

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

**DIOCESE OF DES MOINES  
MUSIC  
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Grades K-1-2**

**STANDARD 3: Creating music within specified guidelines.**

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

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

**STANDARD 4: Reading and notating music.**

**The student will/can....**

**Benchmark**

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

Grade K: Identify upward and downward motion.

Grade 1: Identify upward, downward and repeated motion.

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

**Benchmark**

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

Grade K: Read short, long and rest patterns using pictorial representation.

Grade 1: Read quarter note and rests and eighth note pairs in pictorial representation.

Grade 2: Read whole, half, quarter notes and rests and eighth note pairs.

**Benchmark**

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

Grade K: Recognize the contour of a melodic line.

Grade 1: Recognize the contour of a melodic line using pictorial representation.

Grade 2: Recognize a staff and notes in treble clef using standard notation.

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

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

**The student will/can....**

**Benchmark**

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

Grade K: Describe the specific musical works using simple language.

Grade 1: Distinguish differences between specific musical works using simple language.

Grade 2: Recognize and describe musical works.

**Benchmark**

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

Grade K: Identify the elements of upward/downward, fast/slow, and loud/quiet.

Grade 1: Identify the elements of high/low, upward/downward, fast/slow, and loud/quiet.

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

**Benchmark**

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

Grade K: Respond to music moving to the steady beat with simple motions.

Grade 1: Respond to music moving to the steady beat with complex motions.

Grade 2: Respond to music using partner movement and/or body percussion.

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

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

**The student will/can....**

**Benchmark**

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

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

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

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

**Benchmark**

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

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

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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



**DIOCESE OF DES MOINES  
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Grades 3-4-5**

**STANDARD 3: Creating music within specified guidelines.**

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**DIOCESE OF DES MOINES**  
**MUSIC**  
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**Grades 3-4-5**

**STANDARD 4: Reading and notating music.**

**The student will/can....**

**Benchmark**

- 3-5.Mus.S4.B1: Identify and define musical symbols and terms.**  
 Grade 3: Identify and define simple musical symbols and terms.  
 Grade 4: Identify and define more musical symbols and terms.  
 Grade 5: Identify and define musical symbols and terms.

**Benchmark**

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

**Benchmark**

- 3-5.Mus.S4.B3: Read simple melodies in treble clef using standard notation.**  
 Grade 3: Read simple melodies in treble clef using standard notation within the staff.  
 Grade 4: Read simple melodies in treble clef using standard notation within the staff and middle C and D.  
 Grade 5: Read simple melodies in treble clef using standard notation within the staff and ledger lines.

**DIOCESE OF DES MOINES  
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Grades 3-4-5**

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

**STANDARD 3: Creating music within specified guidelines.**

The student will/can....

**Benchmark**

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

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

**Benchmark**

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

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

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

**STANDARD 4: Reading and notating music.**

**The student will/can....**

**Benchmark**

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

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

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

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

**Benchmark**

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

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

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

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

**Benchmark**

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

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

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

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



**DIOCESE OF DES MOINES**  
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**Grades 6-7-8**

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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

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

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

**The student will/can....**

**Benchmark**

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

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

**Benchmark**

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

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

**Benchmark**

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

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