



South Carolina Teaching Standards Kindergarten

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MGK-1.1** Sing songs in a developmentally appropriate range, match pitch, and echo short melodic patterns.
- MGK-1.2** Speak, chant, sing, and move to demonstrate an awareness of beat.
- MGK-1.3** Sing from memory age-appropriate songs.

PERFORMING ON INSTRUMENTS

- MGK-1.4** Explore a variety of pitched and unpitched instruments as well as other sound sources, including body percussion.
- MGK-1.5** Echo short rhythmic and melodic patterns using classroom instruments and other sound sources (for example: electronic devices, found objects).
- MGK-1.6** Play simple melodies and accompaniments on a variety of classroom instruments.
- MGK-1.7** Play instruments that are appropriate for accompanying songs and games from various cultures.
- MGK-1.8** Play instrumental parts and respond to cues of a conductor/leader (for example: starting, stopping, groups taking turns, playing on the beat.)
- MGK-1.9** Begin to play 2 or more differing rhythm patterns.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MGK-2.1** Improvise rhythm chants with words and syllables.
- MGK-2.2** Improvise instrumental accompaniments to stories.
- MGK-2.3** Improvise simple rhythmic accompaniments using body percussion.
- MGK-2.4** Begin to improvise simple instrumental phrases (for example as interludes in speech pieces or songs.)

COMPOSING AND ARRANGING

- MGK-2.5** Demonstrate creativity by composing and using symbols to represent music beats.
- MGK-2.6** Demonstrate creativity by composing and using icons or invented symbols to represent musical sounds and ideas.

Music Literacy

Standard 3:

The student will read and notate music.

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- MGK-3.1** Begin to read and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest (quarter note, eighth notes and quarter rest.)
 - MGK-3.2** Begin to read melodic notation in pentatonic mode, using traditional, nontraditional, and invented symbols to represent pitch.
 - MGK-3.3** Begin to recognize symbols as representative of music.
 - MGK-3.4** Begin to use icons for writing musical ideas. (for example: short and long dots or lines, placement of icons high or low for pitch.)

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MGK-4.1** Identify examples of the same and different sections in music.
- MGK-4.2** Use personal vocabulary to describe music from diverse cultures.
- MGK-4.3** Begin to describe basic elements in music (for example: pitch, tempo, and dynamics).
- MGK-4.4** Begin to identify the sources of a variety of sounds (for example: child, male, and female voices and instruments.)
- MGK-4.4** Use body movement in response to beat, tempo, dynamics, and text of music.

EVALUATING

- MGK-4.6** React to specific elements of musical works that evoke emotion and response.
- MGK-4.7** Identify their personal preferences for specific musical works.
- MGK-4.8** Identify components of performances that they like or dislike.

History and Culture

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

MGK-5.1 Sing and play simple songs and music games from various cultures.

MGK-5.2 Use personal vocabulary to describe voices, instruments, and stylistic differences of music from various genres and cultures.

MGK-5.3 Sing songs and play games representative of daily real-life experiences.

Making Connections

Standard 6:

The student will make connections between music and other arts disciplines, other content areas, and the world.

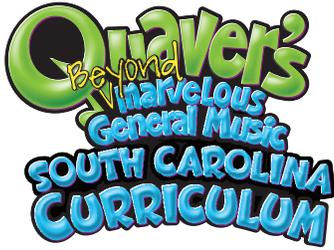


MGK-6.1 Identify music careers in familiar settings.

MGK-6.2 Relate the uses of music to celebrations and special events.

MGK-6.3 Integrate music and storytelling by adding sound effects to selected stories and poems.

MGK-6.4 Integrate subject matter of non-arts classes into the music class by singing songs that reinforce language arts and math curricula.



South Carolina Teaching Standards 1st Grade

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MG1-1.1** Sing songs in a developmentally appropriate range, match pitch, echo short melodic patterns, and maintain a steady tempo.
- MG1-1.2** Speak, chant, sing, and move to demonstrate an awareness of beat, tempo, and dynamics.
- MG1-1.3** Sing from memory age-appropriate songs representing various cultures of music.

PERFORMING ON INSTRUMENTS

- MG1-1.4** Explore a variety of pitched and unpitched instruments and other sound sources, including body percussion.
- MG1-1.5** Echo short rhythmic and melodic patterns on classroom instruments and other sound sources (for example: technologies and found objects.)
- MG1-1.6** Play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating an awareness of beat.
- MG1-1.7** Play appropriate instruments to accompany songs and games representing various cultures.
- MG1-1.8** Play instrumental parts and respond to cues of a conductor/leader when playing whole group or in instrument groups (for example: starting, stopping, groups taking turns, playing on the beat.)
- MG1-1.9** Begin to play 2 or more complimentary rhythm patterns.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG1-2.1** Improvise songs and rhythm chants with words and syllables.
- MG1-2.2** Improvise instrumental accompaniments to stories and poems.
- MG1-2.3** Improvise simple rhythmic accompaniments using body percussion and classroom instruments.
- MG1-2.4** Improvise simple instrumental phrases.

COMPOSING AND ARRANGING

- MG1-2.5** Demonstrate creativity by composing and using symbols to represent music beats.
- MG1-2.6** Demonstrate creativity by composing using icons and original graphics, to represent musical sounds and ideas.

Music Literacy

Standard 3:

The student will read and notate music.

- MG1-3.1** Read and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest (quarter note, eighth note, and quarter rest).
- MG1-3.2** Read and perform melodic notation in pentatonic mode, using traditional (for example, solfège syllables for sol, mi, la), nontraditional, or invented symbols to represent pitch.
- MG1-3.3** Identify basic symbols (for example: staff, bar lines, measures, double bar line, repeat sign, dynamics).
- MG1-3.4** Use icons and/or simple symbols for writing musical ideas.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG1-4.1** Identify examples of musical forms (for example: echo, call/response, and verse/refrain).
- MG1-4.2** Use movement and personal vocabulary to describe music from diverse cultures.
- MG1-4.3** Identify and describe basic musical elements (for example: pitch, tempo, and dynamics).
- MG1-4.4** Identify the source of a variety of sounds (for example: environmental, instrumental, and vocal - child, male, and female).
- MG1-4.5** Create and use body movement in response to changes in the beat, tempo, dynamics, and text of music.

EVALUATING

- MG1-4.6** Identify specific elements of musical works that evoke emotion and response.
- MG1-4.7** Identify their personal preferences for specific musical works and performances.
- MG1-4.8** Identify components of performances that they like or dislike and identify why.

Music Performance

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

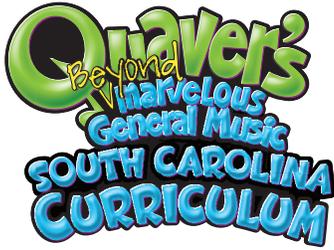
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- MG1-5.1** Sing and play simple songs and music games from diverse cultures.
 - MG1-5.2** Use personal vocabulary to describe voices, instruments, music notation, and stylistic differences of music from varied genres and cultures.
 - MG1-5.3** Sing songs and play games representative of daily real-life experiences.
 - MG1-5.4** Compare and contrast various places where music is performed and identify appropriate audience behaviors.

Making Connections

Standard 6:

The student will make connections between music, other arts disciplines, other content areas, and the world.

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- MG1-6.1** Describe music careers in familiar settings.
 - MG1-6.2** Relate uses of music to everyday life, celebrations, and special events.
 - MG1-6.3** Integrate music and storytelling by creating sound stories and adding sound effects to stories and poems.
 - MG1-6.4** Integrate subject matter of non-arts classes into the music class by singing songs that reinforce language arts and math curricula.



South Carolina Teaching Standards 2nd Grade

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MG2-1.1** Sing songs in a developmentally appropriate range using head tones, match pitch, echo short melodic patterns, and maintain a steady beat.
- MG2-1.2** Speak, chant, and sing using expressive voices and move to demonstrate awareness of beat, tempo, dynamics, and melodic direction.
- MG2-1.3** Sing from memory age-appropriate songs representing varied cultures and styles of music.

PERFORMING ON INSTRUMENTS

- MG2-1.4** Play a variety of pitched and unpitched instruments and use other sound sources, including body percussion.
- MG2-1.5** Echo and create short rhythmic patterns and echo melodic patterns on classroom instruments and other sound sources (for example: technologies and found sounds).
- MG2-1.6** Play simple melodies and accompaniments on pitched and unpitched instruments, demonstrating awareness of beat, tempo, dynamics, and melodic direction.
- MG2-1.7** Play appropriate instruments to accompany songs and games representing diverse cultures.
- MG2-1.8** Play instrumental parts and begin to respond to the cues of a conductor when playing in ensemble groups (for example: starting, stopping, playing on the beat, louder, softer).
- MG2-1.9** Play two or more complimentary rhythm patterns.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG2-2.1** Improvise songs and rhythm chants with words and syllables to accompany play activities.
- MG2-2.2** Improvise instrumental accompaniments to songs, recorded selections, stories, and poems.
- MG2-2.3** Improvise simple rhythmic accompaniments using body percussion and classroom instruments.
- MG2-2.4** Begin to improvise simple songs and instrumental pieces.

COMPOSING AND ARRANGING

- MG2-2.5** Demonstrate creativity by composing using icons, invented symbols, and available technology (for example: Midisaurus, Music Ace).
- MG2-2.6** Demonstrate creativity by composing and using icons, original graphics, and standard notation to represent musical sounds and ideas.

Music Literacy

Standard 3:

The student will read and notate music.

- MG2-3.1** Read, write, and perform rhythmic notation using traditional, nontraditional, and invented symbols to represent beat, divided beat, and rest.
- MG2-3.2** Read and write melodic notation in pentatonic mode, using traditional (for example, solfège syllables for sol, mi, la, do), nontraditional, and invented symbols to represent pitch.
- MG2-3.3** Identify basic music symbols including treble clef, staff, bar lines, measures, double bar line, repeat sign, meter signatures, and dynamics (piano and forte).
- MG2-3.4** Begin to write simple notation using standard symbols for created measures of rhythm and pitch using available materials (for example: white boards, staff boards, teacher-made or technologies).

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG2-4.1** Identify examples of musical forms including echo, call/response, verse/refrain, AB, and ABA.
- MG2-4.2** Use movement and personal and music vocabulary to describe music from diverse cultures.
- MG2-4.3** Identify and describe basic elements of music, including pitch, notation, tempo, and dynamics.
- MG2-4.4** Identify and describe the sources of a variety of sounds, including environmental, vocal (child, male, and female) and the sounds of common instruments.
- MG1-4.5** Create and use body movement in response to pitch, dynamics, tempo, and style of music.

EVALUATING

- MG2-4.6** Describe specific elements of musical works that evoke emotion and response.
- MG2-4.7** Identify personal preferences for specific musical works and performances.
- MG2-4.8** Describe his/her own musical performances.

Music Performance

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

- MG2-5.1** Sing and play simple songs and music games from diverse cultures.
- MG2-5.2** Use personal and musical vocabulary to describe voices, instruments, music notation, and stylistic differences of music from varied genres and diverse cultures.
- MG1-5.3** Begin to identify uses of music in daily real-life experiences.
- MG2-5.3** Begin to compare and contrast audience behaviors in various settings (for example: those appropriate for sports, worship, indoor/outdoor concerts, school/community concerts, and events).

Making Connections

Standard 6:

The student will make connections between music, and other arts disciplines, other content areas, and the world.



MG2-6.1 Compare and contrast a variety of music careers in familiar settings.

MG2-6.2 Identify music as a part of everyday life.

MG2-6.3 Integrate music into storytelling and poetry.

MG2-6.4 Identify connections between reading music and reading written texts.



South Carolina Teaching Standards 3rd Grade

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MG3-1.1** Sing independently, on pitch and in rhythm, while maintaining a steady tempo.
- MG3-1.2** Sing expressively in groups, matching dynamic levels, and responding to the cues of a conductor.
- MG3-1.3** Sing a varied repertoire of music including partner songs, ostinati, and rounds.

PERFORMING ON INSTRUMENTS

- MG3-1.4** Play pitched and unpitched instruments in rhythm while maintaining a steady tempo.
- MG3-1.5** Echo and create short rhythmic and melodic patterns on classroom instruments and other sound sources (for example: technologies and environmental sounds).
- MG3-1.6** Play rhythmic, melodic, and chordal patterns on instruments.
- MG3-1.7** Play a varied repertoire of music representing diverse genres and cultures including the music of South Carolina.
- MG3-1.8** Play instrumental parts and respond to the cues of a conductor when playing in ensembles.
- MG3-1.9** Play complimentary instrumental parts while others sing.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG3-2.1** Improvise responses (answers) to given rhythmic patterns (questions).
- MG3-2.2** Improvise simple rhythmic ostinati patterns and accompaniments.
- MG3-2.3** Improvise simple rhythmic accompaniments on classroom instruments and technologies.
- MG3-2.4** Improvise short songs and short instrumental pieces.

COMPOSING AND ARRANGING

- MG3-2.5** Demonstrate creativity by arranging musical patterns using traditional, non-traditional and technological notation (Groovy Music, and Acoustica Mixcraftin addition to previous examples).
- MG3-2.6** Demonstrate creativity by arranging music to accompany readings and dramatizations, including literature referencing the history and culture of South Carolina.
- MG3-2.7** Compose and arrange short sections using the expressive elements of music.

Music Literacy

Standard 3:

The student will read and notate music.

- MG3-3.1** Read, write, and perform rhythmic notation incorporating whole, half, quarter, eighth notes, and corresponding rests.
- MG3-3.2** Read and write short melodic lines in pentatonic (solfège syllables do, re, mi, sol, la) and major tonalities.
- MG3-3.3** Identify basic music symbols including treble clef, bar line, measures, double bar line, repeat sign, meter signatures, and dynamics.
- MG3-3.4** Begin to write notation using standard symbols for created and dictated measures for rhythm and pitch using available technology.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG3-4.1** Identify examples of musical forms (for example: canon, call/response, phase, verse/ refrain, theme and variation, AB, and ABA).
- MG3-4.2** Use movement and music vocabulary to describe culturally diverse music including that of South Carolina.
- MG3-4.3** Use musical terminology to identify and describe pitch, notation, meter, tempo, and dynamics.
- MG3-4.4** Identify and describe the sources of a variety of sounds including environmental, electronic, vocal, and the sounds of instrumental families.
- MG3-4.5** Create and use body movement in response to prominent music characteristics while listening.

EVALUATING

- MG3-4.6** List criteria for evaluating performances based upon musical concepts.
- MG3-4.7** Identify personal preferences for specific musical works and performances.
- MG3-4.8** Describe his/her own musical performances and those of others.

Music Performance

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

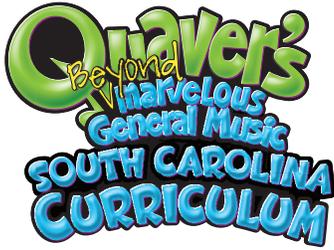
- MG3-5.1** Listen to examples of music from various historical periods and world cultures, including music representative of South Carolina
- MG3-5.2** Use musical vocabulary to describe stylistic differences of music from varied genres and diverse cultures.
- MG3-5.3** Identify current uses of music in daily experiences and throughout the history of South Carolina.
- MG3-5.4** Compare and contrast audience behaviors (for example: those appropriate for sports, worship, indoor/outdoor concerts, school/community concerts, and events).

Making Connections

Standard 6:

The student will make connections between music, other arts disciplines, other content areas, and the world.

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- MG3-6.1** Describe the roles, careers and income of musicians in South Carolina and in world cultures.
 - MG3-6.2** Identify the role of music in South Carolina traditions and rituals.
 - MG3-6.3** Integrate music into creative writing, dance, theatre, and visual arts.
 - MG3-6.4** Identify common terms and explain concepts relating to the science of sound by using music vocabulary and musical instruments.



South Carolina Teaching Standards 4th Grade

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MG4-1.1** Sing independently, on pitch and in rhythm, using appropriate timbre, diction, and posture while maintaining a steady tempo.
- MG4-1.2** Sing expressively, alone or in groups, matching dynamic levels, and responding to the cues of a conductor.
- MG4-1.3** Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, and rounds.

PERFORMING ON INSTRUMENTS

- MG4-1.4** Play pitched and unpitched instruments, alone and in ensembles, in rhythm with appropriate posture and dynamics, while maintaining a steady tempo.
- MG4-1.5** Create rhythmic and melodic patterns on classroom instruments and other sound sources (for example: technologies and environmental sounds).
- MG4-1.6** Play rhythmic, melodic, and chordal patterns accurately.
- MG4-1.7** Play expressively a varied repertoire of music representing diverse genres and cultures.
- MG4-1.8** Blend instrumental parts and respond to the cues of a conductor when playing in ensembles.
- MG4-1.9** Play complimentary and contrasting instrumental parts while others sing.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG4-2.1** Improvise short rhythmic and melodic question and answer patterns.
- MG4-2.2** Improvise simple rhythmic and melodic ostinati patterns and accompaniments.
- MG4-2.3** Improvise simple rhythmic variations.
- MG4-2.4** Improvise short instrumental pieces using a variety of sound sources.

COMPOSING AND ARRANGING

- MG4-2.5** Demonstrate creativity by composing and arranging musical patterns using traditional, non-traditional, and technological notation. (see previous grade level examples).
- MG4-2.6** Demonstrate creativity by arranging music to accompany readings and dramatizations.
- MG4-2.7** Compose and arrange short sections and instrumental pieces using the expressive elements of music.

Music Literacy

Standard 3:

The student will read and notate music.

- MG4-3.1** Read, write, and perform rhythmic notation incorporating whole, half, quarter, eighth, sixteenth, dotted half notes, and corresponding rests.
- MG4-3.2** Use a system (syllables, numbers, or note names) to read melodic notation and write eight-measure melodic lines in pentatonic and major tonalities.
- MG4-3.3** Identify symbols and terminology for dynamics (pp, mp, p, mf, f, ff), tempo (basic Italian terminology), and articulation (staccato, legato).
- MG4-3.4** Write notation using standard symbols for created and dictated measures for meter, rhythm, and pitch using available technology.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG4-4.1** Identify examples of musical forms (for example: motive, 4-bar phrase, canon, rondo, theme, and variation).
- MG4-4.2** Demonstrate perceptual skills by moving to and answering questions about music representing diverse styles.
- MG4-4.3** Use musical terminology to describe musical elements (for example: pitch, notation, meter, chords, voices, instruments, performances, and tonality - major, minor, and pentatonic).
- MG4-4.4** Identify, describe and classify, by sight and sound, a variety of instruments and instrumental families (for example: orchestra, band, multicultural, and electronic).
- MG4-4.5** Demonstrate creative movement and emotional response to prominent music characteristics while listening.

EVALUATING

- MG4-4.6** Devise criteria for evaluating performances and compositions based upon musical concepts.
- MG4-4.7** Explain personal preferences for specific musical works and performances.
- MG4-4.8** Describe his/her own performances and those of others and offer constructive suggestions for improvement.

Music Performance

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

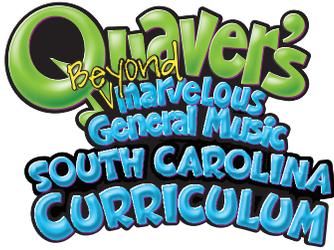
- MG4-5.1** Listen to examples of music from various historical periods and world cultures and, from a list, identify the pieces by genres or style.
- MG4-5.2** Begin to describe how elements of music are used in music examples from various genres and diverse cultures.
- MG4-5.3** Identify uses of music in daily experiences and describe the characteristics that make music suitable for each use.
- MG4-5.4** Discuss and demonstrate audience behaviors for a variety of events (for example: in school and community concerts, indoor, and outdoor school and community events).

Making Connections

Standard 6:

The student will make connections between music, other arts disciplines, other content areas, and the world.

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- MG4-6.1** Compare and contrast the roles, careers, and income of musicians in various settings and world cultures.
 - MG4-6.2** Identify the role of music in everyday life, celebrations, and special events.
 - MG4-6.3** Integrate music into creative writing, storytelling, poetry, visual arts, and other disciplines.
 - MG4-6.4** Identify connections between math and the rhythmic ideas in music.



South Carolina Teaching Standards 5th Grade

Music Performance

Standard 1:

The student will sing and perform on instruments, alone and with others, a variety of music.

SINGING

- MG5-1.1** Sing independently, on pitch and in rhythm, using appropriate timbre, diction, and posture while maintaining a steady tempo.
- MG5-1.2** Sing expressively, alone or in groups, matching dynamic levels and responding to the cues of a conductor.
- MG5-1.3** Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, rounds, and two-part songs.

PERFORMING ON INSTRUMENTS

- MG5-1.4** Play pitched and unpitched instruments, alone and in ensembles, in rhythm with appropriate posture, dynamics, and timbre while maintaining a steady tempo.
- MG5-1.5** Create 4 to 8 measure rhythmic and melodic phrases on classroom instruments and technologies.
- MG5-1.6** Play rhythmic, melodic, and chordal patterns accurately and independently.
- MG5-1.7** Play expressively a varied repertoire of music representing diverse genres, cultures, and historical periods.
- MG5-1.8** Blend instrumental parts, match dynamic levels, and respond to the cues of a conductor when playing in ensembles.
- MG5-1.9** Play independently complimentary and contrasting instrumental parts while others sing.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG5-2.1** Improvise rhythmic and melodic 2 to 4 measure question and answer phrases.
- MG5-2.2** Improvise simple rhythmic and melodic 2 to 4 measure ostinati phrases and accompaniments.
- MG5-2.3** Improvise simple rhythmic variations and melodic embellishments.
- MG5-2.4** Improvise short songs and instrumental pieces using a variety of sound sources and technology.

COMPOSING AND ARRANGING

- MG5-2.5** Demonstrate creativity by composing and arranging music using traditional, non-traditional, and technological notation (Music Ace Maestro, and Garage Band in addition to previous examples).
- MG5-2.6** Demonstrate creativity by composing and arranging music to accompany readings and dramatizations.
- MG5-2.7** Compose and arrange short songs and instrumental pieces using the expressive elements of music.

Music Literacy

Standard 3:

The student will read and notate music.

IMPROVISING

- MG5-3.1** Read, write, and perform rhythmic notation incorporating syncopation as well as whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter notes, and corresponding rests.
- MG5-3.2** Use an accepted methodology (syllable, numbers, or note names) to read melodic notation and write 8-16 measure melodic lines in pentatonic, major, and minor tonalities.
- MG5-3.3** Identify symbols and terminology for dynamics, tempo, and articulation and interpret them correctly when performing.
- MG5-3.4** Write notation for created phrases using standard symbols for meter, rhythm, pitch, and dynamics using available technology.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG5-4.1** Identify examples of musical forms including motive, phrase, 4-bar phrase, canon, rondo, AABA, and theme and variation.
- MG5-4.2** Demonstrate perceptual skills by moving, answering questions, describing, and writing about music representing diverse musical styles.
- MG5-4.3** Use musical terminology to explain basic musical concepts including pitch, notation, meter, chords, tonality (major, minor and pentatonic), voices, instruments, and performances.
- MG5-4.4** Identify, describe, and classify by sight and sound a variety of instruments including orchestral, band, multicultural, and electronic.
- MG1-4.5** Demonstrate creative movement and emotional response to prominent music characteristics while listening.

EVALUATING

- MG5-4.6** Devise criteria for evaluating performances and compositions on the basis of music concepts.
- MG5-4.7** From a list, choose appropriate music terminology to explain their personal preferences for specific musical works and styles.
- MG5-4.8** Apply music concepts when judging the quality of their performances.

Music Performance

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

- MG5-5.1** Listen to examples of music from various historical periods and world cultures and identify the pieces by genres or styles.
- MG5-5.2** Describe how elements of music are used in music examples from various genres and cultures of the world.
- MG1-5.3** Identify various uses of music in daily experiences and describe the characteristics that make a particular type of music suitable for each use.
- MG5-5.4** Design a rubric for appropriate audience behavior and utilize that rubric to self-assess and to critique the audience at a school and/or community performance.

Making Connections

Standard 6:

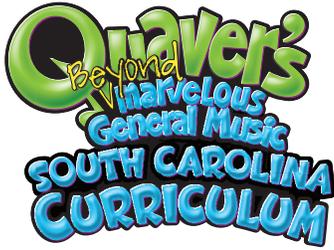
The student will make connections between music, other arts disciplines, other content areas, and the world.

MG5-6.1 Describe the roles of musicians and music careers in various settings and world cultures, identifying the skills necessary and income for those careers.

MG5-6.2 Explain the role of music in everyday life, celebrations, and special events.

MG5-6.3 Integrate music into creative writing, storytelling, poetry, dance, theatre, visual arts, and other disciplines.

MG5-6.4 Identify how principles and subject matter of non-arts disciplines interrelate with those of music.



South Carolina Teaching Standards 6th Grade

Music Performance

Standard 1:

The student will sing and perform on instruments a variety of music, alone and with others.

SINGING

- MG6-1.1** Use appropriate diction and demonstrate stylistic accuracy as well as good breath control when singing in ensembles.
- MG6-1.2** Sing unison and two-part songs with appropriate expression, including some by memory.
- MG6-1.3** Sing, alone and with others, a varied repertoire of music including partner songs, descants, ostinati, rounds, and two-part songs.

PERFORMING ON INSTRUMENTS

- MG6-1.4** Play instruments, alone and in ensembles, in rhythm with appropriate posture, dynamics, and timbre while maintaining a steady tempo.
- MG6-1.5** Use aural perception to create and play simple melodies and accompaniments on classroom instruments and available electronic devices.
- MG6-1.6** Play rhythmic, melodic, and chordal patterns accurately and independently.
- MG6-1.7** Play expressively a varied repertoire of music representing diverse genres, cultures, and historical periods.
- MG6-1.8** Perform in ensembles, blending instrumental parts and responding to the cues of a conductor.
- MG6-1.9** Play independently complimentary and contrasting instrumental parts while others sing.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG6-2.1** Improvise rhythmic and melodic two to four bar question and answer phrases.
- MG6-2.2** Improvise simple rhythmic and melodic two- to four-bar ostinati phrases and accompaniments.
- MG6-2.3** Improvise simple rhythmic variations and melodic embellishments.
- MG6-2.4** Improvise short songs and instrumental pieces using a variety of sound sources.

COMPOSING AND ARRANGING

- MG6-2.5** Demonstrate creativity by composing and arranging music using traditional, nontraditional, and technological notation (for example, Sibelius, Finale, and Band-in-a-Box software).
- MG6-2.6** Demonstrate creativity by composing and arranging music to accompany readings and dramatizations.
- MG6-2.7** Compose and arrange short songs and instrumental pieces using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics).

Music Literacy

Standard 3: The student will read and notate music.

IMPROVISING

- MG6-3.1** Read and write basic rhythmic notation (whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter notes, and corresponding rests) in simple meters (for example, 4/4, 3/4, 2/4).
- MG6-3.2** Use an accepted methodology (syllables, numbers, or note names) to read and write simple melodies.
- MG6-3.3** Identify symbols and terminology for rhythm and pitch notation, dynamics, tempo, and articulation and interpret them correctly when performing.
- MG6-3.4** Use available technology to notate created phrases with standard symbols for meter, rhythm, pitch, and dynamics.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG6-4.1** Identify examples of musical forms (for example, motive, four-bar phrase, canon, rondo, AABA, twelve-bar blues, theme and variation).
- MG6-4.2** Demonstrate perceptual skills by comparing and contrasting stylistic and culturally diverse musical examples.
- MG6-4.3** Demonstrate knowledge of the basic principles of pitch, timbre, notation, meter, chords, and tonality.
- MG6-4.4** Identify, describe, and classify by sight and sound a variety of instruments including orchestral, band, multicultural, and electronic.
- MG6-4.5** Identify and describe emotional responses to various musical effects.

EVALUATING

- MG6-4.6** Devise criteria for evaluating performances and compositions on the basis of music concepts and ideas.
- MG6-4.7** Use appropriate music terminology to explain his or her preferences for specific musical works.
- MG6-4.8** Apply music concepts when judging the quality of his or her own performances and those of others and offer constructive suggestions for improvement.

History and Culture

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

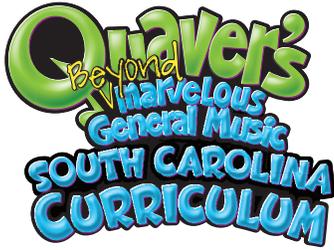
- MG6-5.1** Listen to examples of music from various historical periods and world cultures and identify the pieces by genres or styles.
- MG6-5.2** Describe by genres and stylistic characteristics musical works from diverse cultures and historical periods.
- MG6-5.3** Identify various uses of music in daily experiences and describe the characteristics that make a particular type of music suitable for each use.
- MG6-5.4** Discuss and demonstrate appropriate audience behavior for the context and style of the music being performed.

Making Connections

Standard 6:

The student will make connections between music and other arts disciplines, other content areas, and the world.

- MG6-6.1** Identify and describe the roles of musicians and the music careers that are available in various settings and world cultures and discuss the income that one can earn in those careers.
- MG6-6.2** Explain the role of music in everyday life, celebrations, community functions, and other special events and describe the economic impact that music has in that role.
- MG6-6.3** Identify similarities and differences between the meanings of common terms used in music and those used in visual arts and dance (for example, texture, color, form).
- MG6-6.4** Identify and discuss ways that the principles and subject matter of non-arts disciplines interrelate with those of music.



South Carolina Teaching Standards 7th Grade

Music Performance

Standard 1:

The student will sing and perform on instruments a variety of music, alone and with others.

SINGING

- MG7-1.1** Use appropriate diction and demonstrate stylistic accuracy as well as breath control when singing.
- MG7-1.2** Sing unison and part songs with appropriate expression, including some by memory.
- MG7-1.3** Sing in various types of small and large ensembles.

PERFORMING ON INSTRUMENTS

- MG7-1.4** Play instruments, alone and in a variety of ensembles, using proper technique and appropriate posture.
- MG7-1.5** Use notation and aural perception to create and play simple melodies and accompaniments on classroom instruments and available electronic devices.
- MG7-1.6** Begin to play instrumental literature with expression.
- MG7-1.7** Play music representing diverse genres and cultures, with expression appropriate for the particular work he or she is performing.
- MG7-1.8** Participate in organized instrumental ensembles (for example, Orff-Schulwerk groups, drum circles, keyboard classes).
- MG7-1.9** Play a variety of instruments independently in small and large ensembles.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG7-2.1** Improvise simple rhythmic and melodic accompaniments.
- MG7-2.2** Improvise rhythmic variations on pentatonic melodies.
- MG7-2.3** Improvise short melodies with basic rhythmic accompaniment (for example, bordun).
- MG7-2.4** Improvise melodies using a consistent style.

COMPOSING AND ARRANGING

- MG7-2.5** Demonstrate creativity by composing short pieces including basic music elements using manuscript paper or available music software.
- MG7-2.6** Arrange short pieces by creatively using a variety of voices and instruments.
- MG7-2.7** Compose and arrange simple pieces using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics) in traditional and electronic media.

Music Literacy

Standard 3: **The student will read and notate music.**

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- MG7-3.1** Read and write rhythmic notation in simple meters and cut time.
 - MG7-3.2** Use an accepted methodology (syllables, numbers, or note names) to sight-read simple melodies in the treble clef.
 - MG7-3.3** Identify and define standard notation symbols for rhythm, pitch, dynamics, and tempo and interpret them correctly when performing.
 - MG7-3.4** Use available technology to notate simple compositions with standard symbols for meter, rhythm, pitch, and dynamics.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG7-4.1** Identify and discuss musical forms (for example, rondo, AABA, twelve-bar blues, theme and variation, symphony).
- MG7-4.2** Analyze the use of basic musical elements when comparing and contrasting culturally and historically diverse musical examples.
- MG7-4.3** Demonstrate knowledge of the basic principles of meter, chords, tonality, and intervals when analyzing written and/or aural examples of music.
- MG7-4.4** Compare and contrast the sounds of a variety of musical instruments (for example, orchestral, band, multicultural, electronic).
- MG7-4.5** Explain emotional responses to various musical effects.

EVALUATING

- MG7-4.6** Create criteria for evaluating performances and compositions on the basis of music concepts and ideas.
- MG7-4.7** Use appropriate music terminology to explain his or her preferences for specific musical works and styles.
- MG7-4.8** Apply music concepts when evaluating the quality of his or her own performances and those of others and offer constructive suggestions for improvement.

History and Culture

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

- MG7-5.1** Select, from a list, distinguishing characteristics of representative music genres and styles for a variety of cultures.
- MG7-5.2** Classify and define by genres and styles the exemplary characteristics of musical works from diverse cultures and historical periods.
- MG7-5.3** Compare the functions of music and musical settings in world cultures.
- MG7-5.4** Discuss and demonstrate appropriate audience behavior for the context and style of the music being performed.

Making Connections

Standard 6:

The student will make connections between music and other arts disciplines, other content areas, and the world.

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- MG7-6.1** Describe roles of musicians and the music careers that are available in various settings and world cultures, discuss the income that one can earn in those careers, and analyze the financial impact of such careers.
 - MG7-6.2** Explain the role of music in everyday life, celebrations, community functions, and special events and describe the economic impact that music has in that role.
 - MG7-6.3** Identify similarities and differences between the meanings of common terms used in music and those used in other arts disciplines.
 - MG7-6.4** Identify similarities and differences between the meanings of common terms used in music and non-arts classes.



South Carolina Teaching Standards 8th Grade

Music Performance

Standard 1:

The student will sing and perform on instruments a variety of music, alone and with others.

SINGING

- MG8-1.1** Use appropriate diction and demonstrate stylistic accuracy as well as good breath control when singing alone or in small and large ensembles.
- MG8-1.2** Sing unison and two- and three-part songs with appropriate expression and technical accuracy, including some by memory.
- MG8-1.3** Sing in various types of ensembles, including duet, trio, and quartet.

PERFORMING ON INSTRUMENTS

- MG8-1.4** Play instruments, alone and in a variety of ensembles, using proper technique and appropriate posture.
- MG8-1.5** Use notation and aural perception to create and play melodies and accompaniments on a variety of classroom instruments and available electronic devices.
- MG8-1.6** Play a repertoire of instrumental literature with expression and technical accuracy.
- MG8-1.7** Play music representing diverse genres and cultures (including music from South Carolina) with expression appropriate for the particular work he or she is performing.
- MG8-1.8** Participate in organized instrumental ensembles (for example, Orff-Schulwerk groups, World Music Drumming groups, drum circles, keyboard classes).
- MG8-1.9** Play a variety of instruments accurately and independently when performing in small and large ensembles and alone.

Creating Music

Standard 2:

The student will improvise, compose, and arrange music within specified guidelines.

IMPROVISING

- MG8-2.1** Improvise simple harmonic accompaniments.
- MG8-2.2** Improvise rhythmic variations on pentatonic melodies. Improvise rhythmic variations and melodic embellishments on pentatonic melodies.
- MG8-2.3** Improvise short melodies with and without basic rhythmic accompaniment.
- MG8-2.4** Improvise melodies using accurate and consistent style, meter, and tonality.

COMPOSING AND ARRANGING

- MG8-2.5** Demonstrate creativity and expression by composing short pieces within specified guidelines, using manuscript paper or available music software.
- MG8-2.6** Arrange short pieces by creatively using a variety of voices and instruments.
- MG8-2.7** Compose and arrange simple pieces using the expressive elements of music (tempo, harmony, texture, timbre, articulation, and dynamics) in traditional, nontraditional, and electronic media.

Music Literacy

Standard 3:

The student will read and notate music.

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- MG8-3.1** Read and write rhythmic notation in simple and compound meters and cut time.
 - MG8-3.2** Use an accepted methodology (syllables, numbers, or note names) to sight-read simple melodies in both the treble and the bass clefs.
 - MG8-3.3** Identify and define standard notation symbols for rhythm, pitch, dynamics, tempo, articulation, and expression and interpret them correctly when performing.
 - MG8-3.4** Use available technology to notate compositions with standard symbols for meter, rhythm, pitch, and dynamics.

Critical Response to Music

Standard 4:

The student will listen to, describe, analyze, and evaluate music and music performances.

ANALYZING

- MG8-4.1** Identify and interpret the use of musical forms in a varied repertoire of music (for example, symphony, concerto, sonata allegro, Mass).
- MG8-4.2** Analyze the use of basic musical elements when comparing and contrasting diverse musical examples, including those representing South Carolina.
- MG8-4.3** Demonstrate knowledge of the basic principles of meter, tonality, intervals, chords, and harmonic progressions when analyzing written and/or aural examples of music.
- MG8-4.4** Compare and contrast the sound sources (for example, reeds, strings) of a variety of musical instruments including orchestral, band, multicultural, and electronic.
- MG8-4.5** Explain emotional responses to various musical effects.

EVALUATING

- MG8-4.6** Develop criteria for evaluating the quality and effectiveness of music performances and compositions.
- MG8-4.7** Apply specific criteria for evaluating performances and compositions.
- MG8-4.8** Apply music concepts when judging the quality of his or her own performances and those of others and when offering constructive suggestions for improvement.

History and Culture

Standard 5:

The student will examine and perform music from a variety of stylistic and historical periods and cultures.

- MG8-5.1** Describe distinguishing characteristics of representative music genres and styles from a variety of cultures including cultures represented in the history of South Carolina.
- MG8-5.2** Classify and define by genres and styles the exemplary characteristics of musical works from diverse cultures, naming the title, composer, and historical period.
- MG8-5.3** Compare and contrast the functions of music and musical settings in various world cultures and throughout the history of South Carolina.
- MG8-5.4** Design audience behavior rubrics for a variety of performances or events and utilize the rubrics to self-assess and to critique the audiences.

Making Connections

Standard 6:

The student will make connections between music and other arts disciplines, other content areas, and the world.

- MG8-6.1** Compare and contrast the roles, careers, and income available in music careers in South Carolina and analyze the impact of the arts on the economy of our state.
- MG8-6.2** Identify not-for-profit arts organizations within the local community and the state.
- MG8-6.3** Compare ways that the principles, elements, and subject matter of other arts disciplines interrelate with those of music.
- MG8-6.4** Compare and contrast ways that the principles and subject matter of various disciplines outside the arts reinforce and interrelate with those of music.

