

# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

MUSIC STANDARDS		K	1	2	3	4	5	6	7	8
<b>Standard A: Listening to Music</b>										
A.1	Identify music forms when presented aurally using the descriptors same/different	I	D	D	M					
A.2	Identify music forms when presented aurally using the descriptors call and response, verse/refrain, echo, or ABA form when guided by visual aids		I	D	D	M	R			
A.3	Identify music forms when presented aurally using the descriptors Rondo and Sonata forms				I	D	M	R	R	R
A.4	Demonstrate perceptual skills by moving and by answering questions about aural examples of music of various styles representing diverse cultures	I	D	D	D	D	M	R	R	R
A.5	Use proper terminology in explaining sounds, instruments, and voices including, but not limited to, high/low, fast/slow, loud/soft, solo/group, upward movement/downward movement, and long/short	I	D	D	D	D	M	R	R	R
A.6	Use proper terminology in explaining sounds, instruments, and voices including, but not limited to, rhythm/rest, and beat/no beat		I	D	D	D	D	M	R	R
A.7	Use proper terminology in explaining sounds, instruments, and voices including, but not limited to, crescendo, decrescendo, and accents			I	D	D	M	R	R	R
A.8	Identify sounds of common instruments, including not limited to, violin, guitar, piano, flute, clarinet, trumpet, trombone, and the percussion family instruments as well as children’s voices and male/female adult voices	I	D	D	D	D	M	R	R	R
A.9	Identify orchestra and band instruments		I	D	D	D	D	M	R	R
A.10	Identify instruments from various cultures		I	D	D	D	D	M	R	R

I – Introduce  
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A.11	Demonstrate understanding of dynamics, tempo, steady beat and basic meters with appropriate movement including, but not limited to, tip-toeing, stomping, walking, marching, running, skipping	I	D	D	D	D	M			
A.12	Recognize harmony created by rounds, ostinatos, descants, and partner songs					I	D	D	D	M
A.13	Describe specific musical events within a given aural example, using appropriate terminology including, but not limited to form, major/minor, dynamics, tempo, meter, range, and instrumentation						I	D	D	M
A.14	Analyze the uses of elements in music in aural examples representing diverse genres and cultures including, but not limited to, American styles					I	D	D	D	M
A.15	Analyze the uses of pitch, rhythm, dynamics, timbre, and form in aural examples representing diverse genres and cultures						I	D	D	M
A.16	Demonstrate knowledge of the basic principles of meter and rhythm						I	D	D	D
A.17	Demonstrate knowledge of the basic principles of tonality in their analysis of music							I	D	D
A.18	Demonstrate knowledge of the basic principles of intervals, chords, and harmonic progressions in their analysis of music						I	D	D	D
<b>Standard B: Music Performance</b>										
B.1	Sing independently simple echo patterns, on pitch and in rhythm maintaining a steady tempo, including a minor third (so/mi, 3/5)	I	D	D	M					
B.2	Sing with proper diction, posture, breath control, phrasing, and interpretation	I	D	D	D	D	D	D	D	D

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B.3	Sing in groups, using appropriate vocal timbres, matching dynamic levels, and responding to the cues of a conductor	I	D	D	D	D	D	D	D	M
B.4	Participate in mass music by singing familiar songs and participating responses	I	D	D	D	D	D	D	D	M
B.5	Sing independently simple echo patterns, on pitch and in rhythm maintaining a steady tempo including a sixth (do/so/mi/la, 1/3/5/6)		I	D	D	M	R			
B.6	Demonstrate the use of singing, speaking, whispering, and shouting voices in appropriate situations	I	D	D	M					
B.7	Sing songs of a limited range from memory in a variety of styles	I	D	M						
B.8	Sing an ostinato to add harmony to songs		I	D	D	M				
B.9	Sing partner songs, descants, and rounds				I	D	D	M	R	R
B.10	Sing independently simple patterns, on pitch and in rhythm maintaining a steady tempo including, but not limited to, an octave range			I	D	D	M			
B.11	Improvise “answers” in the same style given rhythmic and melodic phrases			I	D	D	D	M		
B.12	Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles						I	D	D	M
B.13	Play simple rhythms and steady beats with appropriate dynamics and maintaining a tempo	I	D	M						
B.14	Echo rhythmic patterns of limited number of beats and range	I	D	D	D	M				
B.15	Play ostinatos based on word-rhythms	I	D	D	D	M				
B.16	Play simple rhythms including eighth notes/quarter notes and rests in 2/4, 3/4, or 4/4 meters with appropriate dynamics and maintaining a tempo		I	D	D	D	M			

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B.17	Play a short rhythmic or melodic ostinato as accompaniment to a song		I	D	D	D	M			
B.18	Play basic rhythm instruments with proper technique and respond to the cues of a conductor	I	D	D	D	M	R	R	R	R
B.19	Play basic melodic instruments with proper technique and respond to the cues of a conductor		I	D	D	M	R	R	R	R
B.20	Create musical sounds to accompany readings, dramatizations, or short songs	I	D	D	D	D	D	D	D	M
B.21	Use a variety of sound sources when composing			I	D	D	D	D	D	M
B.22	Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means					I	D	D	D	M
B.23	Display proper care and use of music equipment and instruments	I	D	D	D	D	M	R	R	R
B.24	Perform easy rhythmic and melodic patterns accurately on rhythmic(percussion) or melodic (recorder) instruments			I	D	D	D	M	R	R
B.25	Perform easy rhythmic, melodic, and chordal patterns accurately on harmonic classroom instruments (guitar, piano, boom whackers, ukuleles)							I	D	D
B.26	Perform on pitch, in rhythm notes including dotted half and dotted quarter notes in 2/4, 3/4, and 4/4 meters with appropriate dynamics and timbre and maintain a steady tempo				I	D	D	M	R	R
B.27	Perform a varied repertoire of music representing diverse genres and styles, including but not limited to, patriotic, folk music, and spirituals			I	D	D	D	D	D	M

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B.28	Perform a varied repertoire of music representing diverse genres and styles, including ethnic music and musical compositions of history				I	D	D	D	D	M
B.29	Perform independent instrumental parts while other students sing or play contrasting parts				I	D	D	D	M	R
B.30	Improvise simple rhythmic and melodic ostinato accompaniments				I	D	D	D	D	M
B.31	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies					I	D	D	M	
B.32	Improvise simple harmonic accompaniments							I	D	M
B.33	Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies						I	D	D	M
B.34	Improvise melodic embellishments and simple rhythmic/melodic variations on given major keys								I	D
B.35	Improvise short melodies over given rhythmic accompaniments in a consistent style, meter, and tonality							I	D	M
B.36	Perform on at least one instrument accurately and independently with proper playing technique					I	D	D	D	M
B.37	Identify the effects of drug and alcohol use as well as general health on the voice							I	D	D
B.38	Apply the use of treble and bass clef notation to tone color of a melodic instrument						I	D	D	M
<b>Standard C: Music Construction</b>										
C.1	Develop audience skills and an appreciation of music and performances	I	D	D	D	D	D	M	R	R
C.2	Explain, using age appropriate music terminology, their personal preferences for specific musical works and styles	I	D	D	D	D	M			

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C.3	Identify ways music relates to other school subjects	I	D	D	D	D	D	D	D	M
C.4	Describe in simple terms how basic music elements are used in music of other cultures and historical periods including, but not limited to, high/low, fast/slow, loud/soft	I	D	M						
C.5	Describe in simple terms how basic music elements are used in music of other cultures and historical periods including contour, solo/group, rhythm/rest and steady beat/no beat		I	D	M					
C.6	Identify music use in everyday life	I	D	D	D	D	D	D	D	D
C.7	Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use				I	D	D	D	M	R
C.8	Recognize the roles of conductors, performers, and audiences	I	D	D	D	M	R	R	R	R
C.9	Identify by genre or style aural examples of music from various cultures			I	D	D	M			
C.10	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures				I	D	D	D	D	M
C.11	Know 1-3 composers and identify their style of music		I	D	D	D	D	D	D	D
C.12	Devise criteria for evaluating performances and compositions and apply the criteria in their personal listening and performing				I	D	D	D	M	R

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C.13	Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement						I	D	D	M
C.14	Compare in several cultures of the world, functions music serves, and conditions under which music is typically performed						I	D	D	M
C.15	Classify by genre, style, historical period, composer, or title a varied body of musical works and explain the characteristics that cause each work to be considered exemplary								I	D
<b>Standard D: Knowledge of Music</b>										
D.1	Create long/short, high/low, upward/downward, or loud/soft sounds as a response to a pictorial presentation	I	D	D	M					
D.2	Recognize the presence of strong and weak beats as meter		I	D	D	D	M			
D.3	Use a system of syllables, numbers, or letters to read simple pitch notation in the treble clef in major keys including but not limited to a sixth (do/mi/so/la/ or 1/3/5/6)			I	D	D	M	R		
D.4	Identify symbols and traditional terms, including but not limited to, repeat signs, D.C., D.S., fine, and codas and interpret them correctly when performing			I	D	D	D	M	R	R
D.5	Identify similarities/differences in the meanings of common terms used in the various arts				I	D	D	M		

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D.6	Read whole, half dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures				I	D	D	D	D	M
D.7	Read alla breve meter signatures (cut time)							I	D	D
D.8	Identify upward and downward contour in printed music		I	D	D	M	R	R	R	R
D.9	Use standard symbols to notate meter and rhythm presented by the teacher			I	D	D	D	M	R	R
D.10	Use standard symbols to notate pitch and dynamics in simple patterns presented by the teacher				I	D	D	D	M	R
D.11	Identify and define standard notation symbols for tempo, articulation, and expression including, but not limited to, sharps, flats, and natural signs							I	D	M
D.12	Use standard notation to record musical ideas						I	D	D	D
D.13	Read simple melodies in both treble and bass clefs						I	D	D	M
D.14	Arrange simple pieces for voices or instruments other than those for which the pieces were written							I	D	D
D.15	Identify triads and key signatures of C, F, D, and G Major						I	D	M	R
D.16	Identify major key signatures								I	D
D.17	Compose short pieces demonstrating how music elements are used to achieve unity and variety, tension and release, and balance								I	D
D.18	Discuss the laws which protect creative expression					I	D	D	D	M

I – Introduce  
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# DIOCESE OF JEFFERSON CITY CURRICULUM GUIDE

INSTRUMENTAL MUSIC STANDARDS						4	5	6	7	8
IM.1	Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control					I	D	D	D	D
IM.2	Perform a variety of instrumental pieces with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, including some solos from memory						I	D	D	D
IM.3	Perform music representing diverse genres and cultures, with expression appropriate for the work being performed						I	D	D	D
IM.4	Play by ear or improvise simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument (jazz ensemble only)						I	D	D	D
IM.5	Sight-read, accurately and expressively, music with different levels of difficulty						I	D	D	D
IM.6	Evaluate the quality of one's own and others' performances and offer constructive suggestions for improvements.						I	D	D	D

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