

Ohio Academic Content Standards & Benchmarks for Music

The following pages connect the grades 3-5 “Open your Ears” Young People’s Concert pre-concert study booklet to the Academic Content Standards for the State of Ohio.

Music Academic Content Standards

Each of the following pages includes one **MUSIC CONTENT STANDARD** with **benchmarks**. The lesson elements in the YPC booklet that relate to the benchmarks are then listed by page number and brief description under the appropriate benchmark. Ohio benchmarks are divided into K-4 and 5-8 grade level outcomes so it was necessary to also divide the YPC lesson benchmarks in the same way.

Additional Academic Content Standards

YPC booklet lessons that are linked to benchmarks for the Academic Standards for Language Arts, Social Studies, Math and Science are also included.

Music Content Standard: Historical, Cultural & Social Context

Students demonstrate knowledge & understanding of a variety of music styles and cultures & the context of musical expression or events, both past and present.

Students identify significant contributions of composers & performers to music heritage.

Students analyze the historical, social & political forces that have influenced the function & role of music in the lives of people

By the end of the K-4 program

Booklet Page #	Benchmark A. Identify & demonstrate basic music forms.	Benchmark B. Identify & respond to music of historical & cultural origins.	Benchmark C. Recognizing the interaction of people in music.
3		Ives, "Country Band March"	composer-author-conductor-audience
4	"William Tell Overture," Listening Chart	Rossini, "William Tell" - old story	
5		Rural Ohio, traditional fiddle	
6	Semper Fidelis" Listening Chart	Sousa, early traditional band music	
7			conductor's interacts with musicians/audience
8	Fugue	Shaker hymn, "Simple Gifts"	
9	Symphony (movement)	Bach employed by the church to write music	Copland (composer) with Graham (dancer)
10		symphonic form used by 19th c. composers	
11	Symphony (movement - finale)		
12		matching music to eras exercise - 3 examples	
13			
14			
15			
16			

By the end of the 5-8 program

Booklet Page #	Benchmark A. Compare & contrast styles & forms of music from various historic periods.	Benchmark B. Identify composers & classify them according to chronological historical periods	
3		Charles Ives	
4		Gioacchino Rossini	
5	classical - traditional Ohio rural, list additional		
6			
7			
8	use of folk tune in classical music	Aaron Copland	
9		Johann Sebastian Bach	
10		Johann Brahms	
11		Felix Mendelssohn	
12	use of folk tunes in classical; identify 3 eras	Charles Ives	
13		Timeline to fill in composer's names	
14		Student as composer	
15			
16			

Music Content Standard: Creative Expression and Communication

Students sing, play instruments, improvise, compose, read and notate music.

<i>By the end of the K-4 program</i>			
Booklet Page #	Benchmark A. Sing &/or play instruments, alone & with others, demonstrating a variety of repertoire...	Benchmark B. Read, write improvise & compose melodies & accompaniments.	
3			
4			
5			
6			
7			
8	sing "Simple Gifts"; play classroom instruments	read "Simple Gifts" notation	
9	sing "This Old Fugue" *	read "This Old Fugue" notation	
10			
11			
12	sing "Camptown Races"	read "Camptown Races"	
13			
14		read word sound composition; accompany	
15		compose a sound piece; accompany; see ideas	
16			

<i>By the end of the 5-8 program</i>			
Booklet Page #	Benchmark A. Perform a piece of music alone or in a group, with technical accuracy & expression.	Benchmark B. Improvise or compose a short melody that includes key signature & meter signature...	
3			
4			
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7			
8	sing "Simple Gifts" at school & at concert		
9	sing & perform w/feet, play other instruments *		
10			
11			
12	learn & perform "Camptown Races"		
13			
14	perform word composition vocally/class instru.		
15	perform composition alone & with others	add a meter signature to original composition	
16			

Music Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology.

Students evaluate the creating and performing of music by using appropriate criteria.

<i>By the end of the K-4 program</i>			
Booklet Page #	Benchmark A. Identify & demonstrate elements of music using ... appropriate music vocabulary.	Benchmark B. Identify the sounds of a variety of instruments - orchestra, band & classroom instru.	Benchmark C. Discuss & evaluate individual & group music performance.
3	vocabulary box		
4	vocabulary box	trumpet, strings, orchestra	
5	vocabulary box	violin, "fiddle," orchestra	
6	vocabulary box		
7	instrument family names	cymbals, bass drum, orchestra	
8	vocabulary box	dulcimer/guitar, woodwinds, orchestra	"Simple Gifts" performance - school & theater
9	vocabulary box	organ	
10	vocabulary box		
11	vocabulary box	trumpets, orchestra	
12	vocabulary box		
13			
14			evaluate "sound" composition performances
15		<i>(what happened to world, folk, pop, & electronic instruments in this category???)</i>	evaluate solo & ensemble performances
16			evaluate Columbus Symphony w/letter

<i>By the end of the 5-8 program</i>			
Booklet Page #	Benchmark A. Describe & evaluate a piece of music using developed criteria based on elements of music and music vocabulary.	Benchmark B. Analyze the structure of larger music works & the sections comprised within.	Benchmark C. Apply appropriate criteria to support personal preferences...quality of performance.
3			
4	(Suggestions in teacher notes.)	form of "William Tell" (compare to folksong)	(Suggestions in teacher notes for creating a rubric for student composition & symphony concert performance)
5			
6		typical Sousa march structure	
7			
8			
9		fugue starts like a round	
10			
11		"Wedding March" part of a larger piece	
12		Symphonic movement - finale	
13			
14			
15			
16		creating larger work from original composition	

Music Content Standard: Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music and respect for diverse opinions regarding music preferences.

Students articulate the significance of music in their lives.

<i>By the end of the K-4 program</i>			
Booklet Page #	Benchmark A. Reflect on their own performance & the performances of others.	Benchmark B. Demonstrate audience behavior appropriate for the context & style of music performed.	Benchmark C. Demonstrate how music communicates meaning of text, feelings,personal pref.
3			(Teacher notes: contrast feelings, moods, images in 2 or more titles)
4			
5			
6			
7			
8	class performance of "Simple Gifts"		
9			
10			
11			
12			
13			
14	performance of sound composition		
15	performance of student composition		
16	letter to Maestro Wilson or musicians	concert manners matter	

<i>By the end of the 5-8 program</i>			
Booklet Page #	Benchmark A. Reflect on & describe how music performance & settings affect audience response.	Benchmark B. Reflect on why others may have different music preferences.	Benchmark C. Justify one's personal preference of music choice using music vocabulary.
3		(Teacher notes: Why didn't audiences like Ives at first; student favorites & why)	(Teacher notes: using words from vocabulary boxes to discuss personal preference)
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12	Ives music originally received by audiences		
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Music Content Standard: Connections, Relationships and Applications

Students identify similarities and differences between music and other arts disciplines.

Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, ...

Students develop a lifelong learning in music.

By the end of the K-4 program

Booklet Page #	Benchmark A. Explain ways that music interrelates with other arts disciplines & ..outside the arts. (language arts - reading for content on many pg) literature, social studies - life in mid-1800's opera, social studies - life in late 1700's-1800's	Benchmark B. Describe how music is used in various cultures in the United States. traditional old time fiddle music folk music, Shakers folk music, "Camptown Races"	Benchmark C. Identify and describe roles of musicians in various music settings. composer/conductor opera singer, orchestra musician, conductor concertmaster, soloist, old time, other styles symphony conductor, town bands folk singer, group singing, music for dance church organ music composer; conductor; orchestra musicians wedding music folk music (every day people) ; concert music classroom musician, classroom conductor student composer, leader
3			
4			
5			
6	social studies, life in 1960's		
7	science - weather		
8	dance; social studies - life in 1900's		
9	social studies - life in late 1600's early 1700's		
10	social studies - life in 1800's		
11	history - early 1800's; literature (Shakespeare)		
12	history - life in late 1800's-early 1900's		
13	social studies - timeline: geography-maps		
14	language arts - writing (biography)		
15			
16	language arts - letter writing		

By the end of the 5-8 program

Booklet Page #	Benchmark A. Compare & contrast common terms used in and for the interpretation of music/other arts	Benchmark B. Demonstrate ways that subject matter of other disciplines is interrelated w/music. (social studies - era influences on composers) literature - author/artist - Gerstein dance science - thunder & lightening math - graphs geography; social studies - timeline architecture of Ohio Theater as music hall	Benchmark C. Identify various ways music affects their lives. (Teacher led class discussion using influences in classical composer's lives as a starting point)
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