



## CPS Music Learning Expectations for Kindergarten

### Historical/Cultural Contexts of Music

#### **By the end of Kindergarten, students will be able to:**

1. perform nursery rhymes, songs, and/or chants of children.
2. perform singing games from various cultures.
3. recognize at least three pieces by different composers of Western or non-Western music from 1600 – present.

### Singing and Playing

#### **By the end of Kindergarten, students will be able to:**

1. demonstrate proper posture when singing and chanting..
2. discriminate between high and low sounds.
3. find their singing voice.
4. echo short melodic and rhythm patterns.
5. keep a steady beat.
6. sing using different dynamic levels (loud and soft).
7. follow the conductor.

### Understanding Music

#### **By the end of Kindergarten, students will be able to:**

1. aurally identify slow and fast tempos.
2. aurally identify long and short sounds.
3. recognize high and low pitches.
4. distinguish between voices, rhythm instruments, and body sounds.
5. identify loud and quiet sounds
6. recognize the following instruments by sight and sound: guitar, piano, trumpet, flute, violin, xylophone and small percussion instruments (for example: finger cymbals, triangle, tambourine, etc.).

# Grade K continued

## Notation

### By the end of Kindergarten, students will be able to:

1. recognize notes, rests and repeat signs visually.
2. describe walking notes as Ta.
3. describe running notes as Ti.
4. recognize long and short sounds.
5. demonstrate an understanding of Ta and Ti with hand clapping activities.

## Music in Society

### By the end of Kindergarten, students will be able to:

1. recognize the role of the musician as singers/vocalists.
2. describe the function of music in the following settings:
  - i. celebrations
  - ii. birthdays
  - iii. holidays

### Music Repertoire Required for Listening and Analysis for Grade Kindergarten:

- ♪ Classical – *Carnival of the Animals* by Saint-Saens
- ♪ Vocal – *Hansel & Gretel* by Humperdinck
- ♪ Jazz – *When the Saints Go Marching In* by L. Armstrong
- ♪ American/Contemporary – *March of the Siamese Children* from the “The King and I” by Rodgers & Hammerstein
- ♪ Ethnic – select a musical example from the African singing group Ladysmith Black Mombazo.

# 1

## CPS Music Learning Expectations for Grade 1

### Historical/Cultural Contexts of Music

#### By the end of grade one, students will be able to:

1. sing American folk songs from memory.
2. play singing games from various cultures.
3. experience and improvise rhythms and chants of childhood.
4. recognize at least three pieces of Western music from 1600- 1900.
5. distinguish the difference between vocal and instrumental music.
6. recognize the jazz style.

### Singing and Playing

#### By the end of grade one, students will be able to:

1. demonstrate proper posture and breathing when singing and speaking.
2. sing songs with an awareness of phrase.
3. sing simple songs from memory in solo or group settings.
4. play barred instruments with proper technique.
5. play a variety of non-pitched instruments.
6. play simple ostinato patterns on the barred instruments

### Understanding Music

#### By the end of grade one, students will be able to:

1. create and play rhythm patterns.
2. describe a melody.
3. play an ostinato accompaniment.
4. play a rhythmic accompaniment.

# Grade 1 continued

## Notation

### By the end of grade one, students will be able to:

1. recognize notes, rests and repeat signs visually.
2. describe walking notes as Ta.
3. describe running notes as Ti.
4. recognize long and short sounds.
5. demonstrate an understanding of Ta and Ti with hand clapping activities.

## Music in Society

### By the end of grade one, students will be able to:

1. recognize the role of participant as audience member by
  - i. exhibiting appropriate behavior in assemblies.
  - ii. exhibiting appropriate behavior in informal gatherings.

### Music Repertoire Required for Listening and Analysis for Grade One:

- ♪ Classical – *Peter and the Wolf* by S. Prokofiev
- ♪ Vocal – *What a Wonderful World* by L. Armstrong
- ♪ Jazz – *selected works* by Ella Fitzgerald and L. Armstrong
- ♪ American/Contemporary – *various selections* by current popular artists
- ♪ Ethnic – folk or popular music selections from Haiti

# 2

## CPS Music Learning Expectations for Grade 2

### Historical/Cultural Contexts of Music

#### **By the end of grade two, students will be able to:**

1. sing American folk songs.
2. perform songs, chants and dances from various cultures relating to classroom studies.
3. recognize at least three pieces of Western or non-Western music from 1600- present.
4. demonstrate understanding that music can tell a story through movement, singing and playing.

### Singing and Playing

#### **By the end of grade two, students will be able to:**

1. accurately match a given pitch.
2. sing simple ostinato patterns to accompany a song.
3. sing simple rounds.
4. sing three note melodic patterns using sol-la-mi.
5. play four beat ostinato patterns on the barred instruments.
6. sing songs in foreign languages ie. Spanish, French.

### Understanding Music

#### **By the end of grade two, students will be able to:**

1. describe a rhythmic phrase.
2. improvise on a pentatonic scale.
3. aurally identify a melodic phrase.
4. recognize classroom instruments.
5. identify by sight and sound the families of the instruments of the orchestra.
6. describe the role of the conductor.

# Grade 2 continued

## Notation

### By the end of grade two, students will be able to:






1. recognize melodic direction (up, down, same) visually and aurally.
2. identify the musical staff.
3. identify the treble clef.
4. understand the concept of line and space on the musical staff.
5. expand recognition of walking notes and running notes (long, short) using the Ta and Ti concept.
6. learn to identify half notes as Ta-a.
7. continue to identify walking notes, running notes and rests with hand clapping activities.

## Music in Society

### By the end of grade two, students will be able to:

1. recognize the role of the musician as bandleader/conductor by:
  - ii. describing the relationship of leader and follower.
  - iii. describing the importance of leadership.
  - iv. describing the importance of good following
  - v. determining and making musical decisions: stop and go; how fast or slow.
2. describe the role of the audience in formal concert settings by:
  - i. exhibiting appropriate methods of acknowledging performers on stage.

### Music Repertoire Required for Listening and Analysis for Grade Two:

-  Classical – *Water Music* by G.F. Handel
-  Vocal – *DO RE MI* from “Sound of Music” by Rodgers & Hammerstein
-  Jazz – *Take the A Train* by B. Strayhorn
-  American/Contemporary – *Rhapsody in Blue* by G. Gershwin
-  Ethnic –folk or popular music selections of China

# 3

## CPS Music Learning Expectations for Grade 3

### Historical/Cultural Contexts of Music

#### **By the end of grade three, students will be able to:**

1. identify and sing songs from the Colonial times.
2. perform songs, dances, and chants from various cultures related to classroom studies.
3. recognize at least three pieces by different composers of Western or non-Western music from 1600 — present, and know the biographical profiles of these composers.

### Singing and Playing

#### **By the end of grade three, students will be able to:**

1. sing with improved tone quality.
2. sing rounds and partner songs.
3. produce a good sound on the recorder using.
4. hold the recorder in the proper hand and demonstrate correct fingerings for the following
5. notes B-A-G-C-D.
6. play simple songs from memory on the recorder.

### Understanding Music

#### **By the end of grade three, students will be able to:**

1. distinguish between quadruple and triple meter.
2. compose a rhythmic ostinato.
3. recognize simple intervals (sol,mi,la,do).
4. recognize major mode.
5. define an introduction.
6. describe AB and ABA form.
7. perform rounds.
8. identify the recorder by sound and sight.

## Grade 3 continued

### Notation

#### **By the end of grade three, students will be able to:**






1. recognize note names in the treble clef.
2. identify a sharp and flat sign.
3. recognize stepwise movement of notes on the staff.
4. recognize skip movement of notes on the staff.
5. recognize repeated notes on the staff.
6. identify: whole, half, quarter, & eighth notes and rests.
7. recognize a measure, a barline, a double bar and a double dotted repeat sign.

### Music in Society

#### **By the end of grade three, students will be able to:**

1. describe the role of the musician as composer by:
  - i. learning how one becomes a composer.
  - ii. discovering the various types of jobs and creative opportunities that exist for the composer.
  - iii. exploring how the composer composes.
2. describe other functions of music in settings such as:
  - i. weddings
  - ii. funerals
  - iii. graduations

#### **Music Repertoire Required for Listening and Analysis for Grade Three:**

-  Classical — *William Tell Overture* by Rossini
-  Vocal — *Erikonig* by Schubert (German Lied)
-  Jazz - *Crossroads Blues* by Robert Johnson
-  American/Contemporary - *Appalachian Spring* by Copland
-  Ethnic - select a folk or popular musical example from the Portuguese culture

# 4

## CPS Music Learning Expectations for Grade 4

### Historical/Cultural Contexts of Music

#### **By the end of grade four, students will be able to:**

1. perform songs, dances and/or chants of various cultures related to classroom studies.
2. recognize at least three pieces by different composers of Western or non-Western music from 1600 – present; know the biographical profiles of these composers, and identify the tempo, mood, form and orchestration of the pieces.

### Singing and Playing

#### **By the end of grade four, students will be able to:**

1. sing with clear diction.
2. sing and play with improved tone quality.
3. sing two part songs.
4. sing with an awareness of dynamics.
5. demonstrate correct fingerings for the following notes on their recorders:  
B – A – G – C – D and low D, low C and low F#.

### Understanding Music

#### **By the end of grade four, students will be able to:**

1. create rhythmic variations.
2. identify theme and variations.
3. identify band and orchestral instruments by sight and sound.
4. aurally identify voice types.
5. distinguish between electronic and acoustic sounds.
6. describe the moods of a variety of pieces.

# Grade 4 continued

## Notation

### By the end of grade four, students will be able to:

1. recognize the key signatures for the keys of C, F, G major.
2. identify a tonic note in keys of C, G, and D.
3. recognize the bass clef symbol.
4. recognize simple patterns and be able to read and clap them.
5. recognize visually some basic intervals – 2nds, 3rds, 4ths, 5ths, octaves and unisons.
6. identify three basic meter signatures: 2/4, 3/4, and 4/4.
7. identify 1<sup>st</sup> and 2<sup>nd</sup> endings.
8. identify D.S. al Fine.

## Music in Society

### By the end of grade four, students will be able to:

1. describe the role of musicians as instrumentalists.

### Music Repertoire Required for Listening and Analysis for Grade Four:

- ♫ Classical – *Symphony #9* - by Beethoven
- ♫ Vocal – *God Bless the Child* – as sung by Billie Holiday
- ♫ Jazz – *selections* by Glenn Miller
- ♫ American/Contemporary – *Billy the Kid* or *Rodeo* by Copland
- ♫ Ethnic –traditional Klezmer music

# 5

## CPS Music Learning Expectations for Grade 5

### Historical/Cultural Contexts of Music

#### By the end of grade five, students will be able to:

1. perform songs, dances and/or chants of various cultures related to classroom studies (include a play or a musical).
2. recognize at least three pieces by different composers of Western or non-Western music from 1600 – present; know the biographical profiles of these composers, and identify the tempo, mood, form and orchestration of the pieces.
3. identify music from Renaissance period such as choral works of Josquin des Prez or lute songs by John Dowland.
4. perform African-American spirituals.

### Singing and Playing

#### By the end of grade five, students will be able to:

1. sing and play songs in two and three parts and descants.
2. play accompaniment to songs on barred instruments using tonic, sub-dominant and dominant chords.
3. use the proper embouchure for their chosen instruments.
4. sing with greater use of breath control to sustain a phrase.
5. sing songs from memory.
6. demonstrate ability to blend in an instrumental and vocal ensemble.
7. use proper technique for instrumental or vocal sound production.

# Grade 5 continued

## Understanding Music

### **By the end of grade five, students will be able to:**

1. distinguish between duple, triple, and quadruple meters.
2. identify minor mode.
3. create a piece in rondo form.
4. describe a coda.
5. distinguish between homophony and polyphony.
6. recognize various types of world instruments.
7. perform rounds.

## Notation

### **By the end of grade five, students will be able to:**

1. recognize and read notes within an octave.
2. recognize, read and perform 16<sup>th</sup> notes in groups.
3. recognize, read and perform triplets.
4. recognize and perform cut time.
5. identify, recall and perform learned tempo markings.
6. identify, recall and perform learned dynamic markings.
7. identify D.S. and Coda markings.

## Music in Society

### **By the end of grade five, students will be able to:**

1. describe the role of audience in special settings such as outdoor and indoor concerts and music festivals.

### **Music Repertoire Required for Listening and Analysis for Grade Five:**

- ♪ Classical – *Fanfare for the Common Man* - by Copland
- ♪ Vocal – selections from pop music icons: M. Jackson, Celine Dion, & Whitney Houston
- ♪ Jazz – *Porgy and Bess* by G. Gershwin (Arr. by Miles Davis)
- ♪ American/Contemporary – *Maria and other selections* from “West Side Story” by L. Bernstein
- ♪ Ethnic – Native American traditional music

# 6

## CPS Music Learning Expectations for Grade 6

### Historical/Cultural Contexts of Music

#### **By the end of grade six, students will be able to:**

1. perform songs, dances and/or chants of various cultures related to classroom studies (include a play, musical or a music project presentation).
2. recognize at least three pieces by different composers of Western or non-Western music from 1600 – present; know the biographical profiles of these composers, and identify the tempo, mood, form and orchestration of the pieces.
3. identify music from the Baroque (1600 - 1750), the Classical (1750 – 1825) and the Romantic (1800 - 1900) periods.

### Singing and Playing

#### **By the end of grade six, students will be able to:**

1. sing and play using more complex meters.
2. play orchestral instruments with proper dynamics and phrasing.
3. play orchestral instruments with proper articulation: tonguing, accents, and slurs.
4. demonstrate ability to use the techniques of attack and release on their given instruments.
5. play and sing following tempo and dynamics markings and bowing.

### Understanding Music

#### **By the end of grade six, students will be able to:**

1. distinguish between simple and compound meter.
2. create triads.

## Grade 6 continued

### Notation

#### **By the end of grade six, students will be able to:**

1. recognize and read notes within an octave.
2. recognize, read and perform 16<sup>th</sup> notes in groups.
3. recognize, read and perform triplets.
4. recognize and perform cut time.
5. identify, recall and perform learned tempo markings.
6. identify, recall and perform learned dynamic markings.
7. identify D.S. and Coda markings.

### Music in Society

#### **By the end of grade six, students will be able to:**

1. describe the appropriate behavior as audience member or participant in various settings of importance such as religious and political.

#### **Music Repertoire Required for Listening and Analysis for Grade Six:**

- Classical – *Symphony #6* - by Beethoven
- Vocal – *Jailhouse Rock, Hound Dog, & Love Me Tender* by Elvis Presley.
- Jazz – *Take 5* by D. Brubeck
- American/Contemporary – *Into the Woods* by S. Sondheim
- Ethnic – folk or popular music selections from the Middle East

# 7

## CPS Music Learning Expectations for Grade 7

### Historical/Cultural Contexts of Music

#### **By the end of grade seven, students will be able to:**

1. perform songs, dances and/or chants of various cultures related to classroom studies (include a play, musical or a music project presentation).
2. recognize at least three pieces by different composers of Western or non-Western music from 1600 – present; know the biographical profiles of these composers, and identify the tempo, mood, form and orchestration of the pieces.
3. identify music from the Romantic Period (1800 – 1900) and the Nationalists/Modern Period (1900 – present).

### Singing and Playing

#### **By the end of grade seven, students will be able to:**

1. sing in three parts.
2. tune their orchestral instruments to the appropriate pitch.
3. play using syncopated rhythms.

### Understanding Music

#### **By the end of grade seven, students will be able to:**

1. play and describe a blues piece using the 12-bar blues structure.

## Grade 7 continued

### Notation

#### **By the end of grade seven, students will be able to:**

1. recognize and read music within a twelfth.
2. recognize, read and perform various combinations of 8<sup>th</sup> and 16<sup>th</sup> notes.
3. recognize, read and perform triplets.
4. identify, recall and perform learned tempo markings.
5. identify, recall and perform learned dynamic markings.
6. identify D.S. and Coda markings.
7. recognize and interpret 6/8 meter.

### Music in Society

#### **By the end of grade seven, students will be able to:**

1. describe various music career options.
  - i. audio/sound engineer
  - ii. teacher
  - iii. performer
  - iv. critic
  - v. producer
  - vi. promoter and manager

#### **Music Repertoire Required for Listening and Analysis for Grade Seven:**

- ♫ Classical – *Symphony #2* - by Shostakovich *The Planets* – by Holst
- ♫ Vocal – *selections* from the vocal group Take 6.
- ♫ Jazz – *Just Friends* by C. Parker
- ♫ American/Contemporary – *Short Ride in a Fast Car* by Phillip Glass
- ♫ Ethnic – *Sketches of Spain* by Miles Davis and other folk or popular music selections influence by Spain.

# 8

## CPS Music Learning Expectations for Grade 8

### Historical/Cultural Contexts of Music

#### **By the end of grade eight, students will be able to:**

1. perform songs, dances and/or chants of various cultures related to classroom
2. studies, and to review scales, instruments and works from various lands (i.e. Japanese
3. koto, Indian sitar, and the Indonesian angklung.
4. recognize at least three pieces by different composers of Western or non-
5. Western music from 1600 – present; know the biographical profiles of these composers, and identify the tempo, mood, form and orchestration of the pieces.
6. identify music from the Nationalists/Modern Period (1900 – present).
7. compare and contrast compositions from an opera, a Broadway musical and a ballet.

### Singing and Playing

#### **By the end of grade eight, students will be able to:**

1. sing and play using an expanded range.
2. play their orchestral instruments with an accuracy of level two.
3. sing songs in foreign languages.

### Understanding Music

#### **By the end of grade eight, students will be able to:**

1. aurally identify and/or compose a I – IV – I and I – V- I cadence.

## Grade 8 continued

### Notation

#### By the end of grade eight, students will be able to:

1. recognize and describe (read) accurately and expressively music with a difficulty level of on a scale of 1-6.
2. identify and perform whole, half, eighth, sixteenth and dotted notes and rests.
3. recall whole, half, eighth, sixteenth and dotted notes and rests.
4. perform music correctly in the following meter signature: 3/4, 4/4, 2/4, 6/8.
5. recognize and perform simple melodies in the clef appropriate to voice range or instrument: treble, alto, bass clefs.

### Music in Society

#### By the end of grade eight, students will be able to:

1. describe the specific training required for certain jobs in the music field and industry.
2. describe and explain secondary jobs related to the music industry:
  - i. publishing
  - ii. building and repairing of musical instruments
  - iii. selling musical equipments and instruments

#### Music Repertoire Required for Listening and Analysis for Grade Eight:

- ♫ Classical – Music for Percussion, Strings, and Celeste by B. Barto Carmina Burana – C. Orff
- ♫ Vocal – *I Wanna Hold Your Hand* by the Beatles *Imagine* – John Lennon
- ♫ Jazz – *A Love Supreme* by John Coltrane
- ♫ American/Contemporary – selections from *MisEducation of Lauryn Hill* by Lauryn Hill or the Motown era.
- ♫ Ethnic – select a musical example representing Celtic music and Irish and Scottish fiddling.