

# Oklahoma Teaching Standards 1st Grade

## **Standard 1:**

### *Language of Music: "Responding"*

The student meaningfully engages with the artform through eading, notating, and/or interpreting music.

#### **1 Explore the elements of music, including:**

- a. Melody (e.g., high and low, upward and downward, leaps, and repeats),
- b. Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4, and long and short sounds),
- c. Harmony (e.g., sing accompanied, sing unaccompanied, and perform ostinato patterns as accompaniment),
- d. Form (e.g., introduction, repetition/contrast, solo/chorus, and verse/refrain),
- e. Tone Color (e.g., classroom percussion instruments, sounds from nature, machines, or the environment, and orchestra instruments from each family of instruments - trumpet, clarinet, violin, and tympani),
- f. Pitch (high and low),
- g. Tempo (fast and slow, getting faster or slower), and
- h. Dynamics (loud and soft, getting louder or softer).

#### **2 Identify a system of syllables, numbers, or letters to demonstrate basic notation:**

- a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes)
- b. Melodic (e.g., sol, mi, la or 5, 3, 6)

#### **3 Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.**

#### **4 While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).**



## **Standard 2:**

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

- 1** Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2** Recognize American music, including work songs, holiday songs, and music related to citizenship.
- 3** Identify music and instruments from different cultures.
- 4** Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5** Demonstrate respect for music performed by others.

## **Standard 3:**

### *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1** Participate in music through singing and/or playing instruments.
- 2** Match pitches, sing in tune, and use appropriate tone and expression.

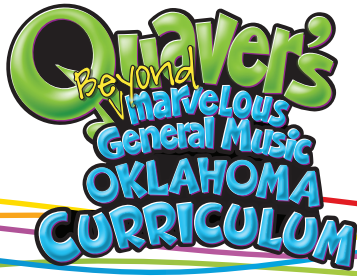


- 3** Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4** Play simple pitch patterns (tones) on instruments, such as bells or xylophones.

## **Standard 4:** *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3** Discuss likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.



# Oklahoma Teaching Standards 2nd Grade

## **Standard 1:**

### *Language of Music: "Responding"*

The student meaningfully engages with the art form through reading, notating, and/or interpreting music.

#### **1 Explore the elements of music, including:**

- a. Melody (e.g., steps, leaps, and repeated tones, melody patterns, high and low, upward and downward, motives, and repeated phrases),
- b. Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4 and 3/4, long and short sounds, and rhythm patterns in songs and ostinatos),
- c. Harmony (e.g., sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, and sing to chordal accompaniment),
- d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, and AB),
- e. Tone Color (e.g., classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group),
- f. Pitch (e.g., high and low),
- g. Tempo (e.g., fast and slow, gradually faster and slower, and suddenly faster and slower), and
- h. Dynamics (e.g., loud and soft, gradually louder and softer, and suddenly louder and softer).

#### **2 Identify a system of syllables, numbers, or letters to demonstrate basic notation:**

- a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, and whole rest)
- b. Melodic (e.g., sol, mi, la, do or 5, 3, 6, 1)

#### **3 Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.**

#### **4 While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).**



## Standard 2:

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2 Recognize American music, including work songs, holiday songs, and music related to citizenship.
- 3 Identify music and instruments from different cultures. (e.g., koto, maracas, Native American flute, African talking drum, etc.).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.

## Standard 3:

### *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
- 5 Perform solos and in groups.

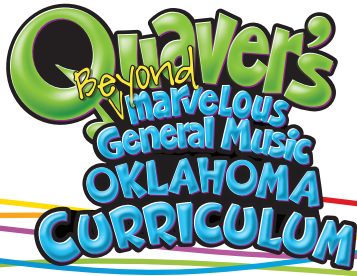


## **Standard 4:**

### *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3** Discuss likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.
- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).



# Oklahoma Teaching Standards 3rd Grade

## **Standard 1:**

### *Language of Music: "Responding"*

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

#### **1 Explore the elements of music, including:**

- a. Melody (e.g., steps, wide and narrow leaps, repeated tones, melody patterns, high and low pitches, melodic contour, and same, different and similar phrases),
- b. Rhythm (e.g., strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, and dotted rhythms),
- c. Harmony (e.g., chordal harmony, chord changes, ostinato patterns, countermelody, and rounds),
- d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine),
- e. Tone Color (e.g., classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group),
- f. Pitch (e.g., higher and lower),
- g. Tempo (e.g., fast and slow, faster and slower, and gradual and sudden changes in tempo), and
- h. Dynamics (e.g., loud and soft, gradually louder and softer, and suddenly louder and softer).

#### **2 Use a system of syllables, numbers or letters to demonstrate basic notation:**

- a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, and dotted half note)
- b. Melodic (e.g., sol, mi, la, do, re or 5, 3, 6, 1, 2)

#### **3 Recognize basic features of familiar and unfamiliar songs, including:**

- a. Dynamics (e.g., loud and soft and gradual change of louder and softer),
- b. Tempo (e.g., fast and slow and gradual change of faster and slower), and
- c. Form (e.g., same, different, and similar).

#### **4 Identify instrument ensembles (brass, strings, woodwinds, and percussion).**



## Standard 2:

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

- 1** Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2** Recognize American music, including work songs, holiday songs, and music related to citizenship.
- 3** Identify music and instruments from different cultures. (e.g., bagpipes, wooden flute, koto, and pan-pipes).
- 4** Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5** Demonstrate respect for music performed by others.

## Standard 3:

### *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informal with appropriate expressive and technical skills.

- 1** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2** Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3** Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4** Play simple melodies by rote on instruments, such as bells or xylophones.
- 5** Perform solos and in groups.

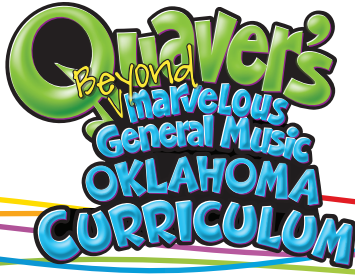




## **Standard 4:** *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3** Compare students' likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.
- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6** Use appropriate terms to explain preferences for musical works and styles.



# Oklahoma Teaching Standards 4th Grade

## Standard 1:

### *Language of Music: "Responding"*

The student meaningfully engages with the art form through reading, notating, and/or interpreting music.

#### **1 Use correct terminology to discuss the elements of music, including:**

- a. Melody (e.g., steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, and same, different, and similar phrases),
- b. Rhythm (e.g., strong and weak beats, steady beat, offbeat, silent beat, and meter in 2/4, 3/4, 4/4 and 6/8),
- c. Harmony (e.g., chordal harmony, chord changes, ostinato patterns, countermelody, rounds, and thick and thin texture),
- d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine),
- e. Tone Color (e.g., sound quality of individual and group performances by voice or
- f. instrument to include duets, trios, quartets, chorus, and ranges of soprano, alto, tenor, and bass),
- g. Pitch (e.g., high and low),
- h. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
- i. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].

#### **2 Use a system of syllables, numbers or letters to demonstrate basic notation:**

- a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, and 6/8)
- b. Melodic (e.g., sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, and treble clef)

#### **3 Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.**

#### **4 Identify visually and aurally:**

- a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
- b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
- c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

#### **5 Notate simple pitch and rhythm patterns presented aurally (listening).**



## Standard 2:

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.
- 2 Listen and describe music from a variety of styles, periods, and cultures, including European, Native American, African American, Hispanic, and Asian.
- 3 Identify music and instruments from different cultures. (e.g., bagpipes, wooden flute, koto, and pan-pipes).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.

## Standard 3:

### *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

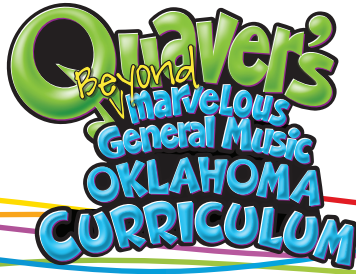


- 5 Play simple melodies on instruments, such as bells or xylophones.
- 6 While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- 7 Perform solos and with groups.

## **Standard 4:** *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.



# Oklahoma Teaching Standards 5th Grade

## **Standard 1:**

### *Language of Music: "Responding"*

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

**1 Define and use correct terminology to identify and discuss the elements of music, including:**

- a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five - tone scale),
- b. Rhythm (e.g., even and uneven rhythm patterns, syncopation, triplets, and dotted rhythms),
- c. Harmony (e.g., partner songs, countermelody, descant, and major and minor chords),
- d. Form (e.g., AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, and prelude),
- e. Tone Color (e.g., sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, and ranges of soprano, alto, tenor, and bass),
- f. Pitch (e.g., high and low),
- g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
- h. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].

**2 Use a system of syllables, numbers or letters to demonstrate basic notation:**

- a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, and 6/8)
- b. Melodic (e.g., diatonic scale, treble clef, and bass clef)

**3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.**

**4 Identify visually and aurally:**

- a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
- b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
- c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

**5 Notate simple pitch and rhythm patterns presented aurally (listening).**



## **Standard 2:**

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

- 1** Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2** Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country-western),
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3** Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4** Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5** Demonstrate respect for music performed by others.
- 6** Identify and describe the various roles musicians have in various musical settings and cultures.



## Standard 3:

### *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2** Match pitches, sing in tune (C scale range), and use appropriate tone and expression.
- 3** Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4** Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 5** Play simple melodies on instruments, such as bells or xylophones.
- 6** While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- 7** Perform solos and with groups.
- 8** Sing two-part rounds, partner songs, and ostinatos.

## Standard 4:

### *Music Appreciation: "Creating"*

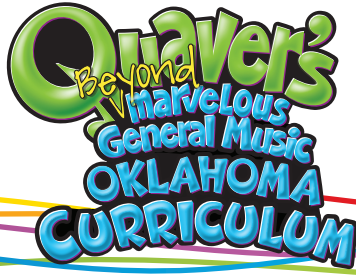
The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.



- 3** Compare students' likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.
- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6** Use appropriate terms to explain preferences for musical works and styles.
- 7** Identify criteria for evaluating a musical composition or a musical performance.





# Oklahoma Teaching Standards 6th Grade

## **Standard 1:** *Language of Music: "Responding"*

The student meaningfully engages with the art form through reading, notating, and/or interpreting music.

- 1** Define and use correct terminology to identify and discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, and pentatonic scale [five - tone scale]),
  - b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
  - c. Harmony (e.g., partner songs, rounds, descants, counter melody, and major and minor chords),
  - d. Form (e.g., AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges),
  - f. Pitch (e.g., range and register),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
  - h. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].
- 2** Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
- 3** Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.
- 4** Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).



- 5** Notate simple pitch and rhythm patterns presented aurally (listening).
- 6** Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

## **Standard 2:** *Music History and Culture: “Connecting”*

The student recognizes the development of music from an historical and cultural perspective.

- 1** Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2** Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country-western)
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3** Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4** Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5** Demonstrate respect for music performed by others.
- 6** Identify and describe the various roles musicians have in various musical settings and cultures.



## **Standard 3:** *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

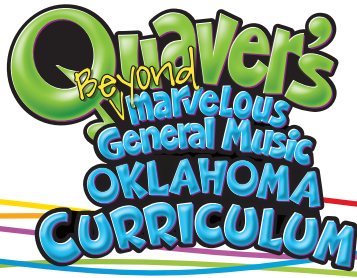
- 1** Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2** Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs).
- 3** Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- 4** Compose music using a variety of sound sources, including electronic and computer.
- 5** Play simple melodies on instruments, such as bells or xylophones.
- 6** Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g., four - chord songs on autoharp).
- 7** Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.
- 8** Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 9** Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- 10** Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
  - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, and 6/8), and
  - d. Articulation (staccato, legato, and accent).



## **Standard 4:** *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3** Compare students' likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.
- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6** Use appropriate terms to explain preferences for musical works and styles.
- 7** Identify criteria for evaluating a musical composition or a musical performance.



# Oklahoma Teaching Standards 7th Grade

## Standard 1:

### *Language of Music: "Responding"*

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

#### **1 Define and use correct terminology to identify and discuss the elements of music, including:**

- a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales),
- b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
- c. Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords),
- d. Form (e.g., unity and variety, AB, ABA, round, rondo, theme and variations, marching, introduction, coda, interlude, verse and refrain, and prelude),
- e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges, and a capella),
- f. Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion, and transposition),
- g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
- h. Dynamics [e.g., (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo, and decrescendo)].

#### **2 Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).**

#### **3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.**

#### **4 Identify visually and aurally:**

- a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
- b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
- c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).



- 5** Notate simple pitch and rhythm patterns presented aurally (listening).
- 6** Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

## **Standard 2:** *Music History and Culture: “Connecting”*

The student recognizes the development of music from an historical and cultural perspective.

- 1** Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2** Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country-western),
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, American, Hispanic, and Asian).
- 3** Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4** Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5** Demonstrate respect for music performed by others.
- 6** Identify and describe the various roles musicians have in various musical settings and cultures.



## **Standard 3:** *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1** Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2** Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs).
- 3** Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- 4** Compose music using a variety of sound sources, including electronic and computer.
- 5** Play simple melodies on instruments, such as bells or xylophones.
- 6** Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g., four-chord songs on autoharp).
- 7** Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.
- 8** Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 9** Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- 10** Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
  - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, and 6/8), and
  - d. Articulation (staccato, legato, and accent).

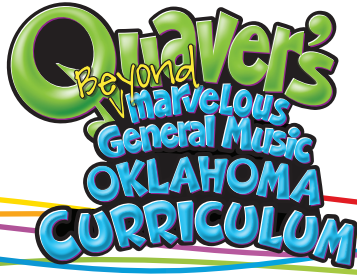


## **Standard 4:** *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1** Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3** Compare students' likes and dislikes of music of different styles.
- 4** Recognize basic features of familiar and unfamiliar songs.
- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6** Use appropriate terms to explain preferences for musical works and styles.
- 7** Identify criteria for evaluating a musical composition or a musical performance.





# Oklahoma Teaching Standards 8th Grade

## Standard 1:

### *Language of Music: "Responding"*

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1** **Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales)**
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales),
  - b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
  - c. Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords),
  - d. Form (e.g., unity and variety, AB, ABA, round, rondo, theme and variations, marching, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges, and a capella),
  - f. Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion, and transposition),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
  - h. Dynamics [e.g., (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo, and decrescendo)].
- 2** **Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).**
- 3** **Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.**



**4 Identify visually and aurally:**

- a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
- b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
- c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).

**5 Notate short melodies presented aurally (listening).**

**6 Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.**

## **Standard 2:**

### *Music History and Culture: "Connecting"*

The student recognizes the development of music from an historical and cultural perspective.

**1 Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.**

**2 Recognize, describe, and listen to music from a variety of:**

- a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country-western),
- b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
- c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).

**3 Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).**

**4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.**

**5 Demonstrate respect for music performed by others.**

**6 Identify and describe the various roles musicians have in various musical settings and cultures.**



## **Standard 3:** *Music Expression: "Performing"*

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1** Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2** Demonstrate the ability to read music from basic notation.
- 3** Use a variety of sound sources, including electronic and computer.
- 4** Respond physically or using classroom instruments to basic rhythm patterns.
- 5** Perform in solo or group ensembles through singing and playing instruments.
- 6** Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.
- 7** Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 8** Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- 9** Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (e.g., piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
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## **Standard 4:**

### *Music Appreciation: "Creating"*

The student understands and uses musical tools, including active listening to create and evaluate original works.

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- 2** Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
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- 5** Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6** Use appropriate terms to explain preferences for musical works and styles.
- 7** Identify criteria for evaluating a musical composition or a musical performance.