

**Montana Instructional Alignment
HPS Critical Competencies
Music
Kindergarten**

Content Standards

Content Standard 1 Students create, perform/exhibit, and respond in the Arts.

Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts

Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4 Students analyze characteristics and merits of their work and the work of others.







Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.

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Content Standard 1 -		Students create, perform/exhibit, and respond in the Arts.	
State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
1.1 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will share ideas and impressions from their own imaginations based on music they hear 	Imagery	 1
1.2 use a variety of materials and sources to experiment with an art form	<ul style="list-style-type: none"> Students will use classroom instruments, found objects, recordings, music texts, and computer/technology to experiment with music 	Performing	 5
1.3 identify their own ideas and images based on themes, symbols, events and personal experiences	<ul style="list-style-type: none"> Students will perform their own musical ideas/compositions and those of others 	Performing	 7,9
1.4 present their own work and works of others	<ul style="list-style-type: none"> Students will participate in group performances 	Ensemble performance	 2
1.5 collaborate with others in the creative process	<ul style="list-style-type: none"> Students will respond to a variety of musical stimuli 	Listening	 4
1.6 describe how a variety of materials, techniques and processes cause different responses		Listening	 4


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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> • Rhythm: experience and respond to: <ul style="list-style-type: none"> - steady beat - silent beat - meter: strong and weak beat - duration: long and short sounds - rhythm patterns: long and short sounds in patterns, visual notation • Melody: experience and respond to: <ul style="list-style-type: none"> - melody as a whole - register: high/low pitch - direction: upward and downward motion - intervals: steps, skips, repeats between Pitches - melodic patterns: patterns of pitch including Sol-Mi (5-3) • Harmony: experience, respond to, and explore: <ul style="list-style-type: none"> - melody alone or melody with accompaniment - vocal and instrumental accompaniments • Timbre/Tone color: experience, respond to, and explore: <ul style="list-style-type: none"> - a variety of sounds - sound production (speak, whisper, sing, shout) - instrumental sounds - sound qualities (non-musical, vocal, instrumental, electronic) • Form: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases 	Beat Rhythm Steady beat Note values Rhythmic patterns Melody Staff Solfege (Sol, Mi) Unison Kinds of voices Accompaniment Timbre Instrument families Form (Repeated parts) Verse and refrain Call and response	 1,2,3,4

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Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.




State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.2 Techniques: identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> • Expressive Devices: relate mood and meaning of lyrics to expressive performance • Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song • Tempo: experience, respond to, differentiate between: <ul style="list-style-type: none"> - fast and slow - change in tempo of a song • Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole • Accompaniment: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - melody alone or with accompaniment - vocal or instrumental accompaniments • Interpretation: identify and express emotional content of music • Improvisation: experience vocal call and response 	Mood Dynamic vocabulary (Loud, soft) Tempo vocabulary (Slow, fast) Style	 6,8
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> • Students will sing, alone and with others, a varied repertoire of music: <ul style="list-style-type: none"> • Explore vocal and mouth sounds • Sing high/low • Sing echo songs • Sing a song in its entirety • Sing call and response • Sing songs from diverse cultures • Respond to a conductor 	Solo Chorus Pitch matching	 1,2,3

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State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
2.4 Function: identify examples of music (e.g., ceremonial, celebration, concerts, theater, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> Identify and experience traditional children's song literature and traditional music from cultures around the world, including Montana historical and indigenous cultures 	Folk songs	 4
2.5 Style: identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> Students will be presented with a wide variety of age-appropriate listening experiences including music from diverse cultures and time periods 	Listening	 1,4
2.6 Presentation: participate in performances	<ul style="list-style-type: none"> Students will participate in individual group performances Students will develop skills as an audience member 	Audience and performance behavior	 9

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.1 Use art materials, techniques, technologies, and processes to create general responses	<ul style="list-style-type: none"> Students will utilize visual images (charts, art examples, student created art) to direct and inspire responses to music 	Listening maps	 6,7
3.2 Communicate meaning through the art forms from selected subject matter	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.3 Explore potential solutions to a given problem through the Arts.	<ul style="list-style-type: none"> Students will express feeling and ideas inspired by listening examples 	Imagery	 3
3.4 Use technical skills – sing and play music using dynamics, phrasing, and interpretation	<ul style="list-style-type: none"> Expressive Devices: <ul style="list-style-type: none"> – relate mood and meaning of lyrics to expressive performance Dynamics: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - loud and soft - changes in dynamics - select appropriate dynamics for a song Phrasing: experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole Interpretation: identify and express emotional content of music 	Tempo Tempo vocabulary (Fast, slow) Dynamic vocabulary (Loud, soft) Lyrics	 7,9

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Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.





State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
3.5 phrasing, and interpretation	<ul style="list-style-type: none"> • Phrasing : experience, respond to, and demonstrate: <ul style="list-style-type: none"> - whole and parts of a song - same and different elements of songs (repetition/contrast) - phrases as a whole • Interpretation : identify and express emotional content of music 	Feelings	 1,2
3.6 Identify and use appropriate symbol system – use standard symbols to identify meter, rhythm, pitch, and dynamics	<ul style="list-style-type: none"> • Rhythm: experience and respond to: <ul style="list-style-type: none"> - steady beat qqqq - silent beat Q - meter: strong and weak beat - duration: long and short sounds - rhythm patterns: long and short sounds in patterns, visual notation • Melody – experience and respond to high/low pitch, upward/downward motion • Dynamics – experience and respond to dynamics, loud and soft (f and p); recognize changes in dynamics, and select appropriate dynamics for a piece 	Rhythm vocabulary Duration Melody Pitch vocabulary (High, low) Sequence Notation Dynamic vocabulary (Loud, soft) Tempo vocabulary (Fast, slow) Expression Mood Tone color	 2

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Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
4.1 Use vocabulary of the discipline (music) to describe a variety of works in art	<ul style="list-style-type: none"> Students will describe works using words such as fast and slow, high and low, soft and loud 	Appropriate musical vocabulary	 1,2,4
4.2 Describe personal works to others	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary of the discipline and everyday language to describe their personal works 	Appropriate musical vocabulary	 1,2,4
4.3 Devise criteria for evaluation	<ul style="list-style-type: none"> Students will use grade level appropriate vocabulary, musical terminology, and everyday language to evaluate musical works. Establishing specific criteria for qualitative judgments about music is a subjective matter as the appeal of a particular work is determined by individual taste. 	Opinion Comparison	 9
4.4 Recognize a variety of different responses to specific works of art	<ul style="list-style-type: none"> Students will recognize emotional and cognitive responses to music and express them through appropriate verbal and kinesthetic means. 	Expression	 7





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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.



State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.1 Recognize ways in which the Arts have both a historical and distinctive relationships to various cultures (e.g., American Indian) and media expression	<ul style="list-style-type: none"> Students will be exposed to age-appropriate recordings and performances of musical examples from genres such as classical, jazz, rock, folk, and ethnic music and they will discuss the cultural and historical significance in grade level appropriate terminology 	Genre Style Listening	 2,4
5.2 Identify and describe specific works of art belonging to particular cultures, times and places	<ul style="list-style-type: none"> Students will study works that will pique students' interest, which relate to their lives and understanding of the world. Masterwork selections will be studied and experienced in a variety of auditory, visual and kinesthetic ways 	Style Genre Folk songs Pop music	 2,4
5.3 Recognize various reasons for creating works of art	<ul style="list-style-type: none"> Students will use methods such as rhythmic experimentation, call and response, iconic notation, traditional notation, and improvisation to recognize and create works of music 	Creative responses	 1,9
5.4 Recognize common emotions, experiences, and expressions in art	<ul style="list-style-type: none"> Students will experience and recognize basic emotional qualities in music such as happy, sad, energetic, and peaceful through a variety of listening and music making experiences. The complexity level of these experiences will be adjusted to fit the age and ability of the students. 	Mood	 4

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Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
5.5 Demonstrate appropriate audience behavior for the context and style of art presented	<ul style="list-style-type: none"> Through discussions in music class, students will become aware of basic audience courtesy and behavior expectations. Students will learn appropriate appreciation responses, e.g., remaining quiet during a performance, clapping at the end of the entire composition. 	Audience manners	 9
5.6 Explore their own culture as reflected through the Arts.	<ul style="list-style-type: none"> The teacher will present many and frequent opportunities to hear, learn, sing, and discuss the cultural significance of examples from the great body of classic American songs and works by American composers, including Montana historical and indigenous cultures. 	Musical origins	 2,4

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Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.

State Established Benchmark At the end of 4th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile
<ul style="list-style-type: none"> Identify similarities and differences in the meanings of common terms/elements used in the various Arts. 			
<ul style="list-style-type: none"> Identify interrelated elements among the Arts and other subject areas. 			
<ul style="list-style-type: none"> Identify the role of the Arts in the world of work 			
<ul style="list-style-type: none"> Identify how art reflects life 			

