

General Music Skills Appendix

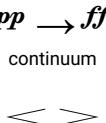
Students should sing, play, read, and write with these musical elements.

Each column lists the new skills, but student work should build on the skills of the year(s) prior. Style should be determined by the teacher to serve their student population.

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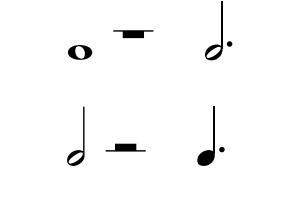
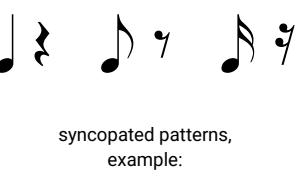
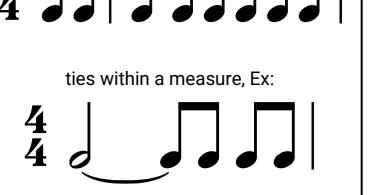
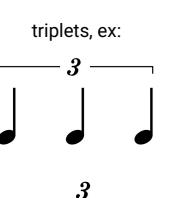
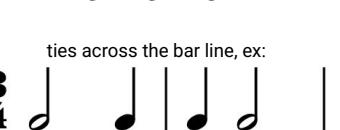
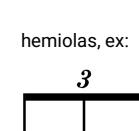
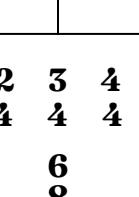
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	K	1	2	3	4	5	6	7	8	GM.B	GM.AC
TEMPO	fast/slow	Using Italian terminology for opposites, ex: <i>presto/largo</i>	Using Italian terminology for 3+ tempos speeding up/slowing down		<i>largo → presto</i> continuum		Specialized vocabulary, ex: <i>accelerando, ritardando, rallentando, rubato, subito</i>		Using Italian terminology for tempos	<i>largo → presto</i> continuum including specialized vocabulary	
DYNAMICS	loud/quiet	Using Italian terminology, ex: <i>f/p</i>	Using Italian terminology for 3+ dynamics		<i>pp → ff</i> continuum 		<i>pp → ff</i> continuum Expanded of symbols and vocabulary, ex: <i>sfz</i>		<i>pp</i> <i>p</i> <i>f</i> <i>ff</i>	<i>mp</i> <i>mf</i> 	
ARTICULATIONS	NA	Using Italian terminology, ex: <i>legato/staccato</i>	Using Italian terminology for phrasing and other articulations, ex:  slurs		Using Italian terminology for a variety of articulations, ex: 		Expanded range of symbols and vocabulary, ex:   		  melisma		
TIMBRE & TEXTURE	Respond and Create: audiate whisper speak sing shout same/different	Respond and Create: opposites examples: chest/head voice accompanied/unaccompanied dark/bright heavy/light thick/thin solo/ensemble	Respond and Create: Classroom instruments using <i>Hornbostel-Sachs instrument classification system</i> (<i>idiophone, membranophone, chordophone, aerophone, electrophone</i>)	Respond: Folk instruments Orchestral instruments (brass, strings, woodwinds, percussion)	Respond: world instruments ensembles examples: steel drum bands, mariachi, orchestras, gamelan, carnatic, taiko, indigenous ensembles, etc.	Respond and Create: variety of timbres and textures, examples: solos, duet, ensemble, 2-part, 3-part, unison, harmony, etc.	Respond and Create: 3 or more parts Perform: 6 - Simple Harmony 7- Homophony 8 - Polyphony		Respond and Create: dark/bright heavy/light thick/thin unison/harmony	Respond: Acoustic/ Electric	
	Respond: adult/child	Respond: classroom instruments					Respond: Instruments and voices heard in traditional, contemporary, and world music	Respond: Instrument Classification	Digital/ Analog		

Vocal & Instrumental Music Skills Appendix

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	NOVICE	DEVELOPING	INTERMEDIATE	ACCOMPLISHED	ADVANCED
PITCH	beginner-level scales unison two-part harmony in tune	various scales accidentals unison multi-part harmony small intervals audiation	chromatic, major, and minor scales simple key changes aural recall of beginning pitches major 2nd, major 3rd, perfect 4th, and perfect 5th, and octave in various keys homophonic and/or polyphonic repertoire	blues scales multiple key changes aural recall of familiar melodies minor 2nd, minor 3rd, Major 6th, and minor 7th in various keys challenging homophonic and/or polyphonic repertoire	Audiation of unfamiliar melodies all diatonic intervals in various keys. non-western tonalities difficult homophonic and/or polyphonic repertoire
RHYTHM	 	anacrusis (pick up notes), Ex:  ties within a measure, Ex: 	triplets, ex:   ties across the bar line, ex: 	swing rhythms hemiolas, ex: 	
METER			 simple meter changes	asymmetrical meters, Ex: 	mixed meters, Ex: 
FORM	Using musical terminology, examples: AB, theme & variations D.C. al Fine 	Using musical terminology, examples: introduction  D.S. D.C.  1st & 2nd endings	Using musical terminology, examples: binary, ternary, rondo blues		Using musical terminology, examples: sonata, theme and variations, song form, fugue, through-composed

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TEMPO	Using Italian terminology, ex: <i>andante, allegro, ritardando, rallentando</i>	Using Italian terminology, ex: <i>moderato, allegretto, andantino accelerando</i>	Using Italian terminology, ex: <i>presto, rubato</i>		<i>grave → vivace continuum</i>
DYNAMICS	Using Italian terminology, ex: p f < >	pp → ff continuum sfp		Phrasing and shaping with balance, intonation, blend, style, and interpretation	
TERMINOLOGY				Identify, define, and apply music terminology found in the music literature being studied	
TECHNIQUE	Replicate correct technique, posture, and intonation Respond to conducting patterns and gestures, when appropriate. Care & Technique: a) Identify and select an appropriate instrument. b) Identify parts of the instrument. c) Identify procedures for care of the instrument. d) Identify proper playing posture and instrument position. e) Strings—demonstrate the ability to change a guitar string.	Reproduce proper musical technique, posture, and intonation from memory or instructions. Care & Technique: a) Care and basic maintenance of the instrument. b) Identify and propose solutions to minor problems of the instrument. c) Basic tuning of the instrument, with and without an electronic tuner. d) Describe and demonstrate proper posture, instrument position, and hand positions.	Demonstrate proper musical technique, posture, and intonation without interventions Care & Technique: a) Procedures for care and basic maintenance of the instrument. b) Describe and demonstrate the process for tuning the instrument. c) Identify and propose solutions minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.	Articulate the actions of proper musical technique, posture, and intonation to others Respond to advanced conducting patterns and gestures, when appropriate Demonstrate conducting patterns and gestures. Care & Technique: a) Procedures for care and basic maintenance of the instrument. b) Describe and demonstrate the process for tuning the instrument. c) Identify and repair minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.	Appropriately perform proper musical technique, posture, and intonation naturally in an automatic, intuitive way Care & Technique: a) Procedures for care and basic maintenance of the instrument. b) Describe and demonstrate the process for tuning the instrument. c) Identify and repair minor problems of the instrument. d) Analyze, describe, and demonstrate proper posture, instrument position, embouchure (as needed), and hand positions.