

Music

This work represents many months of dedicated work from classroom teachers, curriculum specialists, academicians, and Delaware Department of Education specialists and associates. The standards, as they appear in this document, have not been altered in content from the November 1997 Visual and Performing Arts Content Standards that are aligned to the National Standards for Music. In turn, the curriculum design team has added Standards Clarification Statements and Grade-Level Expectations (GLEs) and Proficiency-Level Expectations (PLEs) to clearly identify concepts to be taught at each grade and developmental level.

Key Goals at the Heart of the Standards

Music allows us to celebrate and preserve our cultural heritages, and also to explore the realms of expression, imagination, and creation resulting in new knowledge. Every individual should be guaranteed the opportunity to learn music and to share in musical experiences.

The Music Educators National Conference

<http://www.menc.org/information/members/factsheet/factsheet.htm>

Copyright © 2007 by MENC: The National Association for Music Education. No reproduction permitted without the express written permission of MENC: The National Association for Music Education. All rights reserved.

Rationale for the Standards

Members of the Visual & Performing Arts Design Team believe that music education is basic to learning in school, in work, in life, and encourage the study and making of music by all. Throughout this recommended curriculum, music education is recognized and supported as one of four art disciplines that singly or in combination contribute to a student's comprehensive education.

The Music framework assumes that:

- ◆ Delaware public schools and charter schools align their instructional resources with the Delaware Regulation-503 Instructional Program requirements which state:
 - 7.1 – Local school districts and each charter school shall provide instructional programs in the Visual and Performing Arts for each grade K-12 with the exception of the James H. Groves High School program.
 - 7.2 – All public school students in each grade 1-6 shall be enrolled in a Visual and Performing Arts program.

- ◆ This document will serve as a framework to guide music educators and instruction in and through and about the discipline of music.

Standard 1: Singing independently and with others a varied repertoire of music

Standard 1 recognizes that students will express themselves through the use of a singing voice. Developing proper vocal technique individually and as a member of an ensemble is an essential and basic element of music making.

In order to meet the standard students will:

- Imitate melodic patterns
- Sing on pitch within the appropriate singing range
- Sing on pitch in rhythm while applying a steady beat
- Sing demonstrating proper posture and breathing

- Sing demonstrating proper vocal technique
- Sing expressively utilizing dynamics and phrasing
- Sing call and response
- Sing ostinati with songs
- Sing in groups in response to gestures of a conductor
- Sing rounds
- Sing partner songs
- Sing music in 2 and 3 parts
- Sing in groups and blending vocal timbres
- Sing a repertoire of songs representing different genres, styles, and languages
- Sing expressively with phrasing, dynamics, and stylistic interpretation
- Sing music in 4 parts with and without accompaniment
- Sing a repertoire of choral literature with expression and technical accuracy, including songs performed from memory

As a result, teachers at all levels will incorporate vocalization into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 2: Performing on instruments, independently and with others, a varied repertoire of music

Standard 2 recognizes that students will express themselves through the use of an instrument. Developing proper instrumental technique individually and as a member of an ensemble is an essential and basic element of music making.

In order to meet the standard, students will:

- Imitate rhythmic and melodic patterns on pitched and unpitched instruments
- Perform on pitched and unpitched instruments in rhythm while applying a steady beat
- Perform rhythm accompaniments by ear
- Perform tonal accompaniments by ear
- Perform melodies by ear using a melodic instrument
- Perform with proper posture and breathing
- Perform with proper instrumental technique
- Perform in groups in response to gestures of a conductor
- Perform an independent part in an ensemble setting
- Perform music representing diverse genres and styles
- Perform in groups with blend and balance
- Perform expressively with phrasing, dynamics, and stylistic interpretation
- Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument

As a result, teachers at all levels will incorporate instrumental education into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 3: Improvising melodies, variations, and accompaniments

Standard 3 recognizes that a major component of the creative process involves the freedom that comes with improvisation. Developing those skills that are necessary to improvise will permit students to express themselves in multiple ways through various genres.

In order to meet the standard, students will:

- Improvise rhythmically with voice or on instrument
- Improvise ostinato accompaniments
- Improvise unaccompanied melodies
- Improvise melodic embellishments on given melodies in various tonalities
- Improvise rhythmic variations on given melodies
- Improvise melodic variations
- Improvise melodies over basic chord progressions
- Improvise melodies over given rhythm and tonal context
- Improvise basic harmonic accompaniment or bass line to a given melody
- Improvise melodies over given rhythm and harmonic context consistent to the styles

As a result, teachers at all levels will incorporate instruction in improvisation into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 4: Composing and arranging music within specific guidelines

Standard 4 recognizes that a major aspect of the creative process involves the freedom that comes with composing and arranging. Developing those skills that are necessary to compose and arrange will permit students to express themselves and develop notational as well as aural skills in multiple ways through various genres.

In order to meet the standard, students will:

- Compose short songs and instrumental pieces
- Arrange short songs and/or instrumental pieces
- Utilize standard written notation in composition of short songs
- Utilize compositional technology
- Manipulate a variety of traditional, nontraditional, and electronically produced sounds while creating or arranging
- Organize the elements of music into compositions which are unified and varied

As a result, teachers at all levels will incorporate instruction in composition and arranging into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 5: Reading and notating music

Standard 5 recognizes that a major part of the creative process involves the understanding and use of notation. Developing the skills that are necessary to read and notate music will permit students to express themselves in multiple ways.

In order to meet the standard, students will:

- Identify and define standard notation symbols
- Read rhythmic notation

- Read melodic notation
- Read a single line of an instrumental or vocal part
- Notate symbols and terms for meter and rhythm
- Notate symbols for pitch
- Notate symbols and terms referring to dynamics, tempo, and articulation
- Read an instrumental or vocal score
- Read unfamiliar music with tonal and rhythmic accuracy
- Read simple melodies in 2 or more clefs

As a result, teachers at all levels will incorporate instruction in reading and notating music into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 6: Listening to, describing, and analyzing music and music performances

Standard 6 recognizes that a major part of the process of understanding music is through the process of listening, describing, and analyzing music and musical performances. Developing the skills that are necessary require effort and understanding that will permit students to express themselves in ways having listened to, described, and analyzed multiple forms of music.

In order to meet the standard, students will:

- Express changes and contrasts in music through movement
- Identify and classify instruments according to family
- Identify and classify voices by range and quality
- Identify and describe basic music forms
- Identify and describe common instrumental and vocal ensembles
- Express through verbal and nonverbal means various styles/genres of music
- Identify the elements of music within a musical composition
- Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms
- Identify and explain compositional devices and techniques used in a musical work

As a result, teachers at all levels will incorporate instruction in listening, describing, and analyzing music and music performance into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 7: Evaluating music and music performances

Standard 7 recognizes that a major part of the process of understanding music is through the process of evaluating music and musical performances. Developing those skills requires instruction that will permit students to understand and express themselves in many ways.

In order to meet the standard, students will:

- Express personal preferences for specific musical styles
- Identify ways for evaluating compositions and performances
- Explain personal music preferences using appropriate terminology
- Discuss and evaluate the relationship between music and human emotions
- Develop and apply criteria for evaluating compositions and performances
- Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

- Critically evaluate one's own musical creations
- Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

As a result, teachers at all levels will incorporate instruction in evaluating music and musical performances into all aspects of the music curriculum. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 8: Making connections between music, the other arts, and other curricular areas

Standard 8 recognizes the importance of making connections between music, arts, and the other curricular areas. Making these connections not only builds bridges of understanding but provides a basis from which logical connections can be made and further emphasis can be placed on the commonalities across all the arts disciplines. Developing the skills that are necessary require effort and understanding that will permit students to understand and express themselves in many ways.

In order to meet the standard, students will:

- Identify, compare, and contrast the roles of creators, performers, and consumers in the production and presentation of the arts including music
- Make connections with other disciplines as they relate to music
- Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music
- Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)
- Compare and contrast artistic themes across cultures, history, and multiple media

As a result, teachers at all levels will incorporate cross-curricular understanding and connections to other areas. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Standard 9: Understanding music in relation to diverse cultures, times, and places

Standard 9 recognizes the importance of making connections and relationships to diverse cultures, times, and places. Making these connections not only builds bridges of understanding but provides a basis from which logical connections can be made and further emphasis can be placed on the commonalities across all cultures and throughout history.

In order to meet the standard, students will:

- Identify and describe the roles of musicians in various historical periods, cultures, genre, and styles
- Listen to music from various periods and diverse cultures by genre or style
- Describe how elements of music are used in various historical periods, cultures, genres, and styles
- Identify sources of American music genres; trace the evolution of those genres and well-known musicians associated with them
- Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods
- Identify and explain the characteristics that cause a musical work to be considered culturally, historically, and/or geographically significant

As a result, teachers at all levels will incorporate cultural and historic connections to other areas through music. Following instruction by certified music educators, students should be able to achieve proficiency at grade-level and at proficiency levels of expectation.

Adapted with permission from *National Standards for Arts Education*. Copyright © 1994 by Music Educators National Conference (MENC). Used by permission.