

Music serves as a frame of reference to the culture and the environment that created it. Music is basic for students of all ages and abilities. It should be taught as its own discipline, as well as an integral part of other curricular areas. Music instruction needs to be developmentally appropriate, relevant, and lead to life-long learning. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music. Technology should be used to enhance and broaden students' capabilities to access information and express themselves creatively.

Music provides opportunities for self-expression, creativity and aesthetic awareness through appreciation, active classroom participation, creative production and performance. People of all cultures, beliefs, and societies are connected through music as a form of universal communication. Musical instruction develops awareness and understanding from a cultural and historical perspective.

The music standards define what South Dakota's students need to know and be able to do in music.* In addition, they recognize that music is a vehicle for broader understanding and knowledge. By utilizing these standards and the ideals they represent, South Dakota schools will develop students who are musically literate consumers and producers.

* Two levels of achievement, "proficient" and "advanced," have been established for grades 9-12. The proficient level is intended for students who have completed courses involving relevant skills and knowledge for one to two years beyond grade 8. The advanced level is intended for students who have completed courses involving relevant skills and knowledge for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels

MUSIC STANDARDS

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Standard One: Performing

Students will use the performance of music as a means for creative expression and communication.

RATIONALE: Musical performance is one way of developing effective communicators. Through the performance of music, students develop confidence, self-discipline, and the ability to work with others. They see themselves as a relevant part of their world and integrate prior knowledge and personal experiences into a variety of endeavors. The music they perform or study often becomes an integral part of their personal musical repertoire.

Indicator:

1. Students will sing, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will

- a. sing and match a simple melodic pattern in their vocal range.
- b. sing simple songs in various keys, meters and genres, becoming increasingly accurate in pitch and rhythm.
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures and ethnic groups.
- d. use their voices expressively as they speak, chant, and sing.
- e. sing simple ostinati or chants with another vocal part.

3 - 4 Benchmarks

Students will

- a. sing independently, on pitch and in rhythm, with appropriate technique, diction, and posture, while maintaining a steady tempo.
- b. sing expressively, with appropriate dynamics, phrasing, and interpretation.
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
- d. sing ostinatos, partner songs, and rounds.
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

5 – 8 Benchmarks

Students will

- a. sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges.
- b. sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter.

- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
- d. sing music written in two and three parts.

Students who participate in a choral ensemble will

- e. sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature, which requires well developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys, including some songs performed from memory.
- b. sing music written in four parts, with and without accompaniment.
- c. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Achievement Standard, Advanced:

Students will

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature, which includes advanced technical and interpretive skills.
- e. sing music written in more than four parts.
- f. sing in small ensembles with one student on a part.

Indicator:

1. Students will perform on instruments, alone and with others, a varied repertoire of music.

K – 2 Benchmarks

Students will

- a. play simple melodies and accompaniment on instruments maintaining a steady tempo.
- b. perform simple rhythmic and melodic ostinati while students sing a contrasting part.
- c. perform music from different cultures and ethnic groups.

- d. experiment with instruments for accompaniments to music or creative movement.

3 - 4 Benchmarks

Students will

- a. perform on pitch, in rhythm, and with appropriate dynamics and technique, while maintaining a steady tempo.
- b. perform simple rhythmic, melodic, and chordal patterns accurately and independently on instruments.
- c. perform expressively a varied repertoire of music representing diverse genres and styles.
- d. echo short rhythmic and melodic patterns.
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- f. perform independent instrumental parts while other students sing or play contrasting parts.

5 – 8 Benchmarks

Students will

- a. perform on at least one instrument accurately and independently with proper instrumental technique.
- b. perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a developmentally appropriate repertoire of instrumental literature.
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument .

Students who participate in an instrumental ensemble or class will

- e. perform with expression and technical accuracy a varied repertoire of instrumental literature, which includes moderate technical demands, ranges, and varied interpretive requirements.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature.

- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- c. perform in small ensembles with one student on a part.

Achievement Standard, Advanced:
Students will

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature, which includes advanced technical and interpretive skills.
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Standard Two: Creating

Students will communicate their thoughts and ideas through the creation of music.

RATIONALE: Composing and improvising provide students with unique insight into the form and structure of music and, at the same time, help them to develop their creativity. Working within the form and structure of music, students gain the ability to problem-solve and apply their basic knowledge using higher level thinking skills. These skills are enhanced through emerging technology.

Indicator:

1. Students will improvise melodies, variations, and accompaniments.

K – 2 Benchmarks

Students will

- a. improvise "answers" to short rhythmic and melodic phrases.
- b. improvise simple rhythmic and melodic accompaniments.
- c. improvise songs to accompany stories and dramatizations.

3 - 4 Benchmarks

Students will

- a. improvise "answers" in the same style to given rhythmic and melodic phrases.
- b. improvise simple rhythmic and melodic ostinato accompaniments.
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.
- d. improvise short songs and instrumental pieces, using a variety of sound sources.

5- 8 Benchmarks

Students will

- a. improvise simple harmonic accompaniments.
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. improvise stylistically appropriate harmonizing parts.
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

Achievement Standard, Advanced:

Students will

- d. improvise stylistically appropriate harmonizing parts in a variety of styles.
- e. improvise rhythmic and melodic variations on melodies in blues and modal scales.
- f. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

Indicator:

1. Students will compose and arrange music within specified guidelines.

K – 2 Benchmarks

Students will

- a. create short pieces of music using voices, instruments, and other sound sources.

3 - 4 Benchmarks

Students will

- a. create and arrange music to accompany readings or dramatizations.
- b. create and arrange simple rhythmic and melodic pieces within specific guidelines, using a variety of sound sources.

5 – 8 Benchmarks

Students will

- a. compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance.
- b. compose or arrange simple pieces for voices or instruments using a variety of sound sources.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- b. arrange pieces for voices or instruments other than those for which the pieces were written.
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Achievement Standard, Advanced:

Students will

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition.

Standard Three: Reading

Students will read and notate music.

RATIONALE: Learning to read and notate music gives students skills with which to explore music independently and with others. Reading music promotes higher level thinking skills through translation of symbols and serves as a means of communication throughout the world. A firm grounding in this standard lays the foundation for life long learning.

Indicator:

1. Students will read and notate music.

K – 2 Benchmarks

Students will

- a. read whole, half, quarter, and paired eighth notes and quarter rests in 2/4, 3/4, and 4/4 meter.
- b. use a system (i.e. syllables, numbers, or letters) to begin to read simple pitch notation on a staff.
- c. recognize dynamics and tempo and interpret them correctly.

3 - 4 Benchmarks

Students will

- a. read whole, half, dotted half, quarter, and eighth notes and rests in 2/4 , 3/4 , and 4/4 meter signatures.
- b. use a system (i.e. syllables, numbers, or letters) to read simple pitch notation in the treble clef.
- c. identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
- d. use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns.

5 – 8 Benchmarks

Students will

- a. read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures.
- b. read at sight simple melodies in treble and/or bass clefs.
- c. read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- d. use standard notation to record their musical ideas and the musical ideas of others.
- e. read non-standard notation symbols used by some 20th century composers.

Students who participate in a choral or instrumental ensemble or class will

- a. sight-read music which contains changes of tempo, key and meter.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves.

Students who participate in a choral or instrumental ensemble or class will

- b. sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
- c. interpret non-standard notation symbols used by some 20th century composers.

Achievement Standard, Advanced:

Students will

- d. demonstrate the ability to read a full instrumental or vocal score and explain all transpositions and clefs.

Students who participate in a choral or instrumental ensemble or class will

- e. sight-read, accurately and expressively, music which requires well developed technical skills.

Standard Four: Listening

Students will listen to, analyze, and evaluate music.

RATIONALE: Listening to, analyzing, and evaluating music are important building blocks of musical learning. These skills expand musical appreciation, expression, and the justification of musical preferences, leading to knowledgeable consumers and supporters of music. They also provide a foundation for critical thinking.

Indicator:

1. Students will listen to, analyze, and describe music.

K – 2 Benchmarks

Students will

- a. begin to identify simple music forms.
- b. identify the timbre of instruments and voices.
- c. respond through movement to music of various tempos, meters, dynamics, modes, genres, and styles to express what they hear and feel in works of music.

3 - 4 Benchmarks

Students will

- a. identify simple music forms when presented aurally.

- b. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.
- c. identify the sounds of a variety of instruments and voices representing diverse styles, genres, and various cultures.

5 – 8 Benchmarks

Students will

- a. describe specific music events in a given aural example, using appropriate terminology.
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures.
- c. Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- b. demonstrate understanding of the technical vocabulary of music.

Achievement Standard, Advanced:

Students will

- a. compare ways in which the elements of music and expressive devices are used in works of the same genre or style.

Indicator:

2. Students will evaluate music and music performances.

K – 2 Benchmarks

Students will

- a. use their own vocabulary and standard music terminology to explain personal preferences for specific musical works and styles.

3 - 4 Benchmarks

Students will

- a. evaluate performances and compositions given specific criteria.
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

5 – 8 Benchmarks

Students will

- a. develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Achievement Standard, Advanced:

Students will

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical elements it uses to evoke feelings and emotions.

Standard Five: Understanding Relationships

Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

RATIONALE: Integration of other disciplines with music helps students see relevance and connections among all curricular areas. Music is a frame of reference for the culture and environment which created it. Because music is an integral part of human history, the

ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. By understanding the cultural and historical forces that shape social attitude and behaviors, students are better prepared to live in communities that are increasingly multicultural. Through an understanding of others, we increase our understanding of self.

Indicator:

1. Students will understand relationships between music, the other arts, and disciplines outside the arts.

K – 2 Benchmarks

Students will

- a. perform and listen to music that correlates to other curricular areas.

3 - 4 Benchmarks

Students will

- a. identify similarities and differences in the meanings of common terms used in the various arts.
- b. identify ways in which the content of other disciplines is interrelated with that of music.

5 – 8 Benchmarks

Students will

- a. compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. explain and cite examples of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Achievement Standard, Advanced:
Students will

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
- e. compare and contrast careers in the arts.

Indicator:

2. Students will understand music in relation to history and culture.

K – 2 Benchmarks

Students will

- a. perform and listen to music from various genres, styles, cultures, and ethnic groups.
- b. demonstrate an awareness of music as a part of daily life.

3 - 4 Benchmarks

Students will

- a. identify by genre or style aural examples of music from various historical periods, cultures, and ethnic groups.
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world.
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
- d. identify and describe roles of music and musicians in various music settings and cultures.
- e. demonstrate audience behavior appropriate for the context and style of music performed.

5 – 8 Benchmarks

Students will

- a. describe distinguishing characteristics of representative music genres and styles
- b. from a variety of cultures and ethnic groups.
- c. classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary.
- d. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

9 – 12 Benchmarks

Achievement Standard, Proficient:

Students will

- a. classify by genre or style and by historical period or culture, or ethnic group, aural examples of music and explain the reasoning behind their classification.
- b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Achievement Standard, Advanced:

Students will

- e. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.
- f. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

GLOSSARY OF TERMS

Aesthetic: relating to or dealing with the beautiful; appreciative of or responsive to the beautiful; having to do with the nature of beauty, the nature and value of art; relating to artistic qualities or experiences derived from or based upon the senses and how they are affected or stimulated.

Aesthetic criteria: standards used for assessing the effectiveness of fine art forms. These may include the quality of physical perception, emotional makeup of the participant, and the context in which the particular art form is being experienced.

Alla breve: The *meter signature indicating the equivalent of 2/2 time.

Articulation: In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Characteristics: components of music, such as *meter, rhythm, *tonality, intervals, chords, harmonic progressions.

Classroom instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, *fretted instruments, keyboard instruments, and electronic instruments.

Dynamic levels, dynamics: Degrees of loudness.

Elements of music: Pitch, rhythm, harmony, *dynamics, *timbre, texture, *form

Expression, expressive, expressively: With appropriate *dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Form: The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Fretted instruments: Instruments with frets (strips of material across the fingerboard allowing the strings to be stopped at predetermined locations), such as guitar, ukulele, and sitar.

Genre: A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Intonation: The degree to which pitch is accurately produced in performance, particularly among the players in an ensemble.

Level of difficulty: For purposes of these standards, music is classified into six levels of difficulty:

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a *meter signature at the beginning of a work.

Musicality: refers to the expression or expressiveness of performance; performing with appropriate *dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Organizational principles: underlying characteristics of music, such as unity variety or repetition and contrast.

Ostinato: A short musical pattern that is repeated persistently throughout a composition.

Staves: Plural of staff (the five parallel lines on which music is written).

Style: The distinctive or characteristic manner in which the *elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), *form or type of composition (fugal style, contrapuntal style), or *genre (operatic style, bluegrass style).

Technical accuracy, technical skills: The ability to perform with appropriate *timbre, *intonation, and diction and to play or sing the correct pitches and rhythms.

Timbre: The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tonality: The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.