

School District of Superior
**Grade Level Performance
Standards**



GENERAL MUSIC

GRADES K-2

School District of Superior STANDARD A: SINGING

Grade Level Performance Standards: *The student will...*

GRADE K	GRADE 1	GRADE 2
A.K.1 Sings, from memory, a varied repertoire of songs.	A.1.1 Sings, from memory, a varied repertoire of songs representing different genres and styles.	A.2.1 Sings, from memory, a varied repertoire of songs representing different genres and styles from diverse cultures.
A.K.2 Uses voice to speak, chant and sing.	A.1.2 Uses developmentally appropriate vocal range.	A.2.2 Uses head tone in an expanded vocal range.
A.K.3 Performs loud and soft dynamics	A.1.3 Performs dynamics (getting softer, getting louder, soft, medium loud).	A.2.3 Performs dynamics (crescendo, decrescendo, soft, medium, loud).

Wisconsin Standard B: INSTRUMENTAL

CONTENT STANDARD: Students in the School District of Superior will play, alone and with others, a varied repertoire of music on instruments.

By the end of grade FOUR, students will:

B.4.1 Play on pitch, in rhythm, with appropriate dynamic and timbre, and maintain a steady tempo.

B.4.2 Play easy rhythmic, melodic, and/or chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments..

B.4.3 Play expressively a varied repertoire of music representing diverse genres and styles.

B.4.4 Echo short rhythmic and melodic patterns.

B.4.5 Play in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

School District of Superior STANDARD B: INSTRUMENTAL

Grade Level Performance Standards: *The student will...*

GRADE K	GRADE 1	GRADE 2
<p>B.K.1 Perform on a variety of classroom instruments (e.g., drum, rhythm sticks, maracas) and is able to use other sound sources for making music.</p> <p>B.K.2 Perform loud and soft dynamics.</p> <ul style="list-style-type: none"> • Not addressed at this level 	<p>B.1.1 Perform a steady beat on a variety of classroom instruments and other sound sources while using appropriate playing position.</p> <p>B.1.2 Perform dynamics (soft, medium and loud).</p> <ul style="list-style-type: none"> • <p>B.1.3 Play simple rhythmic patterns (quarter notes, eighth notes and quarter rests) on classroom instruments.</p> <p>B.1.4 Compose simple rhythmic and melodic patterns using notation appropriate to Standard E.</p>	<p>B.2.1 Maintain a steady beat, independently, on a variety of classroom instruments while using appropriate playing position.</p> <p>B.2.2 Perform dynamics (soft, medium, loud, getting softer, getting louder).</p> <p>B.2.3 Play simple rhythmic patterns (half, quarter, and eighth notes and quarter rests) on classroom instruments.</p> <p>B.2.4 Improvise instrumental accompaniments to songs and recorded selections.</p> <p>B.2.5 Compose simple rhythmic and melodic patterns appropriate to Standard E.</p>

Wisconsin Standard E: READING AND NOTATING MUSIC

CONTENT STANDARD: Students in the School District of Superior will read and notate music.

By the end of grade FOUR, students will:

E.4.1 Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.

E.4.2 Use a system (syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

E.4.3 Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

E.4.4 Use standard symbols to notate meter, rhythm, pitch, and dynamics in pattern and/or sung.

School District of Superior STANDARD E: READING AND NOTATING
Grade Level Performance Standards: *The student will...*

<i>GRADE K</i>	<i>GRADE 1</i>	<i>GRADE 2</i>
<p>E.K.1 Reads icons representing the beat.</p> <ul style="list-style-type: none"> • <p>E.K.2 Reads and performs sound/silence.</p> <ul style="list-style-type: none"> • 	<p>E.1.1 Uses a system (e.g. syllables, counting) to read quarter and eighth notes and rests in simple patterns.</p> <ul style="list-style-type: none"> • <p>E.1.2 Uses a system (e.g., solfege) to read simple melodic patterns in the treble clef in major keys using <i>sol, mi</i> and <i>la</i>.</p> <ul style="list-style-type: none"> • 	<p>E.2.1 Uses a system (e.g. syllables, counting) to read half, quarter and eighth notes and rests in simple patterns.</p> <p>E.2.2 Uses a system (e.g., solfege) to read simple melodic patterns in the treble clef in major keys using <i>do, re, sol, mi</i> and <i>la</i>.</p> <p>E.2.3 Recognizes and uses standard notational symbols and terms (staff, bar line, repeat sign, piano, forte).</p> <ul style="list-style-type: none"> •

Wisconsin Standard F/G (adapted)*: DESCRIBES, ANALYZES AND EVALUATES MUSIC

CONTENT STANDARD: Students in the School District of Superior will describe, analyze and evaluate.

By the end of grade FOUR, students will:

C.4.1 Identify phrases and sections of music that are the same, similar, and/or different.

C.4.2 Identify simple music forms upon listening to a given example.

C.4.3 Demonstrate perceptual skills by listening to, answering questions about, describing music of various styles representing diverse cultures.

C.4.4 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

C.4.5 Identify the sounds of a variety of instruments, including many orchestra and band instruments and instruments from various cultures, as well as male and female adult voices.

C.4.6 Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music.

C.4.7 Devise criteria for evaluating performances and compositions.

C.4.8 Explain, using appropriate music terminology, personal preferences for specific musical works and styles.

C.4.9 Evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

*Wisconsin Standards C and D are incorporated throughout the curriculum.

School District of Superior STANDARD F/G: DESCRIBING, ANALYZING AND EVALUATING MUSIC

Grade Level Performance Standards: *The student will...*

GRADE K	GRADE 1	GRADE 2
<p>F/G.K.1 Improvises movement to a variety of musical examples.</p> <ul style="list-style-type: none"> • <p>F/G.K.2 Uses own vocabulary to describe music.</p> <p>F/G.K.3 Moves to demonstrate awareness of the elements of music (e.g., tempo, register, dynamics).</p>	<p>F/G.1.1 Uses own vocabulary to describe music or simple music vocabulary (high/low, loud/soft, fast/slow, short/long) to describe music.</p> <p>E/F.1.2 Moves, verbalizes, or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter).</p> <ul style="list-style-type: none"> • 	<p>F/G.2.1 Uses standard music vocabulary (piano, forte) to describe music</p> <p>F/G.2.2 Moves, verbalizes, or uses visual representation to demonstrate awareness of the elements of music (tempo, register, dynamics, meter and forms including AB, ABA, and rondo).</p> <ul style="list-style-type: none"> •

Wisconsin Standard H/I: THE ARTS, HISTORY AND CULTURE

CONTENT STANDARD: Students in the School District of Superior will relate music to history, culture, the other arts and disciplines outside the arts.

By the end of grade FOUR, students will:

H/I.4.1 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

H/I.4.2 Demonstrate audience behavior appropriate for the context and style of music performed .

H/I.4.3 Listen to and identify, by genre or style, examples of music from various historical periods and world cultures.

H/I.4.4 Describe, in simple terms, how elements of music are used in music examples from various cultures of the world.

H/I 4.5 Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

H/I.4.6 Identify and describe roles of musicians in various music settings and world cultures.

School District of Superior STANDARD H/I: THE ARTS, HISTORY, CULTURE

Grade Level Performance Standards: *The student will...*

GRADE K	GRADE 1	GRADE 2
E.K.1 Knows music is part of daily life.	E.1.1 Understands the relationship of music to history and cultures. <ul style="list-style-type: none">•	E.2.1 Identifies characteristics that make certain music suitable for specific uses. E.2.2 Demonstrates an awareness of music from cultures and historical periods other than his/her own. E.2.3 Recognizes ways in which music is interrelated with the subject matter of other disciplines taught in school.

School District of Superior Music Department Standard J: RESPONSIBILITY

CONTENT STANDARD: Students in the School District of Superior will take ownership of and contribute to group and individual activities.

By the end of grade FOUR, students will:

J.4.1 Student will be observed at least 3 times per quarter for behaviors which include: following directions, listening attentively, cooperating with others, conscientiously participating in classroom activities.

School District of Superior Music Department Standard J: RESPONSIBILITY

Grade Level Performance Standards: *The student will...*

GRADE K	GRADE 1	GRADE 2
<p>J.K.1 Demonstrate behaviors which show responsibility.</p> <ul style="list-style-type: none">• Follows directions• Listens attentively• Cooperates with others• Conscientiously participates in classroom activities	<p>J.1.1 Demonstrate behaviors which show responsibility.</p> <ul style="list-style-type: none">• Follows directions• Listens attentively• Cooperates with others• Conscientiously participates in classroom activities	<p>J.2.1 Demonstrate behaviors which show responsibility.</p> <ul style="list-style-type: none">• Follows directions• Listens attentively• Cooperates with others• Conscientiously participates in classroom activities