

Ohio's Fine Arts Standards for Music

The students should be able to...

KINDERGARTEN

1. Identify and demonstrate same and different for the following:
 - fast/slow
 - loud/soft
 - high/low
 - long/short
2. Explore and be able to describe the difference between steady beat and rhythm. (Also demonstrate a steady beat and maintain it while performing).
3. Listen to and explore a variety of music styles, periods, cultures, and composers.
4. Share ideas about music selections of various and contrasting styles, composers, and musical periods.
5. Share opinions about their own musical experiences and responses to music.
6. Sing (using head voice and good posture) and move to music of various and contrasting styles, composers, and cultures.
7. Explore and identify a variety of sounds including the human voice.
8. Create a variety of vocal and instrumental sounds.
9. Explore and play a variety of instruments (e.g., metals, skins, and woods), alone and with others, using proper technique.
10. Attend live music performances and demonstrate appropriate behavior for the context and style of music performed.
11. Identify a musician and the different roles they may have (composer, conductor, and performer).
12. Explore and create visual representations of sound (*Teaching ideas - music notation, form/story map, ribbons, coloring*).
13. Respond to sound with a drawing of how the song makes them feel.
14. Describe how sounds and music are used in our daily lives (*Teaching ideas - radio, movies, shows, devices...*).
15. Identify and discuss different uses of music in the U.S. (*Teaching ideas - marches, New Orleans funerals, military songs, national anthem, holidays...*).
16. Identify and connect a concept shared between music and another curricular subject.

Ohio's Fine Arts Standards for Music

The students should be able to...

FIRST GRADE

1. Identify and demonstrate echo and call/response.
2. Explore steady beat, rhythm, and meter.
3. Listen to and identify music of various and contrasting styles, periods, cultures, and composers.
4. Sing (using head voice and good posture) and move to music of various styles, composers, and cultures with accurate pitch and rhythm.
5. Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).
6. Explore and play a variety of instruments, alone and with others, using proper technique. (Explore selected instruments aurally and visually).
7. Read, write, and perform using eighth notes, quarter notes, and quarter rests.
8. Change lyrics to known songs and experiment with digital technology.
9. Read, write, and perform simple (la, sol, mi) melodies on the treble staff in the following keys: G, F, C., using a system (e.g., solfege, numbers, or letters).
10. Attend live music performances and discuss & demonstrate appropriate behavior for the context and style of music performed (emphasis on concert etiquette).
11. Respond to music using visual art, drama, or dance.
12. Learn how music is used for a variety of occasions. (*Teaching ideas - marches, funerals, weddings, military, games...*).
13. Describe how music communicates feelings, mood, images, and meaning (*Teaching ideas - T.V. shows, musical performances, books with and without music*).
14. Connect concepts shared between music, other art forms, and other curricular subjects.
15. Form and express personal opinions about a musical performance and show respect for the opinions of others.
16. Describe the challenges of individual and group music performance using appropriate music vocabulary.

Ohio's Fine Arts Standards for Music

The students should be able to...

SECOND GRADE

1. Identify and respond to patterns of same and different phrases in simple poems and songs. (*Teaching ideas: "Which measures/phrases are alike?" "Which measures have the same rhythm, but different notes?" - use Sticks book, the first mystery song, "Peas Porridge Hot"*).
2. Identify and demonstrate rounds and canons.
3. Listen to, identify, and discuss music of various composers, periods, cultures, and contrasting styles.
4. Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).
5. Explore and play a variety of instruments, alone and with others, using proper technique. (Explore selected instruments aurally and visually).
6. Attend live performances and identify, discuss, and write about observations of types of voices and instruments heard.
7. Sing (using head voice and good posture) and move to music of various and contrasting styles, composers, and cultures with accurate pitch and rhythm.
8. Read, write, and perform using eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter.
9. Improvise and compose simple rhythmic and melodic phrases.
10. Read, write, and perform using pentatonic (la, sol, mi, re, do) melodies on the treble staff and in the following keys: G, F, C. Use a system (e.g., solfege, numbers, or letters).
11. Explain how music is used for a variety of purposes and occasions.
12. Discuss how music communicates feelings, mood, images, and meaning (*Teaching ideas: T.V. shows, movies, musical performances, reading books with and without music to show difference, etc.*).
13. Interpret music through visual art, drama, or dance.
14. Discuss the similarities and differences among music, other art forms, and other curricular subjects.

Ohio's Fine Arts Standards for Music

The students should be able to...

THIRD GRADE

1. Visually and aurally, identify the four families of orchestral instruments.
2. Identify and tell the difference between sounds made by various instruments and by the human voice.
3. Listen to and identify the music of different composers of world cultures.
4. Identify and respond to simple music forms (e.g., AB, ABA).
5. Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, and solfege).
6. Identify careers in music including composing, performing, and conducting.
7. Sing a varied repertoire with accurate pitch and rhythm with others and individually.
8. Follow and respond to the cues of a conductor.
9. Sing (using the head voice to produce a light, clear sound maintaining good posture), move, and respond to music from world cultures and different composers.
10. Play a variety of instruments with proper technique.
11. Improvise and compose simple rhythmic and melodic phrases.
12. Read, write, and perform using eighth notes, quarter notes, half notes, and quarter rests in 2/4, 3/4, and 4/4 meter.
13. Read, write, and perform in treble clef extended pentatonic melodies in the following keys: G, F, C.
14. Demonstrate appropriate audience etiquette at live performances.
15. Evaluate audience etiquette associated with different performances and settings.
16. Compare and discuss the use of elements that have similar names in music and other art forms (e.g., form, line, rhythm). *Teaching ideas - Form in art, your daily routine, or ABA; tempo in dance; rhythm, form, and line in poetry; the piece in Fantasia showing pictures of sound/melodic line.*
17. Notice and describe what they hear in selected pieces of music and compare their response to the response of others.
18. Explain personal preferences for specific music selections using music vocabulary.
19. Evaluate audience etiquette associated with various musical performances and settings (*builds on #10 from 1st grade*).
20. Analyze music in terms of how it communicates words, feelings, moods, or images.
21. Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.
22. Create criteria and use it to critique their own performances and the performances of others (*builds on #15 from 1st grade*).

Ohio's Fine Arts Standards for Music

The students should be able to...

FOURTH GRADE

1. Classify instruments (*assign to a particular category*) by the four families of the orchestra (*builds on #1 from 3rd grade*).
2. Describe how sound is produced by various instruments and the human voice.
3. Listen to, identify, and respond to music of different composers of world cultures.
4. Discuss the lives and times of composers from various historical periods.
5. Identify and respond to basic music forms (e.g., ABBA and rondo).
6. Identify elements of music using developmentally appropriate vocabulary.
7. Describe and discuss the roles of musicians heard in various settings (*builds on #6 from 3rd grade*).
8. Describe the use of technology and digital tools in music (*Teaching ideas - metronome, garage band, sound, lighting, notation software, recording...*)
9. Sing a varied repertoire with accurate pitch and rhythm and expressive qualities with others and individually.
10. Sing (using the head voice to produce a light, clear sound employing breath support & maintaining good posture), move, and respond to music from world cultures and different composers.
11. Play a variety of instruments with proper technique.
12. Improvise and compose short compositions using a variety of classroom instruments and sound sources (*builds on #'s 9 & 11 from 2nd and 3rd grade*).
13. Read, write, and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4, and 4/4 meter.
14. Read, write, and perform in treble clef extended pentatonic melodies in the following keys: G, F, C.
15. Demonstrate appropriate audience etiquette at live performances.
16. Explain how the elements and subject matter of music connect with disciplines outside the arts (*builds on #14 from 1st and 2nd grade*).
17. Describe the connection between emotion and music in selected musical works (*builds on #13 from 1st grade, #12 from 2nd grade, and #20 in 3rd grade*).
18. Explain classification of instruments, voices, composers, and form using appropriate music vocabulary.
19. Interpret a selected musical work using dance, drama, or visual art (*builds on #11 from 1st grade and #13 from 2nd grade*).
20. Use constructive feedback to improve and refine musical performance and response (*builds on #22 from 3rd grade*).