

STATE OF CALIFORNIA VISUAL & PERFORMING ARTS CONTENT STANDARDS & STRANDS

At-A-Glance: Music

Grade Level: K – 3, 6

- 1.0 Artistic Perception:** Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
- 2.0 Creative Expression:** Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.
- 3.0 Historical and Cultural Context:** Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
- 4.0 Aesthetic Valuing:** Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.
- 5.0 Connections, Relationships, and Applications:** Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in music.

Condensed version edited by Music Center Education Division
Complete VAPA Content Standards for Pre-K - 12th grades available at: <http://www.cde.ca.gov/shsd/arts>

Basic Music Elements & Concepts

high/low, fast/slow, loud/soft, and beat

Identify Tools

Voice, clapping/stamping, drum, xylophone

Artistic Perception**1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Music****– Read & Notate Music; Listen to, Analyze & Describe Music**

→ 1.1 Use icons or invented symbols to represent beat.

→ 1.2 Identify and describe basic elements in Music (e.g. high/low, fast/slow, loud/soft, beat)

Creative Expression**2.0 Creating, performing, & participating in Music****– Apply Vocal & Instrumental Skills; Compose, Arrange & Improvise**

→ 2.1 Use the singing voice to echo short melodic patterns.

→ 2.2 Sing age-appropriate songs from memory.

→ 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

→ 2.4 Create accompaniments, using the voice or a variety of classroom instruments.

Historical & Cultural Context**3.0 Understanding the Historical Contributions and Cultural Dimensions of Music****– Role of Music; Diversity of Music**

→ 3.1 Identify various uses of music in daily experiences.

→ 3.2 Sing and Play simple singing games from various cultures.

→ 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.

→ 3.4 Use movements in responding to music from various genres and styles (rhythm, melody).

Aesthetic Valuing**4.0 Responding to, Analyzing, & Making Judgments about Works of Music;****– Derive Meaning**

→ 4.1 Create movements that correspond to specific music.

→ 4.2 Identify, talk about, sing, or play music written for specific purposes (work song, lullaby, etc.).

Connection, Relations, Applications**5.0 Connecting & Applying What is Learned in Music to Learning in Other Art Forms & Subject Areas and to Careers****– Connections and Applications; Careers and Career-Related Skills**

→ 5.1 Use music, together with dance, theatre, and visual arts, for storytelling.

→ 5.2 Identify & talk about reasons artists have been creating dances, music, theatre pieces and works of visual art.

Basic Music Elements & Concepts rhythm patterns, pitch, beat, rest, & divided beat (2 sounds on 1 beat)	Musical Forms phrase, AB, echo	Identify Tools common instruments
---	--	---

Artistic Perception

1.0 Processing, analyzing, & responding to sensory information through the Language and Skills unique to Music

– Read & Notate Music; Listen to, Analyze & Describe Music

- 1.1 Read, write, & perform simple patterns of rhythm & pitch, using beat, rest, & divided beat (2 sounds on 1 beat).
- 1.2 Identify simple musical forms (phrase, AB, echo).
- 1.3 Identify common instruments visually and aurally in a variety of music.

Creative Expression

2.0 Creating, performing, & participating in Music

– Apply Vocal & Instrumental Skills; Compose, Arrange & Improvise

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play simple accompaniments
- 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

– Role of Music; Diversity of Music

- 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.
- 3.2 Sing and play simple singing games from various cultures.
- 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.
- 3.4 Use developmentally appropriate movements in responding to music from various genres, periods and styles.(rhythm, melody, form).

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Music

– Derive Meaning

- 4.1 Create movements to music that reflect focused listening.
- 4.2 Describe how ideas or moods are communicated through music.

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Music to Learning in Other Art Forms & Subject Areas and to Careers

– Connections and Applications; Careers and Career-Related Skills

- 5.1 Recognize and explain how people respond to their world through music.
- 5.2 Describe how the performance of songs and dances improve after practice & rehearsal.

SECOND GRADE**MUSIC**

Basic Music Elements & Concepts quarter, eighth, half notes & rests, ascending/descending melody, even/uneven rhythm patterns, pitch, tempo, form, dynamics, texture	Musical Forms verse/refrain, AB, ABA	Identify Tools wind, string, brass, percussion
--	--	--

Artistic Perception**1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Music****– *Read & Notate Music; Listen to, Analyze & Describe Music***

- 1.1 Read, write, & perform simple patterns, using eighth notes, quarter notes, half notes, and rests.
- 1.2 Read, write and perform simple pitch patterns, using solfege.
- 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.
- 1.4 Identify simple music forms, emphasizing verse/refrain, AB, ABA.
- 1.5 Identify visually & aurally individual wind, string, brass, and percussion instruments used in a variety of music.

Creative Expression**2.0 Creating, Performing, & Participating in Music****– *Apply Vocal & Instrumental Skills; Compose, Arrange & Improvise***

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play rhythmic ostinatos on classroom instruments.
- 2.4 Improvise simple rhythmic & melodic accompaniments, using voice and a variety of classroom instruments.

Historical & Cultural Context**3.0 Understanding the Historical Contributions and Cultural Dimensions of Music****– *Role of Music; Diversity of Music***

- 3.1 Identify the uses of specific music in daily or special events.
- 3.2 Sing simple songs & play singing games from various cultures.
- 3.3 Describe music from various cultures.

Aesthetic Valuing**4.0 Responding to, Analyzing, & Making Judgments about Works of Music;****– *Analyze and Critically Assess; Derive Meaning***

- 4.1 Use the terminology of music in discussing individual preferences for specific music.
- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.
- 4.3 Identify how musical elements communicate ideas or moods.
- 4.4 Respond to a live performance with appropriate audience behavior.

Connection, Relations, Applications**5.0 Connecting & Applying What is Learned in Music to Learning in Other Art Forms & Subject Areas and to Careers****– *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Identify similar themes in stories, songs, and art forms (e.g. patterns, textures).
- 5.2 Identify and discuss who composes and performs music.

Basic Music Elements & Concepts quarter, eighth, half , dotted half, whole notes & rests, melody, harmony, timbre, pitch, tempo, form, dynamics, quality	Musical Forms round, AABA, AABB,question-&-answer	Identify Tools 4 families of orchestral instruments, male & female adult voices, sound production on instruments
--	---	--

Artistic Perception

1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Music

– Read & Notate Music; Listen to, Analyze & Describe Music

- 1.1 Read/ write/perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, & rests.
- 1.2 Read/write/perform pentatonic patterns, using solfege.
- 1.3 Identify melody, rhythm harmony, timbre in selected pieces of music when presented aurally.
- 1.4 Identify visually & aurally the four families of orchestral instruments and male & female adult voices.
- 1.5 Describe the way in which sound is produced on various instruments.
- 1.6 Identify simple musical forms (e.g., AABA, AABB, round).

Creative Expression

2.0 Creating, Performing, & Participating in Music

– Apply Vocal & Instrumental Skills; Compose, Arrange & Improvise

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.2 Sing age-appropriate songs from memory, including rounds, partner songs, & ostinatos.
- 2.3 Play rhythmic & melodic ostinatos on classroom instruments.
- 2.4 Create short rhythmic & melodic phrases in question-and-answer form.

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

– Role of Music; Diversity of Music

- 3.1 Identify the uses of music from various cultures and time periods.
- 3.2 Sing memorized songs from diverse cultures.
- 3.3 Play memorized songs from diverse cultures.
- 3.4 Identify differences & commonalities in music from various cultures.

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Music;

– Analyze and Critically Assess; Derive Meaning

- 4.1 Select and use specific criteria in making judgments about the quality of a music performance.
- 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.
- 4.3 Describe how specific musical elements communicate particular ideas or moods in music.

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Music to Learning in Other Art Forms & Subject Areas and to Careers

-Connections and Applications; Careers and Career-Related Skills

- 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).
- 5.2 Identify what musicians/composers do to create music.

Basic Music Elements & Concepts quarter, eighth, half notes & rests, read/write pitch patterns, ascending/ descending melody, even/uneven rhythm patterns, different instrument sounds	Musical Forms rhythmic ostinatos, cultural	Identify Tools voice, classroom instruments
--	--	---

Artistic Perception

1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Music

– Read & Notate Music; Listen to, Analyze & Describe Music

- 1.1 Read, write, and perform intervals and triads.
- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.
- 1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).

Creative Expression

2.0 Creating, Performing, & Participating in Music

– Apply Vocal & Instrumental Skills; Compose, Arrange & Improvise

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape – written and memorized, by oneself and in ensembles (level of difficulty: 1; scale: 1-6)
- 2.2 Sing music written in two parts.
- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in an ensemble (level of difficulty: 1; scale: 1-6).
- 2.4 Compose short pieces in duple and triple meters.
- 2.5 Arrange simple pieces for voices or instruments, using tradition sources of sound.
- 2.6 Improvise simple melodies.

Historical & Cultural Context

3.0 Understanding the Historical Contributions and Cultural Dimensions of Music

– Role of Music; Diversity of Music

- 3.1 Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.
- 3.2 Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman)
- 3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.
- 3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.

Aesthetic Valuing

4.0 Responding to, Analyzing, & Making Judgments about Works of Music

– Analyze and Critically Assess; Derive Meaning

- 4.1 Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing.
- 4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
- 4.3 Identify aesthetic qualities in a specific musical work.

Connection, Relations, Applications

5.0 Connecting & Applying What is Learned in Music to Learning in Other Art Forms & Subject Areas and to Careers

- 5.1 Describe how knowledge of music connects to learning in other subject areas.
- 5.2 Identify career pathways in music.