

Music Continuum

Preconventional Ages 3–5	Emerging Ages 4–6	Developing Ages 5–7	Beginning Ages 6–8	Expanding Ages 7–9
<ul style="list-style-type: none"> Demonstrates different voices (high, low, funny, scary) as suggested when speaking, chanting, or singing Singing songs from some of the following categories: folk song, ethnic song, game or nonsense song, seasonal or other topical song Begins to match pitch in own range Uses singing voice as distinct from the speaking voice Uses instruments in safe and appropriate ways Plays instruments with an awareness of steady beat Plays instruments with an awareness of dynamics Echoes short rhythmic patterns Improvises rhythm patterns and songs with classroom instruments Identifies objects or actions in a story or poem that can be represented in sound Creates a song using the words of a poem in which the song has little repetition of melody or rhythm <input checked="" type="checkbox"/> Recognizes that music can be written and read <input checked="" type="checkbox"/> Writes pre-writing symbols for quarter notes and beamed eighth notes Identifies many pictures representing musical and nonmusical sounds being heard in a recording Distinguishes between vocal and instrumental music Describes obvious musical contrasts Identifies whether a pitch is high or low Recognizes mistakes of pitch or rhythm in known songs Identifies several settings in which music was present in his or her life Uses the mouse to use age-appropriate music software to learn about and create music Moves rhythmically to music Moves with an awareness of tempo (slow, medium, fast) Imitates movements Moves in a way that reflects some element of the music's character (rhythm, dynamics, tempo, melody) Demonstrates eagerness to make music through singing and playing instruments Demonstrates enthusiasm when moving to music 	<ul style="list-style-type: none"> Demonstrates a wide variety of voices that cover most of the possible categories when speaking, chanting, or singing Singing several songs, from the following categories: folk song, ethnic song, game or nonsense song, seasonal or other topical song Uses instruments in traditional as well as imaginative ways to produce a wide variety of sounds/timbres/tone colors Plays rhythmic speech patterns using rhythm instruments and body percussion Identifies and improvises using the black key patterns on a keyboard instrument Sings and plays improvised responses on Sol, Mi, and La Creates a tone-poem or sound track using classroom instruments to illustrate a story Invents original graphic or symbolic systems to notate an original song and can reproduce the song accurately using the notation Creates a song using the words of a poem. When performing it, rhythm and pitch characteristics of the song are maintained <input checked="" type="checkbox"/> Reads rhythms using quarter notes, beamed eighth notes, half notes, and rests <input checked="" type="checkbox"/> Writes pre-writing symbols for half notes and quarter rests <input checked="" type="checkbox"/> Writes a few measures of simple rhythms using pre-writing symbols from aural dictation <input checked="" type="checkbox"/> Recognizes and names common music symbols <input checked="" type="checkbox"/> Uses a simple vocabulary of musical terms to describe sounds Recognizes same and different as related to verse and chorus Describes obviously contrasting music using their own vocabulary and standard music vocabulary (-) Identifies whether the second of two pitches is high, lower or the same as the first Recognizes own mistakes and attempts to correct them Identifies several settings in which music was present in his or her life and can offer explanations of why music was used in that setting Gives examples of the fine arts (i.e., art, dance, music, theatre) Moves in a way that reflects not only the character of the music (rhythm, dynamics, tempo, melody) but also, through repetition and contrast, reflects the formal structure of the music Demonstrates initiative when participating in music activities 	<ul style="list-style-type: none"> Singing with good posture and proper breath support when sitting or standing Singing and matches pitch (range of a 5th) Singing simple ostinatos with familiar songs Singing with expression (i.e., happy, sad, funny, scary, sleepy) Singing the words with good pronunciation Singing several songs that include a verse and chorus/refrain Playing keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument using proper posture and hand positions Playing limited range melody (up to 5 notes) on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument Strums specific strum patterns on an autoharp with a steady beat Playing short pieces of traditional and non-traditional songs Playing simple accompaniment ostinato on a mallet percussion instrument, autoharp, guitar or other string instrument Improvises short songs and instrumental pieces, using a variety of sound sources Composes short pieces using a variety of sound sources <input checked="" type="checkbox"/> Recognizes, names, and explains common music symbols <input checked="" type="checkbox"/> Recognizes and performs traditionally notated quarter, beamed eighth, and half notes and rests <input checked="" type="checkbox"/> Recognizes that pitches may be symbolized <input checked="" type="checkbox"/> Recognizes that notes in the staff can be either on a "line" or on a "space" <input checked="" type="checkbox"/> Writes 1 or 2 measures of original rhythms in 4/4 meter signature <input checked="" type="checkbox"/> Reads Mi, Sol and La on the treble clef (or a 2- or 3-line clef) using a system (that is, syllables, numbers, or letters) Identifies different sections of a song Identifies whether a pitch is higher than, lower than, or the same as another pitch Demonstrates that pitch or melody may move upward, downward, or stay the same Identifies by sight and sound common instruments of Western music (including voice, flute, saxophone, trumpet, tuba, piano, violin, drums, xylophone) Demonstrates understanding of AB song form Evaluates a live or taped performance in terms of why they enjoyed it or didn't enjoy it Identifies by genre or style (from a short list) brief, representative, aural examples of the following music: Western classical, folk, jazz, pop, world music. Uses the midi keyboard to use age-appropriate music software to learn about and create music Dances simple folk dances that use improvised actions Improvises rhythmic movement to various styles of music Requests to hear or sing specific songs. Performs favorite songs for the class. Discusses how music is a means of personal expression 	<ul style="list-style-type: none"> Singing the indicated dynamics without being too loud or too quiet Singing with good posture, head up, mouth sufficiently open Singing from memory several songs, including some associated with at least 2 different ethnic groups Singing rounds, ostinatos, and partner songs with help and occasional start-overs Demonstrates that music may be performed smoothly, detached, or a variety of combinations of smooth and detached Singing and matches pitch (range of a 6th or 7th) Playing moderate range/chord songs (B-A-G / 3 or 4 chords) on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument Playing a simple, familiar song on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument using proper posture, playing with good intonation, appropriate dynamics, while maintaining a steady tempo Echoes on a rhythmic or melodic instrument a series of four rhythmic patterns, each consisting of 2 measures in 4/4 meter without distorting the rhythm, tempo, or length of the patterns Improvises simple rhythmic and melodic ostinato accompaniments for familiar songs Composes short melodies using do, mi, fa, sol, and la (-) Uses computer software to compose simple pieces, using a variety of sounds <input checked="" type="checkbox"/> Names and defines a variety of common music symbols <input checked="" type="checkbox"/> Understands and performs <i>f</i> & <i>p</i> <input checked="" type="checkbox"/> Describes how notation can represent melodic direction and duration <input checked="" type="checkbox"/> Reads and writes whole, half, dotted half, and quarter notes and rests and connected eighth notes in 4/4 meter signature <input checked="" type="checkbox"/> Identifies the name given to the music staff <input checked="" type="checkbox"/> Recognizes that pitches or melody may move by step or skip or may repeat <input checked="" type="checkbox"/> Demonstrates understanding of a repeat sign <input checked="" type="checkbox"/> Reads Do, Mi, Fa, Sol, and La on the treble clef using a system (that is, syllables, numbers, or letters) Recognizes at least 2 or 3 of the intervals of the first octave Identifies duple and triple meters in music Identifies by sight all the instruments of a standard Western orchestra and the families to which they belong, as well as common keyboard instruments Identifies the sections of simple music forms Categorizes percussion instruments as membranophone or idiophone Recognizes steady, even and unsteady, uneven beats/pulse Discriminates between long and short phrases Evaluates technical aspects of a live or taped performance using some appropriate musical vocabulary Identifies different kinds of jobs that a musician might hold Describes how music has differed at various periods of history Dances some simply choreographed folk dances Discusses favorite music with others 	<ul style="list-style-type: none"> Singing with precise rhythm and steady beat Singing with pure vowels and easy, open, unforced sound Singing with good breath support Singing and matches pitch (one-octave range) Identifies the places in the song where it is best to breathe Singing from memory songs including at least 2 from each of the following categories: English folk song, home culture song, other ethnic song, game or nonsense song, seasonal or other topical song Performing several songs (from the following categories: folk/traditional, jazz/pop/show tune, and classical), on keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument Playing B-A-G-C-D on a recorder or other melody instrument Performing as part of an instrumental ensemble Performing independent instrumental parts while other students sing or play contrasting parts Creates and arranges music to accompany readings or dramatizations Improvises simple rhythmic variations and simple melodic embellishments on familiar melodies (-) Uses more advanced features of music software to create own musical works (-) Uses the internet to find and download midi files that are then used in age-appropriate software applications <input checked="" type="checkbox"/> Names and defines common music symbols and terms referring to dynamics, tempo, and articulation and interprets them correctly when performing <input checked="" type="checkbox"/> (-) Uses appropriate music software to learn more about music theory and/or history <input checked="" type="checkbox"/> Understands and performs <i>mf</i> & <i>mp</i> <input checked="" type="checkbox"/> Reads and writes whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, & 4/4 meter signatures <input checked="" type="checkbox"/> Reads Sol¹, Do, Mi, Fa, Sol, La, and Do² on the treble clef using a system (that is, syllables, numbers, or letters) <input checked="" type="checkbox"/> Recognizes and performs the following musical notation: Fine, D.C. al Fine, staccato, legato, marcato, accent, bar line, measure, fermata, time signature Understands that sounds are produced by vibrations Demonstrates understanding of rondo form and coda Understands that texture may consist of melody (monophony) or a melody with accompaniment (homophony) Categorizes woodwind instruments as single-reed, double-reed or aperture Categorizes string instruments as bowed or plucked Evaluates the musical, aesthetic aspects of a live or taped performance using appropriate musical vocabulary Identifies by genre or style brief, representative, aural examples of the following music: Baroque/Classical, Romantic, contemporary, folk, jazz, pop, world music Dances several simply choreographed folk dances Demonstrates appropriate audience behavior and discusses why different types of performances require different behaviors from the audience

Bridging Ages 8–10	Fluent Ages 9–11	Proficient Ages 10–13	Connecting Ages 11–14	Independent
<ul style="list-style-type: none"> Singing with appropriate dynamic control while maintaining good intonation, rhythm, and beat Singing from memory a variety of songs, including English folk songs, ethnic songs from different continents, popular songs, and Western classical songs Singing rounds, ostinatos, and partner songs with help from peers Performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments Performs many songs (from all 3 of the following categories: folk/traditional, jazz/pop/show tune, and classical), demonstrating proper posture, good intonation, appropriate dynamics, and steady tempo on keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument Echoes on a melodic instrument a series of four simple, 4-beat melodic patterns without distorting the melody, rhythm, temp, or length of the patterns Plays B-A-G-F-E-D-C on a recorder or other melody instrument Improvises melodic "answers" to "questions" played or sung by the teacher – the "answer" being of the same length, in the same tempo, and in the same style as the "question" Composes short pieces in recognizable forms using a variety of sound sources Writes musical pieces in such a way that the work can be performed again in the same way on another day <input checked="" type="checkbox"/> Reads and writes whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, & 4/4 meter signatures <input checked="" type="checkbox"/> Understands and performs all dynamic symbols (including <i>pp</i>, <i>ff</i>, and crescendo and decrescendo symbols) <input checked="" type="checkbox"/> Reads, sings and plays intervals (unison, 2nd, 3rd, 5th) <input checked="" type="checkbox"/> Reads simple pitch notation in the treble clef in major keys using a system (that is, syllables, numbers, or letters) Identifies simple music forms, such as ABA, AABA, Rondo form, and other forms involving not more than three section (not counting repetitions), when presented aurally Understands that texture may consist of a melody (monophony), a melody and accmp (homophony) or two or more melodies (polyphony) Identifies by sound all the instruments of a standard Western orchestra (including children's and adult voices and common keyboard instruments) and the families to which they belong Evaluates a music composition with respect to the musical effect and the extent to which the composer was successful in achieving his or her purpose using appropriate music vocabulary Describes in simple terms how elements of music are used in music examples from various cultures of the world Describes how music relates to culture, era, artworks Evaluates the appropriate software application for various music projects Dances moderately difficult folk dances Recognizes that aesthetic choices are influenced by culture Understands the basics of information ownership and copyright laws as they apply to music and technology 	<ul style="list-style-type: none"> Singing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles Demonstrates correct phrasing by breathing only at the appropriate points throughout Singing songs with parallel harmony parts without being confused by the other parts Performs on at least one instrument with good posture, good playing position, and good breath/stick control instrumental literature with a difficulty level of 1, on a scale of 1 to 6 Play by ear simple melodies that move by step on wind or percussion instruments Performs simple conducting patterns (i.e., 2/4, 3/4, & 4/4) for visual representation of the beat and meter Identifies the symbols for flats and sharps and demonstrates how these apply to their instrument Recognizes and performs accents Understands and applies good procedures for care and maintenance of instruments Identifies the parts of at least one instrument and assembles it properly Understands the concept of "concert pitch" Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc. <input checked="" type="checkbox"/> Names and defines music symbols and terms commonly found in choral and band literature and interprets them correctly when performing <input checked="" type="checkbox"/> Reads basic music symbols (rest, repeats, endings, slurs, ties etc) needed to play individual instrumental parts <input checked="" type="checkbox"/> Recognizes music may be embellished using ornamentation to vary melody (i.e., tremolo, glissando, grace, passing and neighbor tones) <input checked="" type="checkbox"/> Reads, sings, and play intervals (i.e., 2nd, 3rd, 4th, 5th, 6th, 7th and octaves) Recognizes the importance of balance and blend in group performances Describes the melody, timbre, rhythm and texture of aural and written examples of music of various styles representing diverse cultures using appropriate music vocabulary Identifies by sight and sound ethnic instruments as well as their families Actively listens to and identifies simple forms as found in compositions by noted composers Discusses the distinct, appealing musical features of their favorite musical works (including pop songs) Distinguishes between a higher degree and a lower degree of proficiency in a performance Identifies by genre or style representative, aural examples of the following music: classical, folk, spirituals, jazz, opera, marches, pop songs, world music Identifies and describes roles of musicians in various music settings and cultures Dances moderately difficult popular dances Demonstrates legal and ethical behaviors when using music technology 	<ul style="list-style-type: none"> Demonstrates an effective singing range of a 6th to an octave (except in changing voices) Singing with a free and easy tone where the throat is open and the jaw is relaxed Singing with expression and technical accuracy a Unision/2-part repertoire of vocal literature with a difficulty level of 1, on a scale of 1 to 6, including some songs performed from memory Performs on at least one instrument with good posture, good playing position, and good breath/stick control a varied repertoire of instrumental literature with a difficulty level of 1½, on a scale of 1 to 6 Identifies and uses alternate fingerings appropriately Applies understanding of history, periods and a styles to music being performed Identifies and plays in the keys of concert B-flat major, E-flat major, and F major Improvises melodies using a given scale or note set, unaccompanied or over a given rhythmic accompaniment Transposes parts into different keys using appropriate technology Composes short pieces using music publishing and arranging software <input checked="" type="checkbox"/> Reads at sight music at a difficulty level of 1 <input checked="" type="checkbox"/> Identifies and interprets symbols and traditional terms referring to tempo (i.e., andante, presto, adagio) Describe specific music events (timbre of melody or accompaniment, contrast of elements, variations of elements, musical tension and climax, use of harmony) of a given aural example, using appropriate music vocabulary Considers how a composer or composition grew out of a time and place in history Identifies by genre or style representative, aural examples of the following music: Medieval, Renaissance, Baroque, Classical, Romantic, and contemporary music Evaluate personal individual and ensemble performances using a given set of criteria Distinguishes between a low level, a moderate level and a high level of proficiency in a performance Performs simple choreographed songs in a variety of styles Listens to music outside required listening 	<ul style="list-style-type: none"> Demonstrates an effective singing range of an octave to a tenth (except in changing voices) Singing with expression and technical accuracy a 3-part mix/SAB repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory Performs on at least one instrument with good posture, good playing position, and good breath/stick control a varied repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6 Plays by ear simple melodies that include steps and skips on a wind or percussion instrument Improvises melodies using a given scale or note set over given rhythmic accompaniments, each in a consistent style, meter and tonality Transpose a part into a different key without using technology Uses music notation software to enter and manipulate melodies and accompaniments <input checked="" type="checkbox"/> Reads whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/8 and alla breve meter (2/2) signatures <input checked="" type="checkbox"/> Reads at sight music with a difficulty level of 1½ with sensitivity to dynamics, phrasing, expression, and style Analyzes the use of elements of music (pitch, rhythm, dynamics, timbre, harmony, texture, form, text, historical/cultural context) in works being performed personally using appropriate music vocabulary Evaluate personal individual and ensemble performances using a four-level set of criteria and specific examples to support judgments Performs choreographed songs using a variety of advanced steps Suggests music for an ensemble to perform 	<ul style="list-style-type: none"> Demonstrates an effective singing range of more than a tenth with an even sound throughout the different registers (except in changing voices) Singing with expression and technical accuracy a 3-part mix/SAB repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory Demonstrates the ability to convey the meaning of the words and to vary dynamics, style, and expression while shaping each phrase appropriately Performs on at least one instrument with good posture, good playing position, and good breath/stick control a varied repertoire of instrumental literature with a difficulty level of 2½ or 3, on a scale of 1 to 6 Improvises melodies given chord symbols, in a consistent style, meter and tonality Arranges simple pieces for voices or instruments other than those for which the pieces were written using appropriate music publishing software <input checked="" type="checkbox"/> Reads at sight music with a difficulty level of 2 with sensitivity to dynamics, phrasing, articulation, expression, and style Analyzes the uses of elements of music (pitch, rhythm, dynamics, timbre, harmony, texture, form, text) in aural examples representing diverse genres and cultures using appropriate music vocabulary Develops criteria for evaluating the quality and effectiveness of music performances (including tone, intonation, diction, technique, interpretation, attack and release, balance, blend, musical effect) and use the criteria to judge their own individual and ensemble performances Choreographs songs using a variety of steps Composes or arranges music for an ensemble to perform

Developed using material and ideas from:
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And

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The Washington State Music EARL's
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and

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