

MUSIC

GRADE-LEVEL EXPECTATIONS

Missouri Department of Elementary and Secondary Education
May, 2007

MUSIC GRADE LEVEL EXPECTATIONS

The Music Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to the nine standards from *MENC: The National Association for Music Education*.

The following coding system should be used to reference the Music GLEs:

STRANDS:

PP = Product/Performance
EP = Elements and Principles of Music
AP = Artistic Perceptions
IC = Interdisciplinary Connections
HC = Historic and Cultural Contexts

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "identify standard pitch notation in the treble clef" can be found in the *Elements of Music* strand (EP), under the first Big Idea – *Develop and apply the knowledge and skills to read and notate music* (1), in the concept *Melodic Notation* (A), in grade 4. Therefore, the code for that particular GLE is: **EP1A4**. Generally avoid the use of periods or dashes in the coding.

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Independent Singing	Use singing, speaking, whispering and shouting voices	<p>Reproduce/echo melodies in limited range [<i>sol-mi, la-sol-mi</i>]</p> <p>Use a singing voice with a head tone</p>	<p>Apply accurate *pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]</p> <p>Demonstrate appropriate singing posture</p>	Apply accurate pitch relationships while singing in a limited range [<i>la-sol-mi, sol-mi-re-do</i>]	Match pitch in an extended range [octave]		<p>Use breath control and accurate *diction while singing</p> <p><u>General Music Classes:</u> Demonstrate singing skills using a singing voice</p> <p>[Reasoning: Some MS classes are part of an exploratory wheel – may be keyboards only, world music, etc.)</p> <p><u>Vocal Classes</u> Demonstrate singing skills using a singing voice and match pitch in an appropriate range</p> <p>Demonstrate appropriate singing posture, breath support, and diction</p>	<p><u>General Music/Instrumental Classes:</u> Demonstrate singing skills and match pitch in an appropriate range</p> <p><u>Vocal Performance Classes:</u> <u>Proficient</u> Demonstrate proper fundamental singing technique when performing music of moderate *technical demands, expanded range, and varied interpretations</p> <p><u>Advanced</u> Demonstrate proper singing technique in the following:</p> <ul style="list-style-type: none"> • *intonation • tone quality • breathing • diction • *rhythm • note accuracy • posture • memorization
National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Expressive Singing		Demonstrate fast and slow *tempo	Demonstrate loud and soft *dynamics [<i>p</i> , <i>f</i>] and fast and slow tempo	Demonstrate dynamics [<i>p</i> , <i>f</i> , *crescendo , *decrescendo/diminuendo] and tempi [fast, slow, *ritardando]		Use dynamics and *phrasing to communicate an interpretation of a given *style	<u>General Music Classes:</u> Use dynamics and phrasing to communicate an interpretation of a given style <u>Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature	<u>General Music/Choir and Instrumental Classes:</u> <u>Proficient</u> Apply vocal techniques required for expressive performance of varied literature <u>Advanced Vocal Performance Classes:</u> Apply vocal techniques required for expressive performance of varied literature
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Repertoire	Perform a varied repertoire of songs, including <ul style="list-style-type: none"> • *patriotic • *folk • Seasonal • *spirituals 				Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal • spirituals • multicultural 	Perform a varied repertoire of songs including <ul style="list-style-type: none"> • patriotic • folk • seasonal including some from memory 	<u>General Music Classes:</u> Apply stylistic elements needed to perform the music of various *genres and cultures <u>Vocal Performance Classes:</u> Apply stylistic elements needed to perform the music of various genres and cultures	<u>Vocal Performance Classes: Proficient</u> Apply stylistic elements needed to perform the music of various genres and cultures <u>Advanced</u> Apply stylistic elements needed to perform the music of various genres and cultures
National Standards	MU 1				MU 1	MU 1	MU 1	MU 1
Content Standards	FA 1				FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts									
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Part Singing			Perform *ostinati	Perform <i>ostinati</i> and *rounds	Perform <i>ostinati</i> , rounds, canons and partner songs	Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part 	<u>General Music</u> <u>Classes:</u> Perform simple harmonic songs <ul style="list-style-type: none"> • rounds • canons • partner songs • two-part <u>Vocal</u> <u>Performance</u> <u>Classes:</u> Perform *harmony in songs of two and three parts	<u>Vocal Performance</u> <u>Classes:</u> <u>Proficient</u> Perform one on a part in various arrangements for two or more voice parts *a cappella and with *accompaniment <u>Advanced</u> Perform one on a part in various four or more voice part arrangements <i>a</i> <i>cappella</i> and with accompaniment	
	National Standards			MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards			FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

1. Develop and apply singing skills to perform and communicate through the arts									
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Group Singing	Perform in groups following cues of the *conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, following the cues of the conductor	Perform in groups matching tempo and dynamic changes, following the cues of the conductor	Demonstrate characteristic *timbre , dynamics and rhythmic accuracy in time during group performance, following the cues of the conductor	Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an *ensemble Respond expressively to conductor's cues	<u>General Music Classes:</u> Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble Respond expressively to conductor's cues <u>Vocal Performance Classes:</u> Apply techniques for expressive performance of vocal literature of Level 1-2 in a chamber or choral ensemble (refer to glossary for *Level of Difficulty)	<u>Vocal Performance Classes:</u> <u>Proficient</u> Apply techniques for expressive performance of vocal literature of level 1-3 in a choral ensemble (refer to glossary for grade-level definitions) <u>Advanced</u> Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)	
	National Standards	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1	MU 1
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Instrumental Performance Skills	<p>Perform using two dynamic levels—soft and loud</p> <p>Echoes simple rhythms (long and short sounds)</p>	<p>Perform a steady beat</p> <p>Echo simple rhythmic patterns</p>	<p>Perform the following rhythmic patterns using standard or iconic notation:</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/ rest • Eighth note pairs 	<p>Read and perform at least three (3) pitches on a melodic instrument</p> <p>Read and perform rhythmic patterns</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest pairs • Dotted half note • Sixteenth notes 	<p>Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple *meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • *Syncopation 	<p><u>General Music Classes:</u> Read and perform at least five (5) pitches on a melodic instrument</p> <p>Read and perform rhythms in simple meter</p> <ul style="list-style-type: none"> • Whole note/rest • Quarter note/rest • Half note/rest • Eighth note/rest • Dotted half note • Sixteenth notes • Dotted quarter followed by eighth • Syncopation <p>Read and perform a short song/piece using effective expression and characteristic timbre</p> <p><u>Instrumental Performance Classes:</u> Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)</p> <p>Demonstrate instrument maintenance and care</p>	<p><u>General Music/Vocal Music Classes:</u> Demonstrate basic instrumental skills and knowledge on selected instruments (e.g., keyboard instrument, bells, auxiliary percussion, drum, guitar)</p> <p><u>Instrumental Performance Classes: Proficient</u> Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature</p> <p>Demonstrate instrument maintenance and care</p> <p>Apply the ability to adjust the pitch to a given standard during performance (play in tune)</p> <p><u>Advanced</u> Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature</p>	
National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Expression and Technical Skills		Demonstrate fast and slow tempi	Demonstrate loud and soft dynamics [<i>p</i> , <i>f</i>] and fast and slow tempi	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i>] and tempi [fast, slow]	Interpret expressive markings [accent, <i>fermata</i>] Demonstrate dynamics [<i>p</i> , <i>f</i> , crescendo, <i>decrescendo/diminuendo</i>] and tempi [fast, slow, <i>ritardando</i>]	Read and perform a short song using effective *expression and characteristic timbre	<u>Instrumental Performance</u> <u>Classes:</u> Read and perform music notation at a "beginning" to 2 grade-level (refer to glossary for Level of Difficulty) Read and perform a short song/ piece using effective expression and characteristic timbre	<u>Instrumental Performance</u> <u>Classes:</u> <u>Proficient</u> Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty) <u>Advanced</u> Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)	
	National Standards		MU 1	MU 1	MU 1	MU 1	MU 2	MU 2	MU 2
	Content Standards		FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Repertoire	Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles						<u>General Music Classes:</u> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles	<u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles
							<u>Instrumental Performance Classes:</u> Perform a varied repertoire of music representing diverse cultures, genres and styles	Apply stylistic elements needed to perform the music of various cultures, genres and styles
							Apply stylistic elements needed to perform the music of various cultures, genres and styles	
National Standards	MU 2						MU 2	MU 2
Content Standards	FA 1						FA 1	FA 1

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts									
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Imitation (play by ear)	Echo short rhythmic patterns on rhythm instruments and/or body percussion			Echo short rhythmic and melodic patterns on *classroom instruments			<u>General Music Classes:</u> Echo rhythmic and melodic patterns of increasing complexity on classroom instruments	<u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	<u>Instrumental Performance Classes:</u> Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument
							<u>Instrumental Performance Classes:</u> Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument	<u>Advanced</u> Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument	
	National Standards	MU 2			MU 2			MU 2	MU 2
Content Standards	FA 1			FA 1			FA 1	FA 1	

Product Performance

2. Develop and apply instrumental music skills to perform and communicate through the arts									
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Group Playing	Perform in groups following cues of the conductor	Perform in groups using a steady beat following the cues of the conductor	Perform in groups using a steady beat, matching dynamics, and following the cues of the conductor	Perform in groups matching tempo and dynamic changes, and following the cues of the conductor	Perform independently in a group, demonstrating characteristic timbre, tempo, and dynamics, following the cues of the conductor	Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>General Music Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics on classroom/percussion instruments for group performance, responding expressively to the cues of the conductor <u>Instrumental Performance Classes:</u> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor	<u>Instrumental Performance Classes:</u> Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation <u>Advanced</u> Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos , chamber ensembles, and large groups	
	National Standards	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2	MU 2
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

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Product Performance

3. Develop and apply improvisation skills in music to communicate through the arts									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Improvisation		*Improvise short rhythmic patterns	Improvise short rhythmic and melodic patterns	Improvise simple rhythmic and melodic ostinati accompaniments	Improvise simple rhythmic and melodic ostinati accompaniments	<p>Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic *variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p>	<p><u>General Music Classes:</u> Improvise short rhythmic and melodic patterns</p> <p>Improvise simple rhythmic, melodic and/or harmonic accompaniments</p> <p>Improvise simple rhythmic variations on familiar melodies</p> <p>Improvise short songs and instrumental pieces, using a variety of sound sources</p> <p><u>Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic variations in a consistent style and meter</p>	<p><u>General Music/Vocal and Instrumental Performance Classes:</u> Improvise simple rhythmic and/or melodic variations in a consistent style and meter</p> <p><u>Vocal (Show Choir) and Instrumental (*Jazz) Performance Classes:</u> Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality</p>	
	National Standards	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3	MU 3
	Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Product Performance

4. Develop and apply skills to *compose, *arrange, and create music to communicate through the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Composition and Arrangement		Create a single tone or non-pitched accompaniment for songs and stories	Create a rhythmic composition using *icons Create a *phrase by arranging rhythms	Create a rhythmic and/or melodic composition using icons	Create rhythmic and/or melodic <i>ostinati</i> and *soundscapes	Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines	<u>General Music Classes:</u> Create and notate a rhythmic and/or melodic <i>ostinati</i> accompaniment within teacher's specified guidelines <u>Vocal and Instrumental Performance Classes:</u> Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines	<u>General Music/Vocal and Instrumental Performance Classes:</u> <u>Proficient</u> Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines <u>Advanced</u> Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition)
National Standards	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4	MU 4
Content Standards	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1	FA 1

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Rhythmic *Notation	Read icons for long and short sounds and silence in duple meter	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • quarter note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs 	Read simple rhythm patterns (using iconic or standard notation) consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note 	Read standard rhythmic notation in 2/4, 3/4, 4/4 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes 	Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • eighth-note pairs • dotted half note • sixteenth notes • eighth note/rest • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation 	<u>General Music Classes:</u> Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation <u>Vocal and Instrumental Performance Classes:</u> Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above	<u>General Music Classes:</u> Interpret and explain duration and meter in 2/4, 3/4, 4/4 and 6/8 meter signature using bar lines using <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • dotted quarter followed by eighth • dotted quarter note/rest • 3 eighth notes beamed together in 6/8 • syncopation <u>Vocal and Instrumental Performance Classes:</u> Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add <ul style="list-style-type: none"> • *syncopation • *alla breve
National Standards	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

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Music Grade Level Expectations**

Elements of Music

1. Develop and apply the knowledge and skills to read and *notate music									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Melodic Notation		Identify icons for high and low sounds	Identify melodies that move up, down, or stay the same Transfer melodic icons to pitch notation (e.g., two line *staff)	Transfer short melodic *solfege (e.g., sol-mi, sol-la, sol-la-sol-mi) to pitch notation on the staff using the treble *clef	Identify standard pitch notation in the treble clef	Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify *accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs 	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and *keys	<u>General Music Classes:</u> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef Identify accidentals <ul style="list-style-type: none"> • sharps • flats • natural signs <u>Vocal and Instrumental Performance Classes:</u> Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys	
	National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Symbols of Expression		Recognize fast and slow tempi	Identify <i>p</i> for <i>piano</i> and <i>f</i> for <i>forte</i>	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decre</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • *accent 	Identify standard symbols <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decre</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • fast • slow • <i>ritardando</i> • accent • <i>fermata</i> • *ties • *slurs 	Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decre</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • *accelerando • *ritardando • *allegro • *moderato • *andante • *largo • *a tempo • accent • <i>fermata</i> • ties • slurs • *staccato • *legato 	General Music Classes: Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decre</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>accelerando</i> • <i>ritardando</i> • <i>allegro</i> • <i>moderato</i> • <i>andante</i> • <i>largo</i> • <i>a tempo</i> • accent • <i>fermata</i> • ties • slurs • <i>staccato</i> • <i>legato</i> Vocal and Instr. Performance Classes: Apply standard listed for General Music classes	General Music Classes: Identify standard symbols for dynamics, tempo and articulation <ul style="list-style-type: none"> • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>pp</i> for <i>pianissimo</i> • <i>ff</i> for <i>fortissimo</i> • <i>cresc</i> or < for <i>crescendo</i> • <i>decre</i> or > for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>accelerando</i> • <i>ritardando</i> • <i>allegro</i> • <i>moderato</i> • <i>andante</i> • <i>largo</i> • <i>a tempo</i> • accent • <i>fermata</i> • ties • slurs • <i>staccato</i> • <i>legato</i> Vocal and Instrumental Performance Classes: Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including <i>sfz</i>
National Standards		MU 5	MU 5	MU 5	MU 5	MU 5	MU 5	MU 5
Content Standards		FA 2	FA 2	FA 2	FA 2	FA 2	FA 2	FA 2

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Elements of Music

1. Develop and apply the knowledge and skills to read and notate music									
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6-8	Grade 9-12	
Symbols for Rhythm, Pitch, and Expressive Elements				Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> 	Notate rhythmic patterns and dynamics presented by the teacher <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> 	Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines <ul style="list-style-type: none"> • whole note/rest • quarter note/rest • half note/rest • eighth-note pairs • dotted half note • sixteenth notes • <i>p</i> for <i>piano</i> • <i>f</i> for <i>forte</i> • <i>mp</i> for <i>mezzo piano</i> • <i>mf</i> for <i>mezzo forte</i> • <i>cresc</i> for <i>crescendo</i> • <i>decresc</i> for <i>decrescendo</i> • <i>dim</i> for <i>diminuendo</i> • <i>sol-mi-la</i> • eighth note/rest 	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)	<u>General Music Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures (See Elements of Music) <u>Vocal and Instrumental Performance Classes:</u> Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)	
	National Standards				MU 5	MU 5	MU 5	MU 5	MU 5
	Content Standards				FA 2	FA 2	FA 2	FA 2	FA 2

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Elements of Music

1. Develop and apply the knowledge and skills to read and notate music								
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Sight Reading						<u>Vocal and Instrumental Performance Classes:</u> Independently interpret simple rhythmic and melodic notation at sight	<u>Vocal and Instrumental Performance Classes:</u> Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key , and meter; modest ranges]	<u>Vocal and Instrumental Performance Classes:</u> <u>Proficient</u> Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements] <u>Advanced</u> Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
	National Standards					MU 5	MU 5	MU 5
	Content Standards						FA 2	FA 2

**Missouri Department of Elementary and Secondary Education
 Music Grade Level Expectations**

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Musical *Forms	Distinguish between same and different	Distinguish between music opposites <ul style="list-style-type: none"> • same/different • high/low • fast/slow • long/short • smooth/separated • soft/loud • up/down 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • *introduction 	Recognize basic forms and composition techniques <ul style="list-style-type: none"> • question/answer • call/response • AB • repeated patterns [<i>ostinati</i>] • verse/refrain • repeat sign • canon • ABA • introduction/*interlude 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • *coda • *blues 	Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB • ABA • canon • <i>ostinati</i> • verse/refrain • repeat sign • partner songs • rondo • first and second endings • blues • <i>coda</i> • theme and variation • *DC/*Fine • *DS al coda/*Fine 	<u>General Music Classes:</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • AB/*binary • ABA/*ternary • rondo • first and second endings • repeat signs • <i>coda</i> • two-part songs • theme and variation • <i>DC/Fine</i> • <i>DS al coda/Fine</i> • AABA/song form • fugue <u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire	<u>General Music Classes:</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • theme and variation • <i>DC/Fine</i> • <i>DS al coda/Fine</i> • AB/binary • ABA/ternary • song form • <i>sonata</i> • rondo • fugue • opera • ballet • *musical theatre • symphonic • Jazz • *sonata <u>Vocal and Instrumental Performance Classes:</u> Identify forms used in selected ensemble repertoire
National Standards	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6	MU 6
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Artistic Perceptions

1. Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Musical Characteristics, Events, and Descriptors	<p>Respond and move to aural examples of music</p> <ul style="list-style-type: none"> • sound and silence <p>Differentiate between nature, man-made, and animal sounds</p> <p>Differentiate between various vocal productions:</p> <ul style="list-style-type: none"> • singing • whispering • shouting • speaking 	<p>Demonstrate through movement musical opposites</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/separated • soft/loud • same/different • up/down • beat/no beat <p>Differentiate between male, female, and children’s voices</p> <p>Differentiate between accompanied and unaccompanied</p>	<p>Demonstrate through movement musical opposites and basic forms</p> <ul style="list-style-type: none"> • high/low • fast/slow • long/short • smooth/separated • soft/loud • same/different • up/down • question/answer • call/response • AB • repeated pattern [<i>ostinati</i>] • verse/refrain <p>Differentiate between classroom pitched/non-pitched percussion instruments</p>	<p>Demonstrate and/or respond through movement to aural examples of music</p> <ul style="list-style-type: none"> • music forms • expressive elements <p>Visually and aurally identify instrumental families</p> <p>Distinguish between methods of sound production</p> <p>Differentiate between ensemble groupings (solo vs. group)</p>	<p>Distinguish between vocal ensemble groupings and orchestral instruments</p> <p>Identify instruments as representative of various cultures</p>	<p>Identify contrasting musical elements for vocal and instrumental music including melody, harmony, rhythm, expression, form, and timbre (e.g., voice classification-SATB, instrumental ensemble groupings-Jazz Band/Concert Band, etc.)</p>	<p><u>General Music Classes and Vocal and Instrumental Performance Classes:</u></p> <p>Determine the musical means (source) and size of group of an aural example</p> <p>Describe the musical expression (mood) of an aural example</p> <p>Determine the order and organization of an aural example</p> <p>Determine the possible origin of an aural example (e.g., location and time)</p> <p>Characterize the use of music by its intended function (purpose) and its intended audience</p>	
National Standards	MU 6	MU 6	MU 6	MU 6	MU 7	MU 7	MU 6	
Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance									
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Criteria for Musical Performances and Compositions	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • appropriate singing voice • loud/soft • steady beat • posture/stage presence 			Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • posture/stage presence 		Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • posture/stage presence 		<u>General Music Classes and Vocal and Instrumental Performance Classes:</u> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence 	
	National Standards	MU 7			MU 7	MU 7		MU 7	
	Content Standards	FA 3			FA 3	FA 3		FA 3	

Artistic Perceptions

2. Develop and apply the knowledge and skills to evaluate music and musical performance									
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Critique Musical Performances and Compositions	Use prerequisite music terms to describe their personal response to a musical example (feelings)	Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories)	Use prerequisite music terms to describe their personal response to a musical example (tempo)	Use prerequisite music terms to describe their personal response to a musical example (tone, timbre)	Use prerequisite music terms to describe their personal response to a musical example (function/style)	Use prerequisite music terms to describe their personal response to a musical example (offers suggestions for improvement)	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement	<u>General Music Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening <u>Vocal and Instrumental Performance Classes:</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment Use musical terminology to describe their personal response to musical example	
	National Standards	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7	MU 7
	Content Standards	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3	FA 3

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Connections Between Music and Related Arts and Humanities	Use terms such as plain or fancy, same or different, bright or dark, in music class and art class	Name words and ideas that are used to describe works of music, art, dance, or theatre, such as happy and sad, light and dark, or same and different Identify ways ideas are used differently in music, art, dance, or theatre (e.g., how music heard or sung in class makes you feel, and do the same after viewing a painting, or play, or ballet	Tell how concepts such as repetition and contrast are used in the fine arts	Compare and contrast terms used in the arts (e.g., identify similarities when comparing selected painting and listening to a musical piece	Compare and contrast meanings of terms used in the arts, such as unity, variety, repetition and contrast (e.g., listen to a rondo and study pictures of buildings designed by famous architects; tell where you see or hear examples of repetition	Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	<u>General Music/Vocal and Instrumental Performance Classes:</u> Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally	<u>General Music Classes:</u> Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines <u>Vocal and Instrumental Performance Classes:</u> Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
National Standards	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4	FA 4

Missouri Department of Elementary and Secondary Education Music Grade Level Expectations

Interdisciplinary Connections

1. Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Connections Between Music and Non-Arts Disciplines		Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music List common themes found in all subject areas (e.g., repetition)	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Show how the arts are studied in ways common to other subjects (e.g., relate rhythmic groups in music to sets in mathematics)	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Relate ideas learned or discussed in music to other situations in life (e.g., learn a song about imagination, and talk about how imagination can help you in many ways)	Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music Compare the science of sound as it relates to stringed (violin, piano) and percussion instruments (e.g., production of sound, vibrations)	Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to string instruments and percussion instruments) Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics	<u>General Music/Vocal and Instrumental Performance Classes:</u> Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)	<u>General Music Classes:</u> Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences <u>Vocal and Instrumental Performance Classes:</u> List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups
National Standards		MU 8	MU 8	MU 8	MU 8	MU 8	MU 8	MU 8
Content Standards		FA 4	FA 4	FA 4	FA 4	FA 4, 1.6	FA 4, 1.10	FA 4, 1.10

Missouri Department of Elementary and Secondary Education Music Grade Level Expectations

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Genres and Styles	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Western and non-Western music • circle games • *call and response Recognize music of now and *long ago	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • patriotic • Native American • African American • *Singing Games 	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • Play party • Folk dances/folk music Identify "The Star-Spangled Banner" as the National Anthem	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Work songs • Cowboy songs • Square dances • *Spirituals • *Blues Identify music representing diverse cultures including Missouri (including the music of *Scott Joplin) and American heritage	Identify characteristics of teacher-selected genres or styles <ul style="list-style-type: none"> • *Secular • *Sacred • Multicultural music • American/patriotic songs • Opera • Ballet • Blues • *Ragtime 	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <ul style="list-style-type: none"> • Jazz • *Orchestral • Classical/contemporary • American/world • Musical Theater <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire	<u>General Music Classes:</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music <u>Vocal and Instrumental Performance Classes:</u> Identify genre or style from various historical periods through listening to selected ensemble repertoire
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Stylistic Practices	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem 	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Describe how elements of music are used in teacher-selected examples of diverse cultures including Missouri and American heritage</p>	Describe how elements of music are used in teacher-selected examples <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet 	<u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples <u>Vocal and Instrumental Performance Classes:</u> <u>Vocal and Instrumental Performance Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples	<u>General Music Classes:</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples <u>Vocal and Instrumental Performance Classes:</u> <u>Proficient and Advanced</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples Describe the historical significance of selected musical literature
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

**Missouri Department of Elementary and Secondary Education
Music Grade Level Expectations**

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place									
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12	
Music's Role and Function in Various Cultures	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • lullabies • marches • nursery rhymes/chants <p>Identify and demonstrate appropriate listening behavior during a classroom or outside performance</p>	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Western and non-Western music • circle games • call and response <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • patriotic • Native American • African American • Singing Games <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Play party • Folk dances/folk music • National anthem <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	Describe the function of music representing diverse cultures, including Missouri and American heritage, in various settings and cultural events <ul style="list-style-type: none"> • Work songs • Cowboy songs • Square dances • Spirituals • Ragtime • Blues <p>Discuss and demonstrate appropriate listening behavior for various types of performances</p>	Describe the function of music in various settings and cultural events <ul style="list-style-type: none"> • Secular/sacred • Multicultural music • American/patriotic songs • Opera • Ballet <p>Document understanding of musical experiences through writing samples or illustrations</p>	Describe the function of music in various settings and cultural events <p>Attend and describe live musical experiences</p>	<p><u>General Music Classes:</u> Describe the effects of society, culture and technology on music</p> <p><u>Vocal and Instrumental Performance Classes:</u></p> <p><u>Proficient and Advanced</u> Categorize the function of music being performed in relation to its function in society or history</p>	
	National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
	Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5

Missouri Department of Elementary and Secondary Education Music Grade Level Expectations

Historical and Cultural Contexts

1. Develop and apply the knowledge and skills to understand works of art in time and place								
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-8	Grades 9-12
Careers in Music	Identify responsibilities of a music leader and group participants in a classroom setting	Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting	Identify responsibilities of an accompanist and soloist	Identify responsibilities of a *composer and conductor	Identify available music-related careers in a given setting in the community Identify available music involvement opportunities in the school setting such as band, orchestra, choir, musical theatre, etc.	Identify available music-related careers in a given setting	Compare and contrast a variety of music and music-related vocations and avocations	<u>General Music Classes:</u> Discuss musical figures and their role as composers/performers/innovators <u>Vocal and Instrumental Performance Classes:</u> Compare and contrast music and music-related vocations and avocations Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire Cite well-known performers specific to student's instrument and/or voice
National Standards	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9	MU 9
Content Standards	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5	FA 5