

Content Area

Fine Arts

Strand (if designated)

Music

Standard

Standard 2: MUSIC: Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures

Progression for this Standard

Grade/ Course	Code	Benchmark	SPA
K	FA.K.2.1	Use singing voice to echo short melodic patterns in appropriate range	The student: Sings a short melodic pattern echoing the teacher.
K	FA.K.2.2	Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow	The student: Demonstrates high and low using either sounds, manipulatives, movements, etc.
K	FA.K.2.3	Use an instrument to maintain a steady beat using quarter notes and quarter rests	The student: Maintains a steady beat on classroom instruments with the teacher.
K	FA.K.2.4	Identify various sources of music that can be heard in daily life and their purpose	The student: Names or identifies at least three venues where they have heard favorite songs at home, school, or in the community (e.g., radio, television, church, concerts, parades).
1	FA.1.2.1	Use simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes	The student: Performs simple patterns of rhythm and pitch using quarter notes, quarter rest, and eighth notes.

1	FA.1.2.2	Use the notations for four-beat rhythmic patterns using quarter notes, quarter rests, and eighth notes	The student: Demonstrates simple notation of four-beat rhythmic patterns using pitched or non-pitched instruments.
1	FA.1.2.3	Use a four-beat melodic or rhythmic pattern to demonstrate the simple musical form of "echo"	The student: Echoes a given four-beat melodic or rhythmic pattern in "AB" form by singing or playing an instrument.
1	FA.1.2.4	Recognize, by sound quality, various characteristics of instruments and vocal sounds	The student: Identifies various categories of sounds (e.g., wood, metal, skins, strings).
1	FA.1.2.5	Sing a simple song with appropriate vocal range from memory	The student: Sings a simple song with limited range using dynamics, good posture, and steady beat in a small group or individually.
1	FA.1.2.6	Identify families of instruments and how each sound is produced	The student: Identifies families of instruments based on how the sound is produced (e.g., buzz, blow, tap, shake).
1	FA.1.2.7	Explain how music can communicate ideas and moods	The student: Describes how a song can make one feel, verbally or through art.
1	FA.1.2.8	Compare music used for special occasions from various cultures	The student: Compares music from various occasions and rituals from cultures in Hawaii and America.
2	FA.2.2.1	Demonstrate rhythmic notation of whole notes, half notes, quarter notes, eighth notes and quarter rests	The student: Demonstrates the value of whole notes, half notes, quarter notes, eighth notes and rests.
2	FA.2.2.2	Use melodic notation of simple	The student: Reads and writes

		four-beat patterns using three different pitches on a staff	simple four-beat patterns of three different pitches using solfege or standard notation on a staff.
2	FA.2.2.3	Sing or play repeating rhythmic or melodic patterns	The student: Sings or plays repeating rhythmic patterns while maintaining a steady beat.
2	FA.2.2.4	Describe instrument families and sounds from various cultures	The student: Identifies instrument families from one or more cultures.
3	FA.3.2.1	Use the notation of whole, half, quarter, eighth, dotted-half notes, and rests	The student: Reads and notates whole, half, quarter, eighth, dotted half notes, and rests.
3	FA.3.2.2	Read the notes of a "C" major scale on a staff	The student: Reads the notes of a "C" major scale.
3	FA.3.2.3	Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern	The student: Identifies musical forms such as AB, ABA, AABA, AABB, and round, and sings or plays a melodic or rhythmic ostinato (repeated) pattern.
3	FA.3.2.4	Identify the basic instruments of the orchestra by sight, sound, and category (e.g., brass, woodwind, percussion, strings)	The student: Identifies an instrument or category by sight or sound.
3	FA.3.2.5	Sing rounds and partner songs from memory	The student: Sings rounds and partner songs from memory, using appropriate pitches, rhythm, and steady beat.
3	FA.3.2.6	Compare elements of music, such as form, pattern, or rhythm, to other art forms	The student: Compares common elements such as form, pattern, or rhythm while studying a painting or a dance and listening to a musical piece.

3	FA.3.2.7	Create short rhythmic and melodic phrases using two to four measure phrases and five different pitches on a staff	The student: Creates a short rhythmic and melodic phrase using two to four measure phrases and five different pitches on a staff.
3	FA.3.2.8	Use specific musical terms to respond to elements of a musical performance	The student: Responds to a musical performance using specific musical terms [e.g., dynamics (loud, soft), rhythm (short, long), tempo (fast, slow), and pitch (high, low)].
3	FA.3.2.9	Identify developmentally appropriate pieces of music representing various time periods	The student: Identifies appropriate pieces of music from various time periods.
3	FA.3.2.10	Perform songs from various cultures within their cultural context	The student: Plays and sings at least three songs from various cultures.
4	FA.4.2.1	Read simple staff notation (e.g., key signature, time signature, clef)	The student: Identifies the number of beats per measure and key signature in a musical piece.
4	FA.4.2.2	Use notation of sixteenth notes and rests	The student: Reads and notates sixteenth notes and rests for simple songs in the keys of C, F, or G major.
4	FA.4.2.3	Sing or play an independent part of a song with two or more parts	The student: Sings or plays a part in an ostinato, round, or partner song while keeping a steady tempo.
4	FA.4.2.4	Identify musical forms (e.g., rondos), theme, and variations	The student: Describes musical forms such as rondo (ABACA coda).
4	FA.4.2.5	Develop criteria used to analyze a	The student: Participates in

		musical performance	creating a class rubric with which to analyze a musical performance.
4	FA.4.2.6	Compare and contrast musical styles from two or more cultures	The student: Compares Hawaiian music to music from one or more cultures.
5	FA.5.2.1	Use notation of dotted rhythms with dotted quarter and dotted eighths	The student: Reads and writes rhythmic notation of dotted notes in a given time signature.
5	FA.5.2.2	Perform an accompaniment for a piece of music	The student: Uses a class instrument to play an ostinato pattern while a group sings.
5	FA.5.2.3	Use music of various styles/genres in performances	The student: Performs music of various genres (e.g., folk, jazz, cultural, classical).
5	FA.5.2.4	Integrate several arts disciplines into a presentation or performance	The student: Uses creative movement to perform a class song.
5	FA.5.2.5	Analyze musical elements when explaining or critiquing a musical selection or musical performance	The student: Creates a presentation analyzing the tempo and dynamics of a musical selection or musical performance.
5	FA.5.2.6	Compare the use of musical elements in aural examples of American music and in music from other cultures	The student: Compares the use of musical elements in American music to the use of musical elements in music from other cultures (e.g., pitch, dynamics, tempo, rhythm).
6-8	FA.6-8.2.1	Perform a variety of musical elements (e.g., tone, rhythm) with understanding and accuracy	The student: Sings or plays an instrument with accurate pitch, tone quality, diction, posture, breath control, articulation, intonation, rhythm, and dynamics

			at an appropriate level.
6-8	FA.6-8.2.2	Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles	The student: Sings or plays an instrument individually and in large or small ensembles.
6-8	FA.6-8.2.3	Compose, arrange, or notate music using specified guidelines	The student: Arranges music for voice or instruments (e.g., for a class performance, to accompany a drama or short reading) that uses traditional or nontraditional instruments in simple or compound meter.
6-8	FA.6-8.2.4	Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment	The student: Completes the last phrase of a given melody or improvises a short melody to be performed with a selected rhythmic accompaniment.
6-8	FA.6-8.2.5	Compare terms and elements used in music, the other arts, and other content areas	The student: Identifies the similarities and differences among terms and elements of music among other arts disciplines and content areas.
6-8	FA.6-8.2.6	Perform music in various meters	The student: Performs music written in compound meter.
6-8	FA.6-8.2.7	Evaluate the effectiveness of a musical performance or composition	The student: Uses a rubric to explain and evaluate effectiveness of a musical performance or composition.
6-8	FA.6-8.2.8	Compare the role of music and composers in various cultures and time periods	The student: Compare the role of music in various cultures (e.g., where it is heard, how often it changes, the value people place on

			it).
6-8	FA.6-8.2.9	Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions	The student: Compares the use of melody and harmonic progressions in a variety of cultures.
9-12	FA.9-12.2.1	Perform a variety of musical elements with appropriate understanding, expression and style individually and in a group	The student: Sings or plays an instrument expressively with appropriate use of dynamic contrasts, style, phrasing that fits the musical work, and a variety of articulations.
9-12	FA.9-12.2.2	Improvise short melodies based on a chord pattern	The student: Creates a melody over a given chord pattern.
9-12	FA.9-12.2.3	Apply knowledge of music theory to compose and arrange music within specified guidelines	The student: Composes short musical works using musical elements to convey an idea, using notation software.
9-12	FA.9-12.2.4	Analyze compositional devices and techniques	The student: Classifies, with justification, compositional devices (e.g., tension and release, cadences, unity and variety) in an aural example.
9-12	FA.9-12.2.5	Critique music using specific criteria	The student: Presents a critique of a performance, composition, arrangement, or improvisation citing the use of a musical evaluation tool.
9-12	FA.9-12.2.6	Describe how various elements and roles of music integrate with other content areas	The student: Demonstrates how a musical composition relates to historical events.
9-12	FA.9-12.2.7	Analyze the significance of music and composers in various cultures	The student: Compare the role of several composers in various

		and time periods	cultures or eras, using electronic media.
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