

**ISPS Music Pre-K-8  
Standards and Benchmarks**

# Kindergarten

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**Essential Questions:**

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

**Strands**

1. Singing
2. Listening
3. Performance
4. Movement
5. Music Theory

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 1 – Singing

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**Standard 1 - The student will sing alone and with others a varied repertoire of music.**

**Benchmarks - By the end of Kindergarten students will:**

- 1 – 1 Echo sing on pitch short melodies/phrases sung by the teacher.
- 1 – 2 Match pictures in singing games.
- 1 – 3 Sing with increasing confidence a varied repertoire of songs with and without accompaniment.
- 1 – 4 Sing songs learned visually and aurally which include music reading-readiness concepts.

Example: skips, steps/scalewise movement etc.

## Strand 2- Listening & Appreciation.

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Kindergarten students will:**

- 1 – 1 Distinguish between sounds in terms of same/different, soft/loud, high/low, up/down, fast/slow, vocal/instruments, short/long, even/uneven, change of mood.
- 1 – 2 Listen to musical compositions which are descriptive or tell a story such as Carnival of the Animals, The Four Seasons, etc.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Kindergarten students will:**

- 1 – 1 Know characteristics that make certain music suitable for specific uses.
- 1 – 2 Know appropriate audience behavior for the context and style of music performed.

## Strand 3 – Performing.

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

**Benchmarks - By the end of Kindergarten students will:**

# ISPS Music Pre-K-8 Standards and Benchmarks

- 1 – 1 Recognize an increased number of percussion instruments. Pitched (tuned)-melody bells, resonator bells, tone bars, xylophone, steel pan, etc. Unpitched (untuned)-castanets, guiros, bongos, cymbals, drums, etc.
- 1 – 2 Recognize a few basic orchestra instruments such as the violin, trumpet, clarinet, flute, bass drum.
- 1 – 3 Echo short rhythms (2-4) measures and melodic patterns.
- 1 – 4 Play accompaniments with rhythm, percussion instruments.
- 1 – 5 Explore the timbres of rhythm and melody percussion instruments.
- 1 – 6 Play drones on melody percussion instruments (simple repeated patterns, based on the first and fifth degree of a scale the lower pitch being the first degree).
- 1 – 7 Participate in simple instrumental ensemble accompaniment (two different parts) composed of rhythm, percussion and/or melody percussion instruments.

## Strand 4 – Movement

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**Standard 6 - Knows and applies appropriate criteria to music and music performances.**

**Benchmarks - By the end of Kindergarten students will:**

- 1 – 1 Begin to move in confidence, moving different parts of the body such as the legs, arms, torso, shoulders etc.
- 1 – 2 Make sudden or gradual stops
- 1 – 3 Move through different levels such as high, middle and low.
- 1 – 4 Move with the feeling of different weights such as heavy and light.
- 1 – 5 Walk, run, gallop, leap, hop, skip, stride, with the addition of swinging and swaying
- 1 – 6 Respond with appropriate movement to directional words.
- 1 – 7 Participate in action songs and singing games
- 1 – 8 Respond to the beat or rhythm of music and poetry by clapping, stamping, toe-tapping, patting, and snapping.

## Strand 5 – Music Theory

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**Standard 5 - Reads and notates music.**

**Benchmarks - By the end of Kindergarten students will:**

- 1 – 1 Recognize steps, skips, and repeated patterns.
- 1 – 2 Identify the basic elements of staff notation.
- 1 – 3 Identify quarter, half, and whole notes.

# ISPS Music Pre-K-8 Standards and Benchmarks

1 – 4 Use a system (e.g., syllables, number, letters) in the treble clef in major keys.

## Grade 1

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### Essential Questions:

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

### Strands

1. Singing
2. Listening
3. Performance
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5. Music Theory

# **ISPS Music Pre-K-8 Standards and Benchmarks**

## **Strand 1 – Singing**

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**Standard 1 - The student will sing alone and with others a varied repertoire of music.**

**Benchmarks - By the end of Grade 1 students will:**

- 1 – 1 Echo sing on pitch short melodies/phrases sung by the teacher.
- 1 – 2 Match pictures in singing games.
- 1 – 3 Sing with increasing confidence a varied repertoire of songs with and without accompaniment.
- 1 – 4 Sing songs learned visually and aurally which include music reading-readiness concepts.

Example: skips, steps/scalewise movement etc.

## **Strand 2- Listening & Appreciation.**

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Grade 1 students will:**

- 6, 7 – 1 Distinguish between sounds in terms of same/different, soft/loud, high/low, up/down, fast/slow, vocal/instruments, short/long, even/uneven, change of mood.
- 6, 7 – 2 Listen to musical compositions which are descriptive or tell a story such as Carnival of the Animals, The Four Seasons, etc.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Grade 1 students will:**

- 8 – 1 Know characteristics that make certain music suitable for specific uses.
- 8 – 2 Know appropriate audience behavior for the context and style of music performed.

## **Strand 3 – Performing.**

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

**Benchmarks - By the end of Grade 1 students will:**

# ISPS Music Pre-K-8 Standards and Benchmarks

- 2 – 1 Recognize an increased number of percussion instruments. Pitched (tuned)-melody bells, resonator bells, tone bars, xylophone, steel pan, etc. Unpitched (untuned)-castanets, guiros, bongos, cymbals, drums, etc.
- 2 – 2 Recognize a few basic orchestra instruments such as the violin, trumpet, clarinet, flute, bass drum.
- 2 – 3 Echo short rhythms (2-4) measures and melodic patterns.
- 2 – 4 Play accompaniments with rhythm, percussion instruments.
- 2 – 5 Explore the timbres of rhythm and melody percussion instruments.
- 2 – 6 Play drones on melody percussion instruments (simple repeated patterns, based on the first and fifth degree of a scale the lower pitch being the first degree). 1-7 Participate in simple instrumental ensemble accompaniment (two different parts) composed of rhythm, percussion and/or melody percussion instruments.

## Strand 4 – Movement

---

**Standard 6 - Knows and applies appropriate criteria to music and music performances.**

**Benchmarks - By the end of Grade 1 students will:**

- 6 – 1 Begin to move in confidence, moving different parts of the body such as the legs, arms, torso, shoulders etc.
- 6 – 2 Make sudden or gradual stops
- 6 – 3 Move through different levels such as high, middle and low.
- 6 – 4 Move with the feeling of different weights such as heavy and light.
- 6 – 5 Walk, run, gallop, leap, hop, skip, stride, with the addition of swinging and swaying
- 6 – 6 Respond with appropriate movement to directional words.
- 6 – 7 Participate in action songs and singing games
- 6 – 8 Respond to the beat or rhythm of music and poetry by clapping, stamping, toe-tapping, patting, and snapping.

## Strand 5 – Music Theory

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**Standard 5 - Reads and notates music.**

**Benchmarks - By the end of Grade 1 students will:**

- 5 – 1 Recognize steps, skips, and repeated patterns.
- 5 – 2 Identify the basic elements of staff notation.
- 5 – 3 Identify quarter, half, and whole notes.
- 5 – 4 Use a system (e.g., syllables, number, letters) in the treble clef in major keys.

# ISPS Music Pre-K-8 Standards and Benchmarks

## Grade 2

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### **Essential Questions:**

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

### **Strands**

1. Singing
2. Listening
3. Performance
4. Movement
5. Music Theory

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 1 – Singing

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**Standard 1: The student will sing alone and with others a varied repertoire of music.**

**Benchmarks- By the end of Grade 2 students will:**

- 1 – 1 Echo sing on pitch short melodies/phrases sung by the teacher.
- 1 – 2 Match pictures in singing games.
- 1 – 3 Sing with increasing confidence a varied repertoire of song with and without accompaniment.
- 1 – 4 Sing songs learned visually and aurally which include music reading-readiness concepts. Example: skips, steps/scalewise movement etc.
- 1 – 5 Begin training in use of harmony by singing simple vocal rounds and two-part chants.

## Strand 2- Listening & Appreciation.

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Grade 2 students will:**

- 6,7 – 1 Recognize simple music forms (e.g., AB, ABA, introduction and coda, call and response).
- 6,7 – 2 Recognize simple music devices (e.g., phrase, sequence, , scale, tempo, melody, harmony, minor/major, forte/piano, intervals-step/skip, crescendo/decrescendo).
- 6,7 – 3 Listen to an increased number of musical stories.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Grade 2 students will:**

- 8 – 1 Know characteristics that make certain music suitable for specific uses.
- 8 – 2 Know appropriate audience behavior for the context and style of music performed.

## Strand 3 – Performing.

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

# ISPS Music Pre-K-8 Standards and Benchmarks

## **Benchmarks - By the end of Grade 2 students will:**

- 2 – 1 Recognize most classroom percussion instruments-tuned (pitched), and untuned (unpitched).
- 2 – 2 Recognize an increased number of orchestral instruments such as the cello or string bass, oboe or bassoon, trombone or French horn, and timpani or cymbals.
- 2 – 3 Echo longer rhythm patterns.
- 2 – 4 Demonstrate awareness of the beat, rhythm patterns, accents, and phrases of musical compositions.
- 2 – 5 Play simple ostinati (repeated patterns) on melody percussion instruments.
- 2 – 6 Participate in instrumental ensemble.

## **Strand 4 – Movement**

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### **Standard 6 - Knows and applies appropriate criteria to music and music performances.**

#### **Benchmarks - By the end of Grade 2 students will:**

- 6 – 1 Begin to move in confidence, moving different parts of the body such as the legs, arms, torso, shoulders etc.
- 6 – 2 Make sudden or gradual stops
- 6 – 3 Move through different levels such as high, middle and low.
- 6 – 4 Move with the feeling of different weights such as heavy and light.
- 6 – 5 Walk, run, gallop, leap, hop, skip, stride, with the addition of swinging and swaying
- 6 – 6 Respond with appropriate movement to directional words.
- 6 – 7 Participate in action songs and singing games
- 6 – 8 Respond to the beat or rhythm of music and poetry by clapping, stamping, toe-tapping, patting, and snapping.

## **Strand 5 – Music Theory**

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### **Standard 5 - Reads and notates music.**

#### **Benchmarks - By the end of Grade 2 students will:**

- 5 – 1 Recognize steps, skips, and repeated patterns.
- 5 – 2 Identify the basic elements of staff notation.

# ISPS Music Pre-K-8 Standards and Benchmarks

5 – 3 Identify quarter, half, and whole notes.

5 – 4 Use a system (e.g., syllables, number, letters) in the treble clef in major keys.

## Grade 3

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### Essential Questions:

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

### Strands

1. Singing
2. Listening
3. Performance
4. Improvising/ Composing
5. Music Theory

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 1 – Singing

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**Standard 1 - The student will sing alone and with others a varied repertoire of music.**

**Benchmarks- By the end of Grade 3 students will:**

- 1-1 Sing on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintains steady tempo.
- 1-2 Sings expressively, with appropriate dynamics, phrasing, and interpretation.
- 1-3 Sing songs which involves stanzas, refrains, and solo-chorus responses.
- 1-4 Sing more difficult two-part rounds; identify this type of singing as harmony.
- 1-5 Be given the option perform short solos.
- 1-6 Sing a variety of songs with emphasis on the history, culture, and national pride.
- 1-7 Respond to the cues of a conductor when singing as part of a group.

## Strand 2- Listening & Appreciation.

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Grade 3 students will:**

- 6,7 – 1 Listen to compositions and the stories of the lives of some master composers
- 6,7 – 2 Recognize rondo form.
- 6,7 – 3 Recognize soprano, alto, tenor, and bass voices.
- 6,7 – 4 Identify the sounds of instruments of the orchestra as being high, middle or low pitch range.
- 6,7 – 5 Listen to programmed music and dramatic music and discuss how ideas, feelings, and events are communicated by these compositions.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Grade 3 students will:**

- 8 – 1 Identify (by genre or style) music from various historical periods and cultures.
- 8 – 2 Know how basic elements of music are used in music from various cultures of the world.
- 8 – 3 Understand the role of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures.

# **ISPS Music Pre-K-8 Standards and Benchmarks**

## **Strand 3 – Performing.**

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

**Benchmarks - By the end of Grade 3 students will:**

- 2 – 1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.
- 2 – 2 Perform simple rhythmic (duple and triple), melodic, and harmonic patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments ( e.g. recorder, percussion, cuatro, strings, steelpan, and keyboard.
- 2 – 3 Perform in groups (e.g., blend instrumental timbres, match dynamic levels, respond to the cues of a conductor.)
- 2 – 4 Perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts.
- 2 – 5 Use number and letter notation eventually, leading to standard notation in playing the melody of a simple song.

## **Strand 4 – Improvising/ Composing**

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**Standards 3- Improvises melodies, variations, and accompaniments.**

**Standards 4- Composes and arranges music within specific guidelines.**

**Benchmarks - By the end of Grade 3 students will:**

- 3,4 – 1 Create questions for question and answer activities with the voice or an instrument.
- 3,4 – 2 Create short rhythmic patterns to be used in canon activities.
- 3,4 – 3 Create duple and /or triple rhythmic patterns on rhythm and melody percussion instruments.
- 3,4 – 4 Create vocal melodies for rhymes and short poems.

## **Strand 5 – Music Theory**

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**Standard 5 - Reads and notates music.**

# ISPS Music Pre-K-8 Standards and Benchmarks

## **Benchmarks - By the end of Grade 3 students will:**

- 5 – 1 Experience and write simple rhythm patterns in traditional line or stick notation including whole, half, quarter, and eighth notes and rests.
- 5 – 2 Identify music as moving in duple or triple time.
- 5 – 3 Use standard notation, to play simple songs.
- 5 – 4 Recognize scale notation.
- 5 – 5 Recognize and perform basic musical symbols such as repeat signs, and dynamic markings.

## **Grade 4**

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### **Essential Questions:**

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

### **Strands**

1. Singing
2. Listening
3. Performance
4. Improvising/ Composing
5. Music Theory

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 1 – Singing

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**Standard 1 - The student will sing alone and with others a varied repertoire of music.**

**Benchmarks- By the end of Grade 4 students will:**

- 1 – 1 Sing with a pleasing tone quality and improved intonation.
- 1 – 2 Sing two and three part rounds or canons.
- 1– 3 Be given the option perform short solos.
- 1– 4 Sing a variety of songs with emphasis on the history, culture, and national pride.
- 1 – 5 Respond to the cues of a conductor when singing as part of a group.

## Strand 2- Listening & Appreciation.

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Grade 4 students will:**

- 6,7 – 1 Continue to listen to compositions of master composers and the stories of their lives.
- 6,7 – 2 Recognize aurally the necessity for changing the harmony from tonic to dominant or vice-versa.
- 6,7 – 3 Recognize compositions in ABA or rondo form.
- 6,7 – 4 Recognize soprano, alto, tenor, and bass voices.
- 6,7 – 5 Identify the sounds of instruments of the orchestra as being high, middle or low pitch range.
- 6,7 – 6 Listen to programmed music and dramatic music and discuss how ideas, feelings, and events are communicated by these compositions.
- 6,7 – 7 Recognize major orchestral instruments and place them in appropriate families.
- 6,7 – 8 Recognize different types of performing bodies such as band, orchestra, and chorus.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Grade 4 students will:**

- 8 – 1 Identify (by genre or style) music from various historical periods and cultures.

# ISPS Music Pre-K-8 Standards and Benchmarks

- 8 – 2 Know how basic elements of music are used in music from various cultures of the world.
- 8 – 3 Understand the role of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures.

## **Strand 3 – Performing.**

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

**Benchmarks - By the end of Grade 4 students will:**

- 2 – 1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.
- 2 – 2 Perform simple rhythmic (duple and triple), melodic, and harmonic patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments ( e.g. recorder, percussion, cuatro, strings, steelpan, and keyboard.
- 2 – 3 Perform in groups (e.g., blend instrumental timbres, match dynamic levels, respond to the cues of a conductor.)
- 2 – 4 Perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts.
- 2 – 5 Use standard notation in playing the melody of a simple song.
- 2 – 6 Begin playing two-part compositions on melody instruments (e.g., recorder, strings, and Steelpan.)

## **Strand 4 – Improvising/ Composing**

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**Standards 3- Improvises melodies, variations, and accompaniments.**

**Standards 4- Composes and arranges music within specific guidelines.**

**Benchmarks - By the end of Grade 4 students will:**

- 3,4 – 1 Create questions for question and answer activities with the voice or an instrument.
- 3,4 – 2 Create short rhythmic patterns to be used in canon activities.
- 3,4 – 3 Create duple and /or triple rhythmic patterns on rhythm and melody percussion instruments.
- 3,4 – 4 Create vocal melodies for rhymes and short poems

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 5 – Music Theory

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**Standard 5 - Reads and notates music.**

**Benchmarks - By the end of Grade 4 students will:**

- 5 – 1 Notate and create rhythms containing the following notes and rests (Whole, half, quarter, eighth).
- 5 – 2 Read and perform rhythmic patterns.
- 5 – 3 Know the letter names of the lines and spaces of the treble staff.
- 5 – 4 Play simple songs on melody instruments (strings, pan, recorder) reading standard notation.
- 5 – 5 Recognize and explain the terms, meter, sharps, flats, and key signature.
- 5 – 6 Recognize and execute some of the following dynamic and tempo markings such as allegro, andante, adagio, staccato, legato, slur, tie, D.C, D.S, ritardando, and repeat sign.
- 5 – 7 Practice visual and oral recognition of intervals of a fifth, eighth, and a third.

## Grade 5

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**Essential Questions:**

- What is music?
- Why is music a vital part of life?
- How does music help us to develop a deeper understanding and acceptance of the similarities and differences among races and cultural traditions?
- How does music provide mankind with lifelong enrichment activities?

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strands

1. Singing
2. Listening
3. Performance
4. Improvising/ Composing
5. Music Theory

# ISPS Music Pre-K-8 Standards and Benchmarks

## Strand 1 – Singing

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**Standard 1 - The student will sing alone and with others a varied repertoire of music.**

**Benchmarks- By the end of Grade 5 students will:**

- 1 – 1 Sing more difficult three-part rounds.
  - 1 – 2 Be given the option perform short solos.
  - 1 – 3 Sing songs which harmonize in two parts at cadences and endings.
  - 1 – 4 Sing a variety of songs with emphasis on history, culture, and national pride.
  - 1 – 5 Respond to the cues of a conductor when singing as part of a group
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## Strand 2- Listening & Appreciation.

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**Standard 6 - Listening to, analyzing, and describing music.**

**Standard 7 - Evaluating music and music performances.**

**Benchmarks - By the end of Grade 5 students will:**

- 6,7 – 1 Continue to listen to compositions of master composers and the stories of their lives.
- 6,7 – 2 Recognize aurally the necessity for changing the harmony from tonic to dominant or vice-versa.
- 6,7 – 2 Recognize compositions in ABA or rondo form.
- 6,7 – 3 Recognize soprano, alto, tenor, and bass voices.
- 6,7 – 4 Listen to programmed music and dramatic music and discuss how ideas, feelings, and events are communicated by these compositions.
- 6,7 – 5 Recognize different types of performing bodies such as band, orchestra, and chorus.
- 6,7 – 6 Recognize some musical devices such as augmentation, sequence, canon, minuet, march, and fragmentation involved in musical forms such as theme and variations, suites
- 6,7 – 7 Recognize orchestral instruments by sight and sound as belonging to the traditional families of the symphony orchestra-string, woodwind, brass, and percussion.
- 6,7 – 8 Recognize some of the vocal styles used in different types of music such as rock, folk, opera, jazz, soul.

**Standard 8 - Understanding music in relation to history and culture.**

**Benchmarks - By the end of Grade 5 students will:**

# ISPS Music Pre-K-8 Standards and Benchmarks

- 8 – 1 Identify (by genre or style) music from various historical periods and cultures.
- 8 – 2 Know how basic elements of music are used in music from various cultures of the world.
- 8 – 3 Understand the role of musicians (e.g., orchestra conductor, folk singer, church organist) in various music settings and cultures.
- 8 – 4 Identify the sounds of a variety of instruments from various cultures.

## **Strand 3 – Performing.**

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**Standard 2- Performs on instruments, alone and with others, a varied repertoire of music.**

**Benchmarks - By the end of Grade 5 students will:**

- 2 – 1 Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintains a steady tempo.
- 2 – 2 Perform simple rhythmic (duple and triple), melodic, and harmonic patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments ( e.g. recorder, percussion, cuatro, guitar, strings, steelpan, and keyboard.
- 2 – 3 Perform in groups (e.g., blend instrumental timbres, match dynamic levels, respond to the cues of a conductor.)
- 2 – 4 Perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions and chords) while others sing or play contrasting parts.
- 2 – 5 Use standard notation in playing the melody of a simple song on one or more of the following instruments: steelpan, recorder, violin, viola, cello, guitar, and keyboard.
- 2 – 6 Accompany two-or three chord songs on the keyboard or guitar using a series of upward and downward strokes in a 2/4, 3/4 and 4/4 strum.

## **Strand 4 – Improvising/ Composing**

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**Standards 3- Improvises melodies, variations, and accompaniments.**

**Standards 4- Composes and arranges music within specific guidelines.**

**Benchmarks - By the end of Grade 5 students will:**

- 3,4 – 1 Create rhythm patterns that can be performed as a round.
- 3,4 – 2 Perform short vocal or instrumental melodic improvisation for a set number of beats (eight or more)

# **ISPS Music Pre-K-8 Standards and Benchmarks**

3,4 – 3 Create songs, musical puppet shows, instrumental accompaniment for social studies and language arts related projects.

## **Strand 5 – Music Theory**

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**Standard 5 - Reads and notates music.**

**Benchmarks - By the end of Grade 5 students will:**

- 5 – 1 Notate and create rhythms containing the following notes and rests (Whole, half, quarter, eighth).
- 5 – 2 Read and perform rhythmic patterns.
- 5 – 3 Know the letter names of the lines and spaces of the treble staff.
- 5 – 4 Play simple songs on melody instruments (strings, pan, recorder) reading standard notation.
- 5 – 5 Recognise and explain the terms, meter, sharps, flats, and key signature.
- 5 – 6 Recognise and execute some of the following dynamic and tempo markings such as allegro, andante, adagio, staccato, legato, slur, tie, D.C, D.S, ritardando, and repeat sign.
- 5 – 7 Practice visual and oral recognition of intervals of a fifth, eighth, and a third.