



Diocese of Madison

**MUSIC EDUCATION
STANDARDS & BENCHMARKS**



Grades K—8
Office of Catholic Schools

Introduction:

The Standards and Benchmarks for Music Education in the schools of the Diocese of Madison were derived from the nine National Standards for Music Education. The National Standards state what every student should know and be able to do as a result of a quality music education, and these Standards were used as a framework upon which Benchmarks were created and customized by Music Educators in the Diocese of Madison.

The Standards and Benchmarks can and should be attained by all students in the Diocese regardless of the varying scope and sequences of music education programs and curricula. As with all special topic areas, schools have historically designed the scope and sequence of such programs based on individual circumstances. The Standards and Benchmarks were composed in such a manner that they are to be accessible to all schools with the varied curricula described above.

Music Education is partially developmental in nature. It is important to recognize that benchmarks can be achieved at any time, but the expectation is that students will achieve the benchmark no later than the noted grade level. The Benchmarks do not represent a grade-specific scope and sequence, but rather, define within reason what a student should be able to know and/or do at a particular grade level.

In addition to composing the Standards and Benchmarks, the committee makes the following recommendations when defining a music education curriculum:

1. All students should receive general music instruction at all grade levels.
2. The Standards and Benchmarks are not curriculum. It is up to the Music Educator to select curriculum that aids in the mastery of Standards and Benchmarks.
3. Liturgical Music is highly important in a Catholic School, but should not replace a general music curriculum. The two strands can be seamlessly woven together within a curriculum to stress the importance of Catholic Identity; however, the Standards and Benchmarks represent a general music curriculum.
4. Preparation of liturgical music at Mass should be treated separately from the general music curriculum, although some crossover is unavoidable, and at times, necessary.
5. Students should be provided opportunities for leading liturgy in song, which requires collaboration between the Music Educator and parish director of music ministry.
6. As students progress into the upper elementary grades, an instrumental program should be introduced as a supplement that will allow for lifelong opportunities, particularly at the high school and collegiate level. However, the instrumental music strand should also be treated separately from the general music curriculum, and should not be used as a substitute or vehicle by which students master the Standards and Benchmarks.
7. Students are expected to be prepared for high school performance ensembles, which require fluency and music literacy.
8. Performance is a necessary component of music education; therefore, regular opportunities for performance should be provided to all students at all grade levels, in a developmentally

appropriate fashion. Determinations of frequency of performance should be left to the music educator as the trained professional in the area of performance.

9. The recommended amount of music instruction in order for students to master the Standards and Benchmarks ranges from two to three meetings per week, totaling no less than fifty minutes of music instruction on a weekly basis.

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ME	Music Education Standards
	1. Singing, alone and with others, a varied repertoire of music
	2. Performing on instruments, alone and with others, a varied repertoire of music
	3. Improvising melodies, variations, and accompaniments
	4. Composing and arranging music within specified guidelines
	5. Reading and notating music
	6. Listening to, analyzing, and describing music
	7. Evaluating music and music performances
	8. Understanding relationships between music, the other arts, other subject areas, and Catholic Identity
	9. Understanding music in relation to history and culture

	Kindergarten:	Grade 1:	Grade 2:
ME.1. Singing, alone and with others, a varied repertoire of music			
A	Recognize and match pitch	Echo and sing melodic patterns	Echo and sing melodic patterns, including rounds
B	Identify and sing high and low sounds	Identify and sing phrases containing more than one interval	Sing songs with more than one interval in major or minor mode
C	Identify and sing loud and soft sounds	Identify and sing loud and soft sounds	Identify and sing a range of loud and soft sounds, using appropriate terminology
D	Demonstrate steady beat, long sounds, and short sounds	Echo and sing rhythmic patterns with accuracy	Differentiate between legato and staccato
E	Demonstrate varied uses of the voice	Demonstrate varied uses of the voice	Recognize appropriate quality of voice
F	Sing and echo simple songs, sacred and secular	Sing and echo simple songs, sacred and secular	Sing and recognize music representing various cultures, genres, and styles

	Grade 3:	Grade 4:	Grade 5:
ME.1. Singing, alone and with others, a varied repertoire of music			
A	Sing melodic phrases	Sing melodic phrases, including partner songs	Sing melodic phrases in various types of texture
B			
C	Identify and sing an intervallic range of dynamics, using appropriate terminology	Identify and sing a full range of dynamics, using appropriate terminology	
D	Perform with moderate tempo changes	Perform patterns using syncopation, ties, and slurs	Perform a variety of patterns in simple and compound meter
E	Recognize and demonstrate appropriate quality of voice by way of basic diction and breathing techniques	Demonstrate proper vocal technique	Demonstrate proper vocal technique with appropriate expression
F	Sing and recognize music representing various cultures, genres, and styles	Sing and recognize music representing various cultures, genres, and styles	Sing and understand music representing various cultures, genres, and styles

ME.1. Singing, alone and with others, a varied repertoire of music

A	Sing melodic phrases in various types of texture, including 2-part harmony
B	
C	
D	Sing accurately using a variety of rhythmic patterns, tempos, and meters
E	Demonstrate proper vocal technique with appropriate expression
F	Sing and understand music representing various cultures, genres, and styles

	Kindergarten:	Grade 1:	Grade 2:
ME.2. Performing on instruments, alone and with others, a varied repertoire of music			
A	Echo patterns on pitched or unpitched instruments with proper technique	Echo and perform patterns on pitched or unpitched instruments with proper technique	Perform patterns and ostinato on pitched and unpitched instruments with proper technique
B	Identify and play high and low sounds	Identify and play harmonies containing one interval	Identify and play harmonies containing one interval
C	Identify and play loud and soft sounds	Identify and play loud and soft sounds	Identify and play a range of loud and soft sounds, using appropriate terminology
D	Demonstrate steady beat	Demonstrate steady beat and rhythm	Echo and play rhythmic patterns with accuracy
E	Perform and echo simple songs, sacred and secular	Perform and echo simple songs, sacred and secular	Perform and recognize music representing various cultures, genres, and styles

	Grade 3:	Grade 4:	Grade 5:
ME.2. Performing on instruments, alone and with others, a varied repertoire of music			
A	Perform phrases or melodies on pitched and unpitched instruments with proper technique	Perform melodies on pitched instruments with proper technique	Perform phrases or melodies on pitched instruments in more than one part with proper technique
B	Identify and play harmonies containing one or more interval	Identify and play harmonies that change intervals	Identify and play harmonies that change intervals as a member of an ensemble
C	Identify and play an intervallic range of dynamics, using appropriate terminology	Identify and play a full range of dynamics, using appropriate terminology	
D	Perform rhythmic patterns with moderate tempo changes	Perform rhythmic patterns using syncopation	Perform a variety of rhythmic patterns in simple and compound meter
E	Perform and recognize music representing various cultures, genres, and styles	Perform and recognize music representing various cultures, genres, and styles	Perform and understand music representing various cultures, genres, and styles

ME.2. Performing on instruments, alone and with others, a varied repertoire of music

A	Play a variety of pitched and unpitched instruments in an ensemble, performing multiple parts at the same time with proper technique
B	Identify and play harmonies that change intervals as a member of an ensemble
C	
D	Perform rhythms accurately using a variety of patterns, tempos, and meters
E	Perform and understand music representing various cultures, genres, and styles

	Kindergarten:	Grade 1:	Grade 2:
ME.3. Improvising melodies, variations, and accompaniments			
A	Improvise a response to a given steady beat	Improvise a response to a given steady beat	Improvise a response within a set phrase length
B			
C			
D	Move appropriately to music, whether mirrored or improvised	Move appropriately to music, whether mirrored or improvised	Move appropriately to music while mirroring a partner

	Grade 3:	Grade 4:	Grade 5:
ME.3. Improvising melodies, variations, and accompaniments			
A	Improvise in the same style, answer to given rhythmic and melodic questions	Improvise in the same style, answer to given rhythmic and melodic questions	Improvise in the same style, answer to given rhythmic and melodic questions
B		Improvise simple variations in a pentatonic scale	Improvise simple variations and patterns in a pentatonic scale
C		Improvise simple rhythmic or melodic ostinato accompaniment	Improvise rhythmic or melodic accompaniments
D	Move appropriately and independently to music in a variety of tempos and moods		

ME.3. Improvising melodies, variations, and accompaniments

A Improvise in the same style, melodic, and rhythmic variations

B Improvise simple variations in a variety of modes

C Improvise rhythmic or melodic accompaniments, each in a consistent style, meter, and tonality

D

	Kindergarten:	Grade 1:	Grade 2:
ME.4. Composing and arranging music within specified guidelines			
A	Compose short melodic and rhythmic patterns	Compose short melodic and rhythmic patterns	Compose phrases or patterns within specified guidelines
B	Recognize symbols that represent elements of music	Understand symbols that represent elements of music	Understand and use symbols that represent elements of music
C			
D	Recognize different arrangements of music	Recognize different arrangements of music	Create simple accompaniments with classroom instruments

	Grade 3:	Grade 4:	Grade 5:
ME.4. Composing and arranging music within specified guidelines			
A	Compose short pieces within specified guidelines	Compose short pieces within specified guidelines with a variety of sound sources	Compose short pieces within specified guidelines that express a particular idea or feelings
B	Understand how standard notation applies to composition	Understand and demonstrate how standard notation applies to composition	
C		Understand how the elements of music are represented in a composition	Demonstrate the use of elements of music in a composition
D	Create simple accompaniments with classroom instruments	Create or arrange music for a reading or dramatization	Create or arrange an accompaniment to a given melody

ME.4. Composing and arranging music within specified guidelines

A	Compose within specified guidelines in a standard form
B	
C	Understand how composed music communicates text, ideas, meanings, and emotions
D	Arrange simple pieces for voices and instruments other than those for which the pieces were written

	Kindergarten:	Grade 1:	Grade 2:
ME.5. Reading and notating music			
A	Read simple rhythmic and melodic notation, using traditional and nontraditional symbols	Read high and low pitches and/or long and short rhythms	Read pitches and/or rhythms in standard notation, including whole, half, quarter, and eighth notes and rests.
B	Demonstrate awareness of high and low notes through physical movement or visual representation	Notate high and low pitches and/or long and short rhythms	Notate pitches and/or rhythms in standard notation, including whole, half, quarter, and eighth notes and rests
C			

	Grade 3:	Grade 4:	Grade 5:
ME.5. Reading and notating music			
A	Read pitches and/or rhythms in standard notation, including whole, half, quarter, eighth, sixteenth, and dotted notes and rests.	Read melodic and rhythmic patterns using standard notation in a variety of time signatures	Read melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns and expressive qualities
B	Notate pitches and/or rhythms in standard notation, including whole, half, quarter, eighth, sixteenth, and dotted notes and rests	Notate melodic and rhythmic patterns using standard notation in a variety of time signatures	Notate melodic and rhythmic patterns using standard notation in a variety of time signatures, including syncopated patterns
C	Dictate traditional or nontraditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else	Dictate traditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else	Dictate traditional notation for simple melodic and/or rhythmic patterns that have been performed by someone else

ME.5. Reading and notating music

A Sight read music in treble and/or bass clefs written in simple and compound meter

B Notate musical ideas, such as dynamics, tempo, articulation, and expression

C Dictate melodic and rhythmic phrases that have been performed by someone else

	Kindergarten:	Grade 1:	Grade 2:
ME.6. Listening to, analyzing, and describing music			
A	Respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement	Respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement	Respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through descriptive terminology
B	Establish difference between spoken and sung voice type	Identify familiar instruments and voice types	Identify familiar instruments and voice types
C	Listen to a variety of music that suggests of range of events, feelings, mood, or images	Understand that music can communicate ideas suggesting events, feelings, mood, or images	Understand and describe how specified pieces of music can communicate ideas suggesting events, feelings, mood, or images

	Grade 3:	Grade 4:	Grade 5:
ME.6. Listening to, analyzing, and describing music			
A	Analyze simple songs in regard to rhythm, melodic movement, and basic forms (ABA, verse, refrain)	Analyze and describes the elements of music	Analyze and compares the use of elements of music
B	Identify instrument families and voice parts		
C	Understand and describe the style and genre of a specified piece of music	Listen to, answer questions about, and describe music of various styles and genres	Listen to, answer questions about, describe, and label music of various styles and genres

ME.6. Listening to, analyzing, and describing music

A	Analyze how musical elements contribute to literature in sacred and secular music
B	
C	Compare and contrast music of various styles and genres

	Kindergarten:	Grade 1:	Grade 2:
ME.7. Evaluating music and music performances			
A			
B	With guidance, apply feedback and strategies to improve their own performances	With guidance, apply feedback and strategies to improve their own performances	Identify and apply strategies to improve their own and others' performances

	Grade 3:	Grade 4:	Grade 5:
ME.7. Evaluating music and music performances			
A		Explain, using appropriate musical terminology, personal preferences for specific musical works and styles	Explain, using appropriate musical terminology, personal preferences for specific musical works and styles
B	Evaluate the quality of their own and others' performances, and offer constructive suggestions for improvement	Evaluate the quality of their own and others' performances, and offer constructive suggestions for improvement	Evaluate the quality of their own and others' performances, and offer constructive suggestions for improvement

ME.7. Evaluating music and music performances

7a. Explain, based on set criteria, the quality and effectiveness of a piece of music

7b. Evaluate, based on set criteria, the quality and effectiveness of their own and others' performances, and offer constructive suggestions for improvement

	Kindergarten:	Grade 1:	Grade 2:
ME.8. Understanding relationships between music, the other arts, other subject areas, and Catholic Identity			
A	Experience the relationship between art, music, theater, and dance	Experience the relationship between art, music, theater, and dance	Experience the relationship between art, music, theater, and dance
B	Experience music in relation to other subjects	Experience music in relation to other subjects	Experience music in relation to other subjects
C	Experience music of the Catholic Tradition	Experience music of the Catholic Tradition	Experience music of the Catholic Tradition and participate appropriately within the context of the Mass

	Grade 3:	Grade 4:	Grade 5:
ME.8. Understanding relationships between music, the other arts, other subject areas, and Catholic Identity			
A	Understand similarities and differences within artistic genres	Understand similarities and differences within artistic genres	Understand similarities and differences within artistic genres
B	Understand the relationship between music and other subjects	Understand the relationship between music and other subjects	Understand the relationship between music and other subjects
C	Experience music of the Catholic Tradition and participate appropriately within the context of the Mass	Understand music of the Catholic Tradition and participate appropriately within the context of the Mass	Understand music of the Catholic Tradition and participate appropriately within the context of the Mass

ME.8. Understanding relationships between music, the other arts, other subject areas, and Catholic Identity

A	Understand the relationship between music and other works of art, including but not limited to events, emotions, and ideas
B	Understand the relationship between music and other subjects, including but not limited to events and ideas
C	Understand the context and value of music within the Catholic Tradition, especially within the order of the Mass

	Kindergarten:	Grade 1:	Grade 2:
ME.9. Understanding music in relation to history and culture			
A	Experience music from a variety of cultures, genres, and historical settings	Experience music from a variety of cultures, genres, and historical settings	Know composers and music representative of a variety of cultures, genres, and historical settings
B	Know how music is used in daily life	Know how music is used in daily life	Understand the influence of daily music experiences in ourselves and others
C	Demonstrate appropriate audience behavior for the context of the music performed	Demonstrate appropriate audience behavior for the context of the music performed	Demonstrate appropriate audience behavior for the context of the music performed

	Grade 3:	Grade 4:	Grade 5:
ME.9. Understanding music in relation to history and culture			
A	Understand how musical elements are utilized in a variety of cultures, genres, and historical settings	Understand the roles that cultures, regions, events, and historical contexts have in generating various types of music	Identify by genre and style examples of music from various cultures and historical periods
B	Know multiple uses of music in society and respect differing values and tastes in music	Understand how uses of music are suitable for specific occasions while respecting differences in values	Understand how uses of music are suitable for specific occasions while respecting differences in values
C	Demonstrate appropriate audience behavior for the context of the music performed	Demonstrate appropriate audience behavior and understand roles of varied performers	Demonstrate appropriate audience behavior and understand roles of varied performers

ME.9. Understanding music in relation to history and culture

A	Understand the influence of composers and performers on music styles, traditions, and performance practices
B	Understand the uniqueness and importance of music in society
C	Demonstrate appropriate responses to varied performers in a variety of musical settings