music-related careers.
High School Proficiency
Music—High School Advanced Proficiency

EALR 1—Music
The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Component 1.1
Understands and applies the concepts and vocabulary of music.

GLE: 1.1.1
Analyzes, evaluates, and applies the elements beat and rhythm while creating, performing, and responding to music.

Beat and Rhythm
- Performs independently, demonstrating accurate rhythmic skills when using literature that ranges from moderately difficult to difficult.
- Describes beat and rhythm in fast, slow, and medium tempos with simple, compound, and asymmetric meters.
- Demonstrates the ability to perform written rhythms accurately and independently as a soloist or in an ensemble.
- Examines how interpretation impacts the beat and rhythm of a piece of music by comparing and contrasting musical pieces.

Examples:
- Critiques the traditional version of The Star-Spangled Banner in 3/4 time signature versus a performance of the same song in 4/4 time signature.
- Critiques performances and justifies the compositional choices and techniques of various rhythms and styles in multiple musical genres.
- Enrolls and participates in Music Theory and/or AP or IB Music Theory courses.
- Applies a counting system to music that is rehearsed and performed.
- Selects music that increases in complexity as skills increase.
- Rehearses and performs appropriate musical literature for multiple assignments in the study of music.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song
**GLE: 1.1.2**
Analyzes, evaluates, and applies the elements *pitch* and *melody* while creating, performing, and responding to music.

**Pitch and Melody**
- Composes and performs a melodic phrase within a designated chord progression or musical style.
- Matches pitches when singing or playing age appropriate literature.
- Writes melodic dictation in a major/minor scale.
- Evaluates and improvises by singing or playing various genres and musical styles.

**Examples:**
- Improvises melodic embellishments or variations in a major key, such as all major scales in the circle of fifths.
- Improvises using all the blues scales.
- Improvises short melodies with a consistent style, meter, or tonality, such as a contemporary melody in the style of Bach or a Mozart piece in the style of Rachmaninoff.
- Improvises using the modes in jazz, such as Dorian, Phrygian, Lydian, Mixolydian, and Locrian.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song

**GLE: 1.1.3**
Analyzes, evaluates, and applies the elements *harmony, texture, and timbre/tone color* while creating, performing, and responding to music.

**Harmony, Texture, and Timbre/Tone Color**
- Identifies aurally characteristic timbre/tone color in an ensemble.
- Demonstrates the characteristics of various harmonic textures in an ensemble.
- Identifies intervals and chords visually and aurally, such as major, minor, and perfect.
Examples:
- Uses technology as a transparent tool to study, create, perform, and respond to harmony, texture, and timbre/tone color.
- Performs solo and in small ensembles.
- Identifies intervals visually and aurally
- Composes simple and complex chord progressions, such as I-IV-V-I, blues riffs, and vi-V.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, World Class All-Stars, Pit Orchestra Audition, Documentary Theme Song

GLE: 1.1.4
Analyzes, evaluates, and applies the element form while creating, performing, and responding to music.

Form
- Identifies forms of performance and listening repertoire.
- Creates and performs an original theme and variations.
- Identifies advanced musical forms, such as fugue, visually and aurally.

Examples:
- Creates and composes an eight measure song, jingle, instrumental piece, etc.
- Performs, in small and large ensembles, music that contains both an introduction and coda.
- Demonstrates first and second endings in a piece of music.
- Performs theme and variations in both small and large ensembles.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song
GLE: 1.1.5
Analyzes, evaluates, and applies the element expression (dynamics, style, tempo, phrasing) while creating, performing, and responding to music.

Expression: Dynamics, Style, Tempo, Phrasing
- Creates and compares musical styles by studying selected literature.
- Performs various styles of music.

Component 1.2
Develops music skills and techniques.

GLE: 1.2.1
Analyzes, understands, and applies skills and techniques while creating, performing, and responding to music.
- Demonstrates musical skills and techniques while working towards independence:
  - Reading music
  - Performing
  - Composing
  - Sight singing/reading
  - Playing instruments
  - Singing
  - Improvising
  - Conducting
- Organizes musical elements to compose music.
- Demonstrates informed and independent music making.
- Demonstrates achievement in areas of choice, such as recitals, composition, production, conducting, and research.

Examples:
- Prepares music for solo/ensemble performances.
- Prepares a musical composition to be performed by other students and for a possible senior project/portfolio.
- Conducts music class sectionals.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Sounds of Music, Pit Orchestra Audition, Documentary Theme Song
**Component 1.3**

**Understands and applies musical genres and styles of various artists, cultures, and times.**

**GLE: 1.3.1**

Evaluates musical experiences of diverse genres, artists, cultures, and/or times.
- Critiques a musical performance of various genres, artists, cultures, and/or times.
- Applies knowledge of artistic styles and cultural traditions to make informed choices for a musical presentation.

**Examples:**
- Presents a senior recital.
- Critiques musical groups at a festival.
- Examines the contribution of African Americans (through spirituals, field hollers, blues, Dixieland, ragtime, etc.) to the creation and development of jazz music.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song

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**Component 1.4**

**Understands and applies audience conventions in a variety of arts settings and performances of music.**

**GLE: 1.4.1**

Analyzes audience conventions in dance, music, theatre, and visual arts, evaluates how these conventions differ according to style and culture, and applies understanding in performance settings.
- Justifies appropriate audience conventions according to the performance venue, style, and cultural context.
- Evaluates how, why, and to what extent the artistic purpose of the performance was or was not achieved.
EALR 2—Music
The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance, music, theatre, and visual arts.

Component 2.1

Applies a creative process to music. (Identifies, explores, gathers, interprets, uses, implements, reflects, refines, and presents/perform).  

GLE: 2.1.1
Applies a creative process—including analysis and evaluation—to create music.

- Demonstrates a creative process:
  - Identifies audience and purpose for the creation of a musical composition.
  - Gathers, explores, and interprets musical elements and life experiences to create music.
  - Uses ideas, skills, fundamentals, and techniques to create music through guided exploration.
  - Implements choices of musical elements, principles, skills, fundamentals, and techniques to create music.
  - Reflects for the purposes of self-evaluation and improvement.
Refines music through feedback and self-reflection.  
Performs music for self and others.

Examples:
- Composes a chamber piece in sonata allegro form.
- Creates original musical material informed by genres (jazz, blues, opera, rock, gospel, bluegrass, etc.), styles (Duke Ellington, Billy Holiday, Luciano Pavorati, Beatles, Elvis Presley, etc.), and techniques being studied.
- Interprets a piece of solo literature based on knowledge of the genre and era.

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble, Documentary Theme Song

Component 2.2

Applies a performance process to music. (Identifies, selects, analyzes, interprets, rehearses, adjusts, refines, presents, produces, reflects, and self-evaluates)

GLE: 2.2.1

Applies a performance process—including analysis and evaluation—when creating a musical performance.
- Demonstrates a performance process:
  - Identifies audience and purpose of the work and/or performance.
  - Selects artistic resources, materials, and/or repertoire to create, perform, and present.
  - Analyzes the structure, context, and/or aesthetics of the work.
  - Interprets meaning through personal understanding of the work and/or performance.
  - Rehearses, adjusts, and refines music through evaluation, reflection, and problem solving.
  - Presents and produces work and/or performance for others.
  - Reflects upon work and/or performance and self-evaluates to set goals.
Examples:
- Creates and/or chooses music for performance.
- Rehearses music and refines it for performance.
- Revises musical pieces between performances following self-reflection.
- Revises musical pieces between and during performances based upon reflection and critique of previous performance.
- Recognizes the need for intentional practice to overcome a difficult or challenging passage of music for solo, ensemble, or honor group(s).

OSPI-Developed Arts Performance Assessments: Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble

Component 2.3

Applies a responding process to a performance and/or presentation of music. (Engages, describes, analyzes, interprets, and evaluates)

GLE: 2.3.1
Applies a responding process—including analysis and evaluation—when experiencing music.
- Demonstrates a responding process:
  - Engages the senses actively and purposefully while experiencing music.
  - Describes what is seen, felt, and/or heard (perceived/experienced).
  - Analyzes the use and organization of elements, principles, skills, fundamentals, and/or techniques.
  - Interprets meaning based on personal experiences and knowledge.
  - Evaluates and justifies using supportive evidence and aesthetic criteria.

Examples:
- Discusses differences in styles and techniques of conductors, such as Leonard Bernstein’s rendition of Ludwig von Beethoven’s 5th Symphony with the New York Philharmonic versus Sir Georges Solti’s rendition of Beethoven’s 5th Symphony with the Chicago Symphony.
- Reflects upon and evaluates a recorded version of own performance.
- Listens to and critiques a performance of self, peer, or ensemble.
EALR 3—Music
The student communicates through the arts (dance, music, theatre, and visual arts).

**Component 3.1**
Uses music to express feelings and present ideas.

**GLE: 3.1.1**
Analyzes and evaluates music and applies understanding to create music that expresses feelings and presents ideas.
- Works independently of the teacher to express, synthesize, and present ideas and feelings using musical symbols and composing in a variety of genres and styles.

**Examples:**
- Rehearses (independently of the teacher) a vocal or instrumental chamber ensemble piece, such as sectionals, for which students determine the interpretation of the musical composition.
- Justifies dynamic phrasing within a musical phrase to communicate the composer’s intent.
- Rationalizes the use of musical elements in the creation of musical compositions that shape melodic and harmonic lines to communicate the composer’s intent.
- Provides the historical, traditional, geographical, cultural, and political information that surrounds the music being learned and performed, such as *Abraham, Martin & John*, which was composed by Dick Holler and first recorded by Dion.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble
Component 3.2

Uses music to communicate for a specific purpose.

**GLE: 3.2.1**
Analyzes and evaluates music and applies understanding to create music that communicates for a specific purpose.
- Works independently to critique how the deliberate use of musical elements, fundamentals, skills, and techniques communicates for a specific purpose in a variety of genres and styles.
- Works independently to perform music that communicates for a selected purpose.

**Examples:**
- Provides examples of how life experience, inspiration, competition, and deadlines impact the creative process of the composer, performer, and responder, such as how George Gershwin’s *Rhapsody in Blue* was inspired and written.
- Researches and reflects upon the ways a piece of music is influenced by the political climate, culture, place, and time.
- Creates a composition for a specific purpose.

**OSPI-Developed Arts Performance Assessments:** Melody of Your Dreams, Prime Time TV, Festival Time Solo, Festival Time Ensemble

Component 3.3

Develops personal aesthetic criteria to communicate artistic choices in music.

**GLE: 3.3.1**
Works independently to analyze and evaluate how personal aesthetic choices are influenced and reflected in music and/or performances.
- Works independently to critique and justify how personal aesthetic choices are reflected in music and/or performances.
- Provides examples of how cultural and historical perspectives in music influence personal aesthetic criteria.
- Differentiates musical styles and genres and recognizes how the various historical time periods influenced those styles and genres across the centuries to create musical masterpieces.
EALR 4—Music
The student makes connections within and across the arts (dance, music, theatre, and visual arts) to other disciplines, life, cultures, and work.

Component 4.1
Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).

GLE: 4.1.1
Analyzes, evaluates, and creates a presentation that integrates music with multiple arts disciplines.
- Creates an arts presentation that integrates two or more arts disciplines.
- Critiques arts presentations that integrate two or more arts disciplines.

Examples:
- Participates in an ensemble to perform an expressive piece of music in which the music creates the illusion of visual artwork, such as Modest Mussorgsky’s *Pictures at an Exhibition*.
- Observes and critiques a visual recording of a performance.
- Demonstrates age-appropriate audience skills in a variety of presentations/performances.
- Constructs a PowerPoint presentation that depicts artwork and clips of music from a particular time period.
Component 4.2

Demonstrates and analyzes the connections among the arts and between the arts and other content areas.

**GLE: 4.2.1**

Analyzes, evaluates, and creates a presentation that integrates music with other content areas.
- Creates an arts presentation integrating the arts with another content area.
- Analyzes artworks to reveal the connections between the arts and other content areas.
- Analyzes and critiques an arts presentation that uses arts and other content areas.

**Examples:**
- Creates presentations (for senior projects, e-folios, websites, and IB and AP portfolios) that use the connections among the arts and between the arts and other disciplines, life, cultures, and work.
- Analyzes and demonstrates how the themes and stories depicted in operas, live theatre performances, ballets, musical theatre pieces, performed poetry, and electronic and mixed media performances connect to personal life stories.
- Uses dance and literary, theatrical, musical, and visual arts in combined projections, such as *Championship Wrestling* (1985), based on an essay by Roland Barthes.
- Observes a performance of Mark Morris’s *L’Allegro, il Penseroso ed il Moderato* and analyzes how George Frederick Handel’s composition, John Milton’s poetry, and William Blake’s watercolor artworks are integrated into a unified performance.

Component 4.3

Understands how the arts impact and reflect personal choices throughout life.

**GLE: 4.3.1**

Analyzes and evaluates the role of the musician and the impact of music on global economic, political, and environmental choices.
- Researches and justifies how music impacts future personal choices.
- Analyzes how music impacts choices throughout life.
Component 4.4
Understands how the arts influence and reflect cultures/civilization, place, and time.

GLE: 4.4.1
Analyzes and evaluates how music reflects and/or influences culture, place, and history.
- Researches, critiques, interprets, and evaluates how a musical work can shape and reflect culture and history.
- Compares and contrasts specific attributes of music from different time periods.

Examples:
- Examines the importance of music in life.
- Selects music for a solo in a community performance.

- Provides examples of how life experience, inspiration, competition, and deadlines impact the creative process of the composer, performer, and responder, such as *Rhapsody in Blue* by George Gershwin.
- Researches *Rodeo* by Aaron Copeland to determine how the composition was influenced by American culture.

Component 4.5
Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

GLE: 4.5.1
Analyzes and evaluates how musical knowledge, skills, and work habits are vital and transferable to the world of work, including careers in music.
- Researches careers in music and practices appropriate work habits and skills.
- Interprets how musical knowledge and skills influence the world of work.
- Organizes and meets deadlines to complete work.
- Demonstrates safety habits, skills, procedures, and expectations needed to be successful in the workplace.
Examples:
- Presents a senior project related to musical careers and/or projects.
- Attends a career/job fair and compares/contrasts various occupations as they relate to skills learned in music classes.
- Demonstrates safety when working with a performance group, including transporting instruments, performing on risers, maintaining and cleaning an instrument, traveling, and touring.
Music Glossary

**A cappella:** choral music sung without an accompaniment.

**AB:** a two-part compositional form in which the second part differs from the first.

**ABA:** a three-part compositional form in which the first and last parts are the same and the middle part is different.

**ABACA:** rondo form in which a section alternates with two other contrasting sections.

**Accelerando:** gradually becoming faster.

**Accent:** a stress or emphasis on a specific beat, tone, or chord.

**Adagio:** a slow tempo, between largo and andante; literally, “at ease.”

**Aesthetics:** the philosophy or study of the nature of beauty, the value of art, and the human responses to those topics.

**Allegretto:** a fast and lively tempo; quicker than andante, but not as fast as allegro.

**Allegro:** literally, “cheerful or lively;” generally taken as a fast tempo, although not as fast as vivace or presto.

**Alto:** a low female voice in choral music or part songs.

**Alto clef (C clef):** used to notate the middle voices (such as viola); the arrow contained in the symbol indicates the third line of the staff is middle C.

**Andante:** literally, “at a walking pace”; a moderately slow tempo, between allegretto and adagio.

**Arco:** played by drawing the bow across the strings.

**Aria:** a composition for solo voice and accompaniment, usually within the context of an opera, oratorio, or cantata.

**Arpeggio:** a chord the pitches of which are sounded successively rather than simultaneously.

**Articulation:** the deliberate attack (clarity of production) of a note when it is played or sung and the degree to which notes are separated or connected, such as staccato or legato.

**Atonality:** avoidance of centering the pitch around a specific note or key.

**Audience:** a group of people who participate in an experience or encounter a work of art; a gathering of spectators or listeners at a performance.

**Audition:** a performance for a judge that will determine the performer’s placement in or eligibility for an activity.
**Balance:** the adjustment of volume throughout an ensemble to achieve the desired blend.

**Band:** an instrumental ensemble, usually made up of woodwind, brass, and percussion instruments, and no strings.

**Bar/bar line:** a vertical line on the staff separating one measure from the next.

**Baroque period (1600–1750):** time period during which music became more showy, ornate, and complicated.

**Bass:** a low male voice; the lowest part in choral music or part songs; the lowest range of pitches of an instrument.

**Bass clef (F clef):** used to notate the lowest sounding notes and pitch; the two dots surrounding the fourth line indicate a note written on that line is F.

**Beat:** the steady pulse in music; the basic unit of time and the underlying pulse in music; the basic unit within a measure.

**Bending notes:** starting a note at the correct pitch and bending it downwards or upwards.

**Bluegrass:** an early form of country music that combines the gospel vocals of the Blue Ridge Mountain region with folk melodies.

**Blues:** a style of music, characterized by slow tempo and flatted thirds and sevenths, that evolved from southern African-American secular songs.

**Body percussion:** sounds made using parts of the body (for example, hand clapping, finger snapping, foot stamping, and thigh slapping).

**Bordun:** a repetitive melodic or rhythmic pattern that is based on the harmony of the first and fifth notes of a scale and creates a drone (types of borduns: simple, complex, broken, crossover).

**Brass:** a group of wind instruments made of brass and other metals and played by blowing through a cup-shaped or funnel-shaped mouthpiece; the chief brass instruments of the orchestra are the trumpet, trombone, French horn, and tuba.

**Cadence:** a melodic or harmonic configuration that creates a sense of repose or resolution.

**Call and response:** a musical form featuring a solo phrase that is answered by a larger group.

**Cambiata:** A pedagogical approach (applied to choral literature) that addresses the changing adolescent female and male voice.

**Canon:** a contrapuntal piece of music in which a melody in one part is imitated in other parts.

**Chant:** to recite with musical intonation; a short, simple series of syllables or words that are sung or intoned to the same note or a limited range of notes.

**Choir:** a group of people who sing together.
Choral: related to, written for, or performed by a chorus or choir.

Chord: two or more pitches that sound simultaneously.

Chromatic: a twelve note scale that moves in half steps.

Circle of fifths: the graphic representation of the relationship of the key signatures in music.

Classical period (1750–1820): a period during which music was orderly, uncluttered, well planned, and precise. The piano replaced the harpsichord as the primary and/or most important keyboard instrument.

Coda: the last section of a musical composition, added to create an ending that is clear and final.

Compose: the act of intentionally arranging the elements of music to create a musical piece; to create music.

Composition: an arrangement of the elements of music to create a musical piece.

Compound time signature (compound meter): a means of showing the number of notes in every measure rather than the number of beats; for example, 6/8 means six eighth notes in each measure, but these are usually counted as two dotted quarter-note beats in each measure.

Conduct: to lead a group of musicians in the performance of a composition.

Contralto: the lowest range in the female singing voice.

Counterpoint/contrapuntal: a texture in which two or more melodic voices proceed simultaneously and relatively independently.

Creativity: the quality of using imagination rather than imitating something; the ability to produce something new or to generate unique approaches and solutions.

Crescendo (cresc.): indicates that the music should gradually get louder.

Critique: to review or discuss critically.

Culture: the combined characteristics (arts, customs, languages, traditions, and so on) that define a society or civilization.

Da capo (D.C.): indicates that the music is to be repeated from the beginning.

Da capo al fine: indicates that the music is to be repeated from the beginning to the word fine (ending).

Dal segno (D.S.): indicates that the music is to be repeated from the sign.

Dal segno al fine: indicates that the music is to be repeated from the sign to the word fine (ending).
Decrescendo (decresc.): indicates that the music should gradually get quieter.

Descant: a melodic part that is pitched higher than and concurrent with the melody.

Diatonic: the tones of the major or minor scale; distinct from chromatic.

Diction: clear, exact pronunciation of vowels and consonants when singing.

Diminuendo: decreasing loudness; getting softer.

Dominant: the fifth note of a musical scale and the chord that is built upon that note.

Dotted rhythm: uneven rhythm that is usually long-short and is produced when a note (notated with a dot) is succeeded by another of one-third the value of the first note.

Down bow: to move the bow down across the strings.

Duet: an ensemble of two solo performers.

Duple meter: a time signature for which the basic unit of pulse recurs in groups of two.

Dynamics: the loudness and quietness of sound.

Echo song: a type of song in which the singer repeats the same musical pattern that was sung by the leader.

Elements of music: the basic components that make up a musical work: beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing).

Ensemble: two or more singers or instrumentalists performing together.

Exposition: 1. in sonata form, the part of a work in which the principal themes are first stated; 2. in a fugue, the part of a work in which the voices first enter.

Expression: the use of the elements of music (such as dynamics, style, tempo, and phrasing) to create a mood or feeling.

Fermata: a symbol placed over a note to indicate that the note is to be held longer than its normal metrical value.

Flat: a symbol indicating that a tone is to be lowered one half-step.

Folk music: traditional music that has evolved through the process of aural transmission; music that originates among the common people of a nation or region, is transmitted or passed down orally, and is characterized by simple melodies.

Form: the basic structure and design of a musical composition.

Forte (f): loud.
**Fortissimo** (*ff*): very loud.

**Fugue**: a type of contrapuntal composition that generally opens with one main theme (subject), which then sounds successively in each voice in imitation.

**Fundamentals**: the basic components or principles from which other truths can be derived.

**Funk**: a type of popular music that combines the elements of jazz, blues, and soul and is characterized by syncopated rhythm and a heavy, repetitive bass line.

**Fusion**: a musical genre that combines two or more genres; for example, rock and roll originally developed as a fusion of blues, gospel, and country.

**Genre**: in a broad sense, a particular branch or category of art; a type or category of art marked by certain shared features or conventions. Each general genre can be subdivided into more specific genres and subgenres.

**Glissando**: a sliding movement from one pitch to another that includes all the pitches in between.

**Haiku**: a poetic form and a type of poetry from the Japanese culture that combines form, content, and language in a meaningful, yet compact poem. Usually, the poet uses simple words and grammar and addresses the themes of nature, feelings, or experiences. The most common form of haiku is three short lines: The first line usually contains five (5) syllables, the second line seven (7) syllables, and the third line five (5) syllables. Haiku is an un-rhyming verse form. A haiku must "paint" a mental image in the reader's mind.

**Half step**: the smallest interval between two tones of a scale in Western music.

**Harmonic progression**: the succession of chords in a piece of music.

**Harmony**: sounding two or more tones at the same time.

**Historical periods**: categorized periods of time in history that have relatively stable characteristics and/or are marked by particular events; for example, ancient, medieval, Renaissance, baroque, classical, romantic, impressionist, modern periods-modern, contemporary, and neo-classical, all of which refer to the 20th century, and electronic and digitized music, which refer to the 21st century.

**Homophonic**: music that has one melodic line at a time, with the other voices or parts serving as accompaniment.

**Imitation**: when a musical idea is repeated later in a different form, and still retains its original character.

**Improvisation**: the act of making up music on the spot.

**Improvise**: to make up music in an instant, usually with a purpose, by using guidelines, and also retaining an element of chance. **Innovation**: the creation or introduction of something new; the act of starting something for the first time.
**Instrument**: a musical device that produces musical tones or sounds and requires skill for proper use.

**Instrumental**: all of the music produced by musical instruments; a musical composition or recording without lyrics or any other sort of vocal music.

**Interlude**: a section of music between themes.

**Interval**: the distance between two pitches.

**Intonation**: the degree to which a performer sings or plays in tune; the accuracy of pitch in a musical performance.

**Introduction**: a musical passage that precedes the main theme.

**Jazz**: a form of American music born from African rhythms and slave chants.

**Jingle**: a musical advertisement.

**Key**: pitch relationships that establish a tonal center or tonic.

**Key signature**: the sharps or flats that appear on the left side of each staff to show the scale in which the music is written.

**Largo**: very slow.

**Leading tone**: the seventh note of a musical scale.

**Leap**: an interval larger than a whole step; motion from one pitch to another that is more than a whole tone away.

**Legato**: smoothly; opposite of staccato.

**Lento**: a slow tempo, usually between a largo and an adagio.

**Major and minor**: terms used to describe the sound of music based on the intervals used.

**Major scale**: a scale built on the formula of an ascending pattern of two whole steps, one half-step, three whole steps, and one half-step.

**Marching band**: a group of performers that consists of instrumental musicians and dance teams and/or a color guard and that generally performs outdoors and incorporates some type of marching (and possibly other movements) into the musical performance.

**Measure**: the segment of music contained between two bar lines.

**Melody**: the horizontal dimension in music (as opposed to the vertical dimension: harmony); a succession of organized pitches that have a definite rhythm, the vertical dimension of which arises from the harmony.
Meter: the grouping of beats in a measure determined by the time signature.

Mezzo-forte (mf): medium loud.

Mezzo-piano (mp): medium quiet.

Minor scale: a diatonic scale with a third scale degree at an interval of a minor third above the tonic.

Mirroring: a partnering activity that involves simultaneously following a leader’s movement while facing that leader.

Modal/modality: a musical system—popular in Renaissance, medieval, and folk music—that contains altered tones that color the perception of the scale.

Moderato: a medium tempo.

Modern (1910–present): a time period, also known as the 20th century, during which composers found entirely new ways to express themselves through music.

Modulation: the process of changing from one key or tonic to another in a musical composition.

Motif/motive: a short rhythmic or melodic passage that is repeated or evoked in various parts of a composition; the shortest musical idea that retains unique identity when elaborated or transformed.

Music: organized sound and the written representation of those sounds.

Musical (musical theatre): a form of theatre that combines music, songs, spoken dialogue, and dance.

Music elements: see elements of music.

New Age: a modern style of music that is characterized by quiet improvisation on the acoustic piano, guitar, and synthesizer and that usually has a dreamy, relaxing sound.

Notation: a system of visual symbols used when writing music to indicate pitch, duration, and expression.

Note: a symbol used to indicate a musical tone and designated period of time.

Note values: a symbol used to show how long a tone should be held; expressed as a whole and its parts, including half note, quarter note, and eighth note.

Octave: a series of two notes occupying the interval between eight pitches that seem to sound at the same pitch, one having twice or half the frequency of vibration of the other.

Onomatopoeia: a word or a group of words that imitates the sound being described; for example, quack, tick-tock, and clang.
Orchestra: an instrumental ensemble that consists primarily of musicians who play string instruments, and also includes musicians who play woodwind, brass, and percussion instruments.

Ostinato: a repeated melodic or rhythmic pattern. (Ostinati is the plural of ostinato.)

Paired eighth notes: two eighth notes barred together.

Partner song: two or more different songs that can be sung at the same time to create harmony.

Part song: a song with two or more voice parts.

Pattern: a combination of melodic and/or rhythmic elements that form a model that can be used for imitation.

Pentatonic: a five-note scale; music based on such a scale.

Percussion: instruments that are played by striking, shaking, or scraping.

Perfect: a term used to describe the intervals of a fourth, fifth, and octave.

Perform: the process of presenting—in a concert or recorded format—a musical work (composition) to an audience.

Performance: the act of presenting a piece of music or other entertainment to an audience.

Phrase/phrasing: a natural division of the melodic line, comparable to a sentence of speech.

Pianissimo (pp): very quiet.

Piano (p): quiet (soft).

Pitch: the highness or lowness of a tone or sound.

Pizzicato: played by plucking the string.

Polyphonic/polyphony: music that simultaneously combines two or more melodic lines.

Presto: very fast.

Program music: instrumental music associated with nonmusical ideas, often inspired by nature, art, or literature and representing a scene, image, or mood.

Quartet: an ensemble of four solo performers.

Rallentando: gradually slowing in tempo; synonymous with ritardando, and frequently occurring over a longer period of time.

Rap: urban music that features spoken lyrics and reflects current social or political issues.
**Recapitulation**: a part of a work in sonata form in which the material introduced in the first section, and then developed in the second section, returns.

**Recorder**: a tubular wind instrument with eight finger holes and a fipple mouthpiece.

**Refrain**: a section of a song that recurs at the end of each verse; sometimes called a chorus.

**Register**: the range and manner of production of the human voice or a musical instrument.

**Renaissance (1450–1600)**: a time period that saw the rebirth of ideas and the appreciation of music in the lives of everyday people. Instrumental and accompanied music became as common as a cappella music.

**Repeated notes**: the recurrence of a tone at the same pitch level.

**Repeat sign**: a symbol that indicates that certain measures or passages are to be sung or played twice.

**Repertoire**: a collection of music that is familiar or preferred by an individual or group.

**Rest**: a symbol that is used to mark silence for a specific amount of time.

**Rhythm**: the way a pattern of sound moves through time.

**Rhythmic value**: note value and rest value.

**Rhythm instruments**: pitched and unpitched percussion instruments the primary function of which is often rhythmic; for example, hand drum, claves, maracas, and cymbals.

**Ritardando** (rit.): gradually getting slower.

**Rock music**: a form of music that combines African-American rhythms, urban blues, and the folk and country music of the rural South and that has developed since the early 1950s into hundreds of subgenres; simple chord progressions accompanied by a steady driving beat.

**Romantic period (1820–1910)**: a time period during which music was based on emotion, adventure, and imagination.

**Rondo**: a composition that consists of one main theme that reappears several times in alternation (back and forth; taking turns) with other contrasting themes (ABACA).

**Round**: a part song in which the melody is performed by individuals and/or groups starting and ending at different times.

**Scale**: in any system of music, an arrangement of notes in ascending or descending order of pitch.

**Score**: musical notation that shows all the parts arranged one underneath the other.

**Sforzando**: a sudden stress or accent on a single note or chord, indicated in the musical score by the marking *sf* or *sfz.*
**Sharp:** a symbol that indicates that a tone is to be raised by one half-step.

**Sight reading:** the act or skill of performing unfamiliar written music on sight, without previously having studied it.

**Sight-sing:** to sing music at first sight without preparation.

**Simple meter:** a time signature with a beat-unit that is divisible by two.

**Sing:** to produce tones with the voice.

**Skill:** ability or proficiency; expertise that comes from training or practice; knowledge of facts or principles related to a particular subject area.

**Slur:** a curved line drawn over or under a group of notes to indicate that the notes are to be connected and smooth.

**Solfège/solfa/sol-fa:** a system of syllables (do, re, mi, fa, so, la, ti, do) that is used to represent the tones of a musical scale and that is used to practice singing and train the ear.

**Solo:** a musical piece or passage played or sung by one person, with or without accompaniment.

**Sonata-allegro:** a movement that consists of three sections: the exposition (principal subject or second subject in a new key), development (development of the themes or episodical material, or both combined), and recapitulation (principal subject and second subject, usually transposed into the tonic key), often followed by a coda.

**Soprano:** a high female voice; the highest part in choral music or part songs; the highest range of pitches of an instrument.

**Staccato:** detached, short, disconnected; the opposite of legato.

**Staff:** a set of lines and spaces used in writing music to show the pitches; usually five lines and four spaces; also referred to as a stave.

**Step:** motion from one scale-degree to the next, whether by a semitone or a whole tone.

**String:** instruments (such as violins, violas, cellos, or double bass) on which vibrating, stretched strings are the sound-producing agents.

**Style:** the distinctive character or technique of an individual musician, group, or period.

**Subject:** the musical theme.

**Syncopation:** the process of displacing the expected beats by anticipation or delay of half a beat.

**Technique:** the method or way of creating music; the skill that a musician employs to achieve an expressive effect.
**Tempo:** the pace at which a piece of music is performed.

**Tenor:** a high male voice; the third highest part in choral music or part songs.

**Texture:** the character of music that results from the ways in which the vertical and horizontal elements are combined.

**Theme:** a prominent or frequently recurring melody or set of notes.

**Theme and variations:** a musical form in which a fundamental musical idea is performed and then repeated with a series of modifications.

**Tie:** a curved line that joins two successive notes of the same pitch and that indicates that the second note is a prolongation of the first and should not be sounded separately.

**Timbre/tone color:** the tone quality of a singing voice or a musical instrument.

**Time signature:** figures written on the staff at the beginning of the composition that indicate the meter or the number of beats used in a measure and what type of note equals one beat.

**Tonal/tonality:** the organization of the melodic and harmonic elements to give a feeling of a key center or a tonic pitch.

**Tonic:** the first note of a musical scale; the chord built upon that note.

**Treble clef (G clef):** used to notate the highest sounding notes and pitch; the curl of the clef surrounding the second line indicates a note written on that line is G.

**Tremolo:** rapidly moving the bow back and forth in very short strokes.

**Triad:** a chord made up of three tones: one (root), with two others in the intervals of a third and a fifth above.

**Trio:** an ensemble of three solo performers.

**Triple meter:** a time signature in which the basic unit of pulse recurs in groups of three.

**Unison:** a combination of notes, voices, or instruments all singing or playing the same pitch.

**Unpitched instrument:** percussive instruments without a definite pitch; for example, a bass drum, guiro, or rhythm sticks; usually notated by a symbol (typically an “X”) on a line.

**Variation:** repetition of a theme in new and varied ways.

**Verse:** a repeating melody with different sets of lyrics.

**Vibrations:** the motion of a string, a struck surface, or a column of air that produces musical sounds.

**Vibrato:** a repeated fluctuation of pitch used to impart more warmth or emotion.
**Vivace**: lively, brisk; generally faster than allegro, but not as fast as presto.

**Vocal**: relating to or using the singing voice; music intended to be performed by one or more singers.

**Whole step**: two half-steps.

**Whole-tone scale**: a scale made up only of whole-step intervals; for example, intervals that span two half-steps.

**Woodwind**: a term used to refer to wind instruments that were originally and may continue to be made of wood; instruments played by blowing across a mouth hole or into a whistle mouthpiece or reed; principal members are the flute, oboe, English horn, clarinet, saxophone, and bassoon.

**World language songs**: music with lyrics that combine influences from more than one cultural tradition, languages from indigenous cultures, and non-traditional types of instrumental accompaniment, melodic forms, and rhythms.

**World music**: folk, indigenous, or roots music created by indigenous musicians of any culture.