

**DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2**

STANDARD 1: Singing alone and with others a varied repertoire of music.

The student will/can....

Benchmark

K-2.Mus.S1.B1: Sing ostinati and rounds.

- Grade K: Perform simple ostinato while teacher performs opposing part.
- Grade 1: Perform simple ostinato in small groups while other students performing opposing part.
- Grade 2: Perform two-part rounds.

Benchmark

K-2.Mus.S1.B2: Sing independently, on pitch and in rhythm.

- Grade K: Perform independently a minor 3rd interval (sol/mi) pattern.
- Grade 1: Perform on pitch to echo a phrase independently.
- Grade 2: Perform simple melodies on pitch and in rhythm.

Benchmark

K-2.Mus.S1.B3: Sing in groups, blending voices, matching dynamics and conductor's cues.

- Grade K: Perform in groups responding to conductor's cues for starting and stopping.
- Grade 1: Perform in groups and responding to conductor's cues for starting and stopping, and loud and quiet.
- Grade 2: Perform in groups, blending voices, matching dynamics and responding to conductor's cues.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2

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

The student will/can....

Benchmark

K-2.Mus.S2.B1: Perform short rhythmic and melodic patterns.

Grade K:	Echo/perform simple rhythmic and melodic patterns on un-pitched instruments.
Grade 1:	Perform simple rhythmic and melodic patterns on pitched and un-pitched instruments.
Grade 2:	Perform short rhythmic and melodic patterns on pitched and un-pitched instruments.

Benchmark

K-2.Mus.S2.B2: Perform with appropriate dynamics and steady tempo.

Grade K:	Perform steady beat, in a group, on instruments and body percussion.
Grade 1:	Perform steady beat, in a group, on instruments using appropriate dynamics.
Grade 2:	Perform steady beat, in a group, on instruments using appropriate dynamics.

Benchmark

K-2.Mus.S2.B3: Perform simple ostinato as an accompaniment.

Grade K:	Perform simple ostinato, maintaining a steady beat, with body percussion.
Grade 1:	Perform simple ostinato maintaining a steady beat.
Grade 2:	Perform short rhythmic ostinatos.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2

STANDARD 3: Creating music within specified guidelines.

The student will/can....

Benchmark

K-2.Mus.S3.B1: Improvise a simple rhythmic or melodic phrase.

Grade K:	Improvise for dramatizations and to accompany readings.
Grade 1:	Improvise call and response “answers” to a given rhythmic or melodic phrase.
Grade 2:	Improvise call and response “answers” to given rhythmic and melodic phrases.

Benchmark

K-2.Mus.S3.B2: Compose a short rhythmic or melodic phrase.

Grade K:	Compose for dramatizations and to accompany readings.
Grade 1:	Compose a simple rhythmic or melodic phrase.
Grade 2:	Compose a short rhythmic or melodic phrase.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2

STANDARD 4: Reading and notating music.

The student will/can....

Benchmark

K-2.Mus.S4.B1: Identify steps, leaps and repeats and upward/downward motion of pitch.

Grade K:	Identify upward and downward motion.
Grade 1:	Identify upward, downward and repeated motion.
Grade 2:	Identify steps, leaps, and repeats and upward/downward motion of pitch.

Benchmark

K-2.Mus.S4.B2: Read whole, half, quarter notes and rests and eighth note pairs.

Grade K:	Read short, long and rest patterns using pictorial representation.
Grade 1:	Read quarter note and rests and eighth note pairs in pictorial representation.
Grade 2:	Read whole, half, quarter notes and rests and eighth note pairs.

Benchmark

K-2.Mus.S4.B3: Utilize a system of melodic notation.

Grade K:	Recognize the contour of a melodic line.
Grade 1:	Recognize the contour of a melodic line using pictorial representation.
Grade 2:	Recognize a staff and notes in treble clef using standard notation.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2

STANDARD 5: Listening to, evaluating, and analyzing music.

The student will/can....

Benchmark

K-2.Mus.S5.B1: Recognize and describe specific musical works.

Grade K:	Describe the specific musical works using simple language.
Grade 1:	Distinguish differences between specific musical works using simple language.
Grade 2:	Recognize and describe musical works.

Benchmark

K-2.Mus.S5.B2: Identify the elements of music.

Grade K:	Identify the elements of upward/downward, fast/slow, and loud/quiet.
Grade 1:	Identify the elements of high/low, upward/downward, fast/slow, and loud/quiet.
Grade 2:	Identify the elements of high/low, fast/slow, upward/downward motion, simple form, and loud/quiet.

Benchmark

K-2.Mus.S5.B3: Respond through purposeful movement to music.

Grade K:	Respond to music moving to the steady beat with simple motions.
Grade 1:	Respond to music moving to the steady beat with complex motions.
Grade 2:	Respond to music using partner movement and/or body percussion.

**DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades K-1-2**

STANDARD 6: Understanding the relationship between music, history, culture, and other disciplines.

The student will/can....

Benchmark

K-2.Mus.S6.B1: Display appropriate concert etiquette for the context and style of music performed.

Grade K:	Display appropriate concert etiquette for the context and style of music performed.
Grade 1:	Display appropriate concert etiquette for the context and style of music performed.
Grade 2:	Display appropriate concert etiquette for the context and style of music performed.

Benchmark

K-2.Mus.S6.B2: Describe how basic elements of music are used in music from various cultures of the world and historical time periods.

Grade K:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
Grade 1:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
Grade 2:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5

STANDARD 1: Singing alone and with others a varied repertoire of music.

The student will/can....

Benchmark

3-5.Mus.S1.B1: Sing rounds, partner songs, and simple two-part harmonies.

- Grade 3: Perform two- & three-part rounds.
- Grade 4: Perform two- & three-part rounds and partner songs.
- Grade 5: Perform two- & three-part rounds, partner songs, and two-part harmonies.

Benchmark

3-5.Mus.S1.B2: Sing on pitch, maintaining a steady beat in a variety of tempos.

- Grade 3: Perform melodies on pitch and in rhythm.
- Grade 4: Perform melodies on pitch and in rhythm in a variety of tempos.
- Grade 5: Perform melodies on pitch and rhythm, in a developmentally appropriate range, in a variety of tempi.

Benchmark

3-5.Mus.S1.B3: Sing in groups blending voices, with appropriate dynamics, phrasing and interpretation.

- Grade 3: Perform with contrast between loud and quiet, crescendos and decrescendos.
- Grade 4: Perform with contrast between loud and quiet, crescendos and decrescendos, and using appropriate phrasing.
- Grade 5: Perform with contrast between loud and quiet, crescendos and decrescendos, and using appropriate phrasing and interpretation.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5

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

The student will/can....

Benchmark

3-5.Mus.S2.B1: Perform short rhythmic and melodic patterns independently.

- | | |
|----------|---|
| Grade 3: | Perform simple rhythmic and melodic patterns on pitched and un-pitched instruments independently. |
| Grade 4: | Perform simple rhythmic and melodic patterns on pitched and un-pitched instruments independently. |
| Grade 5: | Perform simple rhythmic and melodic patterns on pitched and un-pitched instruments independently |

Benchmark

3-5.Mus.S2.B2: Perform on pitch, in rhythm, with appropriate dynamics and timbre, while maintaining a steady tempo.

- | | |
|----------|---|
| Grade 3: | Perform simple melodies and rhythms using appropriate dynamics while maintaining a steady tempo. |
| Grade 4: | Perform simple melodies and rhythms using appropriate dynamics and timbre while maintaining a steady tempo. |
| Grade 5: | Perform on pitch, in rhythm, with appropriate dynamics and timbre, while maintaining a steady tempo. |

Benchmark

3-5.Mus.S2.B3: Perform independent instrumental parts.

- | | |
|----------|--|
| Grade 3: | Perform independent parts on un-pitched instruments. |
| Grade 4: | Perform independent parts on a variety of instruments. |
| Grade 5: | Perform simple two-part instrumental music. |

**DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5**

STANDARD 3: Creating music within specified guidelines.

The student will/can....

Benchmark

3-5.Mus.S3.B1: Improvise rhythmic and melodic phrases.

Grade 3:	Improvise both call and response rhythmic patterns.
Grade 4:	Improvise rhythmic or melodic phrases within a song.
Grade 5:	Improvise rhythmic and melodic phrases.

Benchmark

3-5.Mus.S3.B2: Compose short pieces within specified guidelines, in groups.

Grade 3:	Compose rhythms and melodies using AB form.
Grade 4:	Compose rhythms and melodies using ABA form.
Grade 5:	Compose rhythms and melodies using rondo form (ABACA).

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5

STANDARD 4: Reading and notating music.

The student will/can....

Benchmark

3-5.Mus.S4.B1: Identify and define musical symbols and terms.

- Grade 3: Identify and define simple musical symbols and terms.
- Grade 4: Identify and define more musical symbols and terms.
- Grade 5: Identify and define musical symbols and terms.

Benchmark

3-5.Mus.S4.B2: Read whole, half, dotted half, quarter, eighth, sixteenth notes and rests in standard notation using 2/4, 3/4 and 4/4.

- Grade 3: Read whole, half, quarter notes and rests; dotted half and eighth notes in standard notation using 2/4, 3/4 and 4/4.
- Grade 4: Read whole, half, quarter notes and rests; dotted half, eighth and sixteenth notes in standard notation using 2/4, 3/4 and 4/4.
- Grade 5: Read whole, half, quarter, and eighth notes and rests; dotted half and sixteenth notes in standard notation using 2/4, 3/4, 4/4.

Benchmark

3-5.Mus.S4.B3: Read simple melodies in treble clef using standard notation.

- Grade 3: Read simple melodies in treble clef using standard notation within the staff.
- Grade 4: Read simple melodies in treble clef using standard notation within the staff and middle C and D.
- Grade 5: Read simple melodies in treble clef using standard notation within the staff and ledger lines.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5

STANDARD 5: Listening to, evaluating, and analyzing music.

The student will/can....

Benchmark

3-5.Mus.S5.B1: Identify and discuss specific musical works and styles.

- | | |
|----------|--|
| Grade 3: | Identify and discuss similarities and differences in specific musical works and style. |
| Grade 4: | List characteristics or purposes of specific musical styles. |
| Grade 5: | Identify and discuss styles of specific musical works. |

Benchmark

3-5.Mus.S5.B2: Use appropriate terminology to identify the elements of music.

- | | |
|----------|--|
| Grade 3: | Identify the elements of form, dynamic and tempo markings, and unison/harmony. |
| Grade 4: | Identify the elements of form, dynamic and tempo markings, timbre, and unison/harmony. |
| Grade 5: | Identify the elements of form, dynamics, tempo, timbre, major/minor tonality, and texture. |

Benchmark

3-5.Mus.S5.B3: Respond through organized movement to music.

- | | |
|----------|--|
| Grade 3: | Respond to music through organized group and partner movement. |
| Grade 4: | Respond to music through organized group and partner movement. |
| Grade 5: | Respond to music through organized group and partner movement. |

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 3-4-5

STANDARD 6: Understanding the relationship between music, history, culture, and other disciplines.

The student will/can....

Benchmark

3-5.Mus.S6.B1: Display appropriate concert etiquette for the context and style of music performed.

Grade 3:	Display appropriate concert etiquette for the context and style of music performed.
Grade 4:	Display appropriate concert etiquette for the context and style of music performed.
Grade 5:	Display appropriate concert etiquette for the context and style of music performed.

Benchmark

3-5.Mus.S6.B2: Describe how basic elements of music are used in music from various cultures of the world and historical time periods.

Grade 3:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
Grade 4:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
Grade 5:	Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

STANDARD 1: Singing alone and with others a varied repertoire of music.

The student will/can....

Benchmark

6-8.Mus.S1.B1: Sing music in two and three parts.

- Grade 6: Perform music in two-parts.
- Grade 7: Perform music in two-parts and simple three-parts.
- Grade 8: Perform music in three parts.

Benchmark

6-8.Mus.S1.B2: Sing on pitch, in small and large groups, maintaining steady beat in a variety of tempi.

- Grade 6: Perform melodies in a developmentally appropriate range, in small and large groups, maintaining steady beat in a variety of tempi.
- Grade 7: Perform melodies in a developmentally appropriate range, in small and large groups, maintaining steady beat in a variety of tempi.
- Grade 8: Perform melodies in a developmentally appropriate range, in small and large groups, maintaining steady beat in a variety of tempi.

Benchmark

6-8.Mus.S1.B3: Sing in groups with technical and expressive accuracy.

- Grade 6: Perform in developmentally appropriate groups with technical and expressive accuracy.
- Grade 7: Perform in developmentally appropriate groups with technical and expressive accuracy.
- Grade 8: Perform in developmentally appropriate groups with technical and expressive accuracy.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

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

The student will/can....

Benchmark

6-8.Mus.S2.B1: Perform rhythmic, melodic, and chord patterns independently.

- Grade 6: Perform in simple rhythmic, melodic, and chord patterns in small groups.
- Grade 7: Perform in simple rhythmic, melodic, and chord patterns individually and in small groups.
- Grade 8: Perform in simple rhythmic, melodic, and chord patterns individually.

Benchmark

6-8.Mus.S2.B2: Perform with expression and technical accuracy.

- Grade 6: Perform with appropriate expression and technical accuracy.
- Grade 7: Perform with appropriate expression and technical accuracy.
- Grade 8: Perform with appropriate expression and technical accuracy.

Benchmark

6-8.Mus.S2.B3: Perform independent instrumental parts while others play and/or sing contrasting parts.

- Grade 6: Perform appropriate two-part music.
- Grade 7: Perform appropriate multiple part music.
- Grade 8: Perform appropriate multiple part music.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

STANDARD 3: Creating music within specified guidelines.

The student will/can....

Benchmark

6-8.Mus.S3.B1: Improvise short melodies.

- | | |
|----------|---------------------------|
| Grade 6: | Improvise short melodies. |
| Grade 7: | Improvise short melodies. |
| Grade 8: | Improvise short melodies. |

Benchmark

6-8.Mus.S3.B2: Compose short pieces within specific guidelines independently.

- | | |
|----------|---|
| Grade 6: | Compose short piece applying specified elements of music. |
| Grade 7: | Compose short piece applying specified elements of music. |
| Grade 8: | Compose short piece applying specified elements of music. |

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

STANDARD 4: Reading and notating music.

The student will/can....

Benchmark

6-8.Mus.S4.B1: Identify, define, and interpret musical symbols and terms.

- Grade 6: Identify, define, and interpret musical symbols and terms.
- Grade 7: Identify, define, and interpret musical symbols and terms.
- Grade 8: Identify, define, and interpret musical symbols and terms.

Benchmark

6-8.Mus.S4.B2: Read standard notation in a variety of standard meters.

- Grade 6: Read standard notation in simple and compound meter.
- Grade 7: Read standard notation in simple and compound meter.
- Grade 8: Read standard notation in simple and compound meter.

Benchmark

6-8.Mus.S4.B3: Read simple melodies and treble and bass clef using standard notation.

- Grade 6: Read simple melodies in standard notation using the entire grand staff.
- Grade 7: Read simple melodies in standard notation using the entire grand staff.
- Grade 8: Read simple melodies in standard notation using the entire grand staff.

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

STANDARD 5: Listening to, evaluating, and analyzing music.

The student will/can....

Benchmark

6-8.Mus.S5.B1: Discuss how the elements of music are used in various musical works and styles.

- | | |
|----------|--|
| Grade 6: | Identify instrumentation, form, dynamics, tempo, rhythm, melody/harmony, and/or texture. |
| Grade 7: | Identify instrumentation, form, dynamics, tempo, rhythm, melody/harmony, and/or texture |
| Grade 8: | Identify instrumentation, form, dynamics, tempo, rhythm, melody/harmony, and/or texture |

Benchmark

6-8.Mus.S5.B2: Evaluate how the elements of music affect the quality of musical performance using specified criteria.

- | | |
|----------|--|
| Grade 6: | Evaluate how the elements of music affect the quality of musical performance using specified criteria. |
| Grade 7: | Evaluate how the elements of music affect the quality of musical performance using specified criteria. |
| Grade 8: | Evaluate how the elements of music affect the quality of musical performance using specified criteria. |

Benchmark

6-8.Mus.S5.B3: Interpret and/or analyze music using specified criteria.

- | | |
|----------|--|
| Grade 6: | Interpret and/or analyze music using specified criteria. |
| Grade 7: | Interpret and/or analyze music using specified criteria. |
| Grade 8: | Interpret and/or analyze music using specified criteria. |

Benchmark

6-8.Mus.S5.B4: Interpret music through conducting, creative movement or analysis.

- | | |
|----------|---|
| Grade 6: | Conduct while listening to music in correct 2, 3 or 4 pattern. |
| Grade 7: | Respond appropriately to music using creative movement. |
| Grade 8: | Analyze music and respond appropriately to music using creative movement. |

DIOCESE OF DES MOINES
MUSIC
Grade Level Expectations
Grades 6-7-8

STANDARD 6: Understanding the relationship between music, history, culture, and other disciplines.

The student will/can....

Benchmark

6-8.Mus.S6.B1: Display appropriate concert etiquette for the context and style of music performed.

- Grade 6: Display appropriate concert etiquette for the context and style of music performed.
 Grade 7: Display appropriate concert etiquette for the context and style of music performed.
 Grade 8: Display appropriate concert etiquette for the context and style of music performed.

Benchmark

6-8.Mus.S6.B2: Describe how basic elements of music are used in music from various cultures of the world and historical time periods.

- Grade 6: Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
 Grade 7: Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.
 Grade 8: Describe how basic elements of music are used in music from various cultures of the world and historical time periods at a developmentally appropriate level.

Benchmark

6-8.Mus.S6.B3: Demonstrate understanding of the function of music, roles of musicians, and connections to other disciplines.

- Grade 6: Demonstrate understanding of the function of music, roles of musicians, and connections to other disciplines.
 Grade 7: Demonstrate understanding of the function of music, roles of musicians, and connections to other disciplines.
 Grade 8: Demonstrate understanding of the function of music, roles of musicians, and connections to other disciplines.