

Calvary Academy Music Department
Benchmarks

Grade: Kindergarten- 4 Year Olds

Expressions

1. Be able to hear and make loud and quiet sounds.
 - a. Be able to tell loud and quiet sounds apart.
 - b. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
 - c. Be able to sing with the correct dynamics.
 - d. Understand proper dynamic terms.

Melody

2. Be able to hear and make high and low tones.
 - a. Be able to tell high and low tones apart.
 - b. Be able to speak with high and low tones.
 - c. Be able to produce high and low tones on classroom instruments.
 - d. Be able to hear when tones are getting higher and lower.

Rhythm

3. Be able to hear and make a steady beat, long and short sounds, fast and slow tempos.
 - a. Be able to hear and create a steady beat.
 - b. Be able to clap and stomp a steady beat and make a steady beat on class instruments.
 - c. Be able to tell long and short sounds apart.
 - d. Be able to sing long and short sounds and make long and short sounds on class instruments.
 - e. Be able to tell fast and slow tempos apart.

Form

4. Be able to hear, make an echo and tell musical sections apart.
 - a. Be able to hear an echo.
 - b. Be able to make an echo by calling, singing, and playing class instruments.
 - c. Be able to move your body to show you hear different sections.

History/Style

5. Enjoy many types of music from various countries.
 - a. Be able to state opinion of the music.
 - b. Be able to move the body to the music.

Performance and Audience

6. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department
Benchmarks

Grade: Kindergarten- 5 Year Olds

Expressions

1. Be able to hear and make loud and quiet sounds.
 - a. Be able to tell loud and quiet sounds apart.
 - b. Be able to make loud and soft sounds when singing, clapping, stomping, and playing class instruments.
 - c. Be able to sing with the correct dynamics.
 - d. Understand proper dynamic terms.

Melody

2. Be able to hear and make high and low tones.
 - a. Be able to tell high and low tones apart.
 - b. Be able to speak with high and low tones.
 - c. Be able to produce high and low tones on classroom instruments.
 - d. Be able to hear when tones are getting higher and lower.

Rhythm

3. Be able to hear and make a steady beat, long and short sounds, fast and slow tempos.
 - a. Be able to hear and create a steady beat.
 - b. Be able to clap and stomp a steady beat and make a steady beat on class instruments.
 - c. Be able to tell long and short sounds apart.
 - d. Be able to sing long and short sounds and make long and short sounds on class instruments.
 - e. Be able to tell fast and slow tempos apart.

Form

4. Be able to hear, make an echo and tell musical sections apart.
 - a. Be able to hear an echo.
 - b. Be able to make an echo by calling, singing, and playing class instruments.
 - c. Be able to move your body to show you hear different sections.

Harmony

5. Know when music has accompaniment.
 - a. Be able to hear when only one voice or instrument is playing or singing.
 - b. Be able to hear when more than once voice or instrument is playing at the same time.

History/Style

6. Enjoy many types of music from various countries.
 - a. Be able to state opinion of the music.
 - b. Be able to move the body to the music.

Performance and Audience

7. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department

Benchmarks

Grade: First Grade

Expressions

1. Be able to show the difference between loud and soft sounds and between fast and slow sounds.
 - a. Be able to hear the difference between loud/soft, fast/slow mixes of sound.
 - b. Be able to play class instruments in mixes of loud/soft and fast/slow sounds.
 - c. Be able to clap and stomp mixes of loud/soft, fast/slow sounds.
 - d. Be able to sing and talk in mixes of loud/soft, fast/slow sounds.
 - e. Understand and use proper application of dynamic terms.

Tone Color

2. Be able to hear high and low and different kinds of sounds.
 - a. Be able to tell the difference between high and low voicings.
 - b. Be able to tell the difference between voices and instruments.
 - c. Be able to tell the difference between different musical instrument sounds.
 - d. Understanding of music instrument families.

Melody

3. Knowledge of the musical system.
 - a. Be able to echo a series of at least three tones.
 - b. Be able to play instruments to make higher or lower sounds.
 - c. Recognition of the musical staff.
 - d. Recognition and application of solfege syllables.
 - e. Sing simple songs with proper dynamics and use of solfege syllables and numbers.

Rhythm

4. Be able to hear and make steady, strong and silent beats.
 - a. Be able to hear and make steady beats by clapping and playing instruments.
 - b. Be able to hear and make strong beats by clapping and playing instruments.
 - c. Be able to follow a steady beat silently.
 - d. Understanding of rests and recognition of symbols.

Form

5. Know the difference between same and different musical sections.
 - a. Be able to tell when sounds and movements are the same of different.
 - b. Be able to participate with same and different movements.

Harmony

6. Knowledge and Application of Accompaniment.
 - a. Be able to tell when music has accompaniment.
 - b. Be able to play classroom instruments while others sing.

History/Style

7. Response to different kinds of music.
 - a. Be able to perform simple dances to music.
 - b. Know about simple music of nations and cultures being studied in music and other subjects.
 - c. Know about one major composer and recognition of his/her music.

Calvary Academy Music Department
Benchmarks

Grade: - First Grade (page 2 of 2)

Performance and Audience

8. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department

Benchmarks

Grade: Second Grade

Expressions

1. Understanding and application of crescendo/decrescendo, accents, and changes in dynamics.
 - a. Be able to hear crescendo and decrescendo in music.
 - b. Be able to use body movement to show your reaction to dynamics.
 - c. Be able to hear accents.
 - d. Be able to hear changes in dynamics and integrate into music.

Tone Color

2. Know families of instruments and the four different voices.
 - a. Know the many ways musical sounds are made.
 - b. Know by sight and sound wind, string, brass and percussion instruments.
 - c. Be able to create hand-made instruments.
 - d. Be able to name and hear the four major voices in choral music.

Melody

3. Knowledge and application of the musical staff.
 - a. Understand and draw the treble clef and a staff.
 - b. Be able to name the lines on a staff.
 - c. Recognition and application of solfege syllables.
 - d. Sing simple songs with proper dynamics and use of solfege syllables and numbers.

Rhythm

4. Be able to hear and make patterns of sounds.
 - a. Recognition of repeated patterns in music.
 - b. Performance of ostinato music.
 - c. Understanding of simple meters and note values (quarter, eighth, half, rests.)
 - d. Being able to hear and react to tempos.
 - e. Application of patterns through clapping, singing, stomping, or playing instruments.

Form

5. Understanding musical form.
 - a. Be able to hear the difference between AB and ABA forms.
 - b. Be able to hear and separate sections of AB and ABA forms.

Harmony

6. Be able to hear and make simple harmonies.
 - a. Be able to hear and sing given sounds.
 - b. Be able to hear the difference between songs with and without accompaniment.
 - c. Be able to play and sing harmonic intervals.

History/Style

7. Participation in patriotic, folk, and ethnic music.
 - a. Be able to hear, sing and dance different genres of music related to other subjects.
 - b. Know the history and performance of major patriotic songs.
 - c. Know about two major composer and recognition of his/her music.

Calvary Academy Music Department
Benchmarks

Grade: Second Grade (page 2 of 2)

Performance and Audience

8. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department

Benchmarks

Grade: Third Grade

Expressions

1. Knowledge of and application of dynamic markings.
 - a. Know major dynamic markings.
 - b. Application of dynamic markings in music.

Tone Color

2. Knowledge of timbre of instruments and voices.
 - a. Understanding and recognition of different sounds from instruments and voices
 - b. Know by sight and sound the musical families.
 - c. Recognition of musical voices. (soprano, alto, tenor, bass)
 - d. Introduction of Recorders.

Melody

3. Understanding and application of the musical staff and improvement of solfege.
 - a. Understand and draw the treble clef and a staff.
 - b. Be able to name the lines on a staff.
 - c. Recognition and application of solfege syllables.
 - d. Sing simple songs with proper dynamics and use of solfege syllables and numbers.
 - e. Understanding of intervals and application with singing or playing of intervals.

Rhythm

4. Understanding values of notes in basic meter.
 - a. Be able to clap simple musical rhythm.
 - b. Be able to sing simple musical rhythm.
 - c. Understand and apply basic music notation.
 - d. Understanding and application of time signature.

Form

5. Understanding musical form.
 - a. Be able to identify repeated phrases.
 - b. Be able to identify musical sections.

Harmony

6. Understanding of combined and layered sounds.
 - a. Be able to tell the different between layered and non-layered sounds.
 - b. Identification of chords and triads.
 - c. Understanding and application of rounds.

History/Style

7. Participation in folk, ethnic, and historically-important music.
 - a. Be able to identify, sing and dance to various styles of music.
 - b. Be able to know the historical significance of music being performed.
 - c. Know three major composers and his/her work.

Calvary Academy Music Department

Benchmarks

Grade: Third Grade (page 2 of 2)

Performance and Audience

8. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department

Benchmarks

Grade: Fourth Grade

Expressions

1. Understanding dynamic contrast.
 - a. Knowledge of major dynamic markings.
 - b. Application of dynamic markings in music.

Tone Color

2. Knowledge of timbre of instruments and voices.
 - a. Understand the meaning of timbre.
 - b. Understanding and recognition of different sounds of instruments and voices.
 - c. Know by sight and sound the musical families.
 - d. Recognition of musical voices (soprano, alto, tenor, bass)
 - e. Introduction of Fourth Grade Band.

Melody

3. Understand key tonal center and treble and bass clef.
 - a. Recognition of presence of tonal center.
 - b. Understand tonal/atonal.
 - c. Be able to read and play notes on staff and be able to sing and draw the parts of the grand staff.

Rhythm

4. Understanding values of notes and the basic elements of tempo.
 - a. Know sixteenth, eighth, quarter, half, dotted half, and whole notes and rests.
 - b. Application of note values.
 - c. Sing and play basic rhythmic patterns.
 - d. Be able to create rhythmic patterns with tempo markings.

Form

5. Understand musical phrase form.
 - a. Be able to recognize repeated phrases.
 - b. Be able to recognize Rondo Form (ABACA) and identify the separate phrases.
 - c. Be able to identify AABA form.

Harmony

6. Application of Harmony.
 - a. Be able to sing in rounds.
 - b. Be able to sing and play ostinato patterns with a melody.
 - c. Be able to sing and play descant and pattern songs.

History/Style

7. Understanding Styles of Music.
 - a. Be able to identify basic examples of style.
 - b. Be able to explain and understand basic musical styles.
 - c. Know three major composers and his/her work.

Calvary Academy Music Department
Benchmarks

Grade: Fourth Grade (page 2 of 2)

Performance and Audience.

8. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.

Calvary Academy Music Department

Benchmarks

Grade: Fifth Grade

Expressions

1. Understanding Major and Minor.
 - a. Distinguish between major and minor.
 - b. Respond with movement and verbal understanding of major and minor qualities.

Tone Color

2. Understanding of Orchestras and Bands.
 - a. Be able to identify instruments by sight and sound.
 - b. Understanding difference between the composition of an orchestra and band.
 - c. Introduction of Fifth/Sixth Grade Band.

Melody/Harmony

3. Understand relationship of note placement on the grand staff.
 - a. Identification of the Grand Staff.
 - b. Read and play notes on the Grand Staff.
 - c. Be able to sing songs correctly in a group.
 - d. Be able to sing or play a three part harmony.

Rhythm

4. Understanding note values and rests.
 - a. Be able to read and perform in simple and complex meter.
 - b. Application of notes and rests with written music.
 - c. Complete written measures with rhythmic notation.

Form

5. Understanding musical form.
 - a. Identify theme and variations.
 - b. Application and notation of form.

History/Style

6. Knowledge and appreciation of American Music.
 - a. Knowledge of major sources of American Music.
 - b. Identify many genres of American Music (Gospel, Jazz, Rock, Folk).
 - c. Know the origins of American genres of music.
 - d. Explain verbally these genres of music.
 - e. Know 5 major composers and his/her work.

Performance and Audience

7. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance etiquette.
 - f. Use of correct posture and breathing in performance.

Calvary Academy Music Department

Benchmarks

Grade: Sixth Grade

Expressions

1. Integration of all musical components into performance.
 - a. Be able to follow a written score.
 - b. Be able to sight read simple multi-part vocal music.
 - c. Verbal explanation of music.
 - d. Positive working with others to improve effort and create a quality performance.

Tone Color

2. Understanding the composition of a choir.
 - a. Identification of voices by ear.
 - b. Be able to track a voice's line in a multi-part selection.
 - c. Continuation of Fifth/Sixth Grade Band.

Melody/Harmony

3. Understand major key signatures in treble clef, major scales, and major triads.
 - a. Be able to read and write C, F, and G key signatures.
 - b. Be able to write and sing a major scale.
 - c. Be able to write and sing major triads in solfege or numbers.

Rhythm

4. Understanding the function of time signature.
 - a. Be able to verbally and in writing interpret time signature.
 - b. Be able to sing and play in duple and triple meter.
 - c. Be able to identify meter change in performed music.
 - d. Be able to read notes on the grand staff.
 - e. Be able to take simple rhythmic dictation.

Form

5. Understanding musical form.
 - a. Be able to identify repeated phrases and indicate forms.
 - b. Recognition of forms and separate phrases.
 - c. Identification of forms in folk and pop music.

History/Style

6. Understanding and performance of various musical styles.
 - a. Be able to explain the feeling, mood, and impact of music.
 - b. Verbally explain differences in style.
 - c. Know six major composers and his/her work.

Performance and Audience

7. Be able to take care of equipment and execute proper audience etiquette
 - a. Be able to play class instruments.
 - b. Be able to put class instruments away properly.
 - c. Be able to listen quietly and pay attention to performances.
 - d. Learn proper etiquette as an audience member.
 - e. Understand and execute proper performance/ rehearsal etiquette.
 - f. Use of correct posture, breathing in performance.
 - g. Strive to sing in tune and identify and correct when not.

Calvary Academy Music Department

Benchmarks

Grade: Junior High School Choir

Expressions

1. Be able to use all the components of music to make a quality expressive performance.
 - a. Be able to follow a written score.
 - b. Be able to sight read simple multi-part vocal music.
 - c. Verbal explanation of music.
 - d. Positive working with others to improve effort and create a quality performance.

Tone Color

2. Understanding the composition of a choir.
 - a. Identification of voices by ear.
 - b. Be able to track a voice's line in a multi-part selection.
 - c. Application of different vocal techniques appropriate for performance literature.

Melody/Harmony

3. Understand major key signatures in treble clef, major scales, and major triads.
 - a. Be able to read and write in all basic key signatures.
 - b. Be able to write and sing all major and minor scales.
 - c. Be able to write and sing all major and minor triads.

Rhythm

4. Understanding the function of time signature.
 - a. Be able to verbally and in writing interpret time signature.
 - b. Be able to sing and play in duple and triple meter.
 - c. Be able to identify meter change in performed music.
 - d. Be able to read notes on the grand staff.
 - e. Be able to take simple and complex rhythmic dictation.

Form

5. Understanding musical form.
 - a. Be able to identify repeated phrases and indicate forms.
 - b. Recognition of forms and separate phrases.
 - c. Identification of forms in folk and pop music.

History/ Style

6. Understanding and performance of various musical styles.
 - a. In depth study of musical styles from Renaissance to 21st century.
 - b. Knowledge of various composers from each area of study.
 - c. Knowledge of important musical works.

Performance and Audience

7. Be able to take care of equipment and execute proper audience etiquette.
 - a. Be able to listen quietly and pay attention to performances.
 - b. Learn proper etiquette as an audience member.
 - c. Understand and execute proper performance/rehearsal etiquette.
 - d. Use of correct posture, breathing in performance.
 - e. Strive to sing in tune and identify and correct when not.
 - f. Participate in annual concerts.

Calvary Academy Music Department

Benchmarks

High School Ensemble- Voices Unlimited

1. Be able to demonstrate proper vocal technique.
 - a. Knowledge of proper posture.
 - b. Knowledge of proper breathing techniques.
 - c. Production of proper intonation.
 - d. Use of proper diction.
 - e. Use of proper rehearsal/performance etiquette.

2. Possess written and performing knowledge of basic music theory.
 - a. Ability to sight read and explain dynamics.
 - b. Ability to explain duration, rests, rhythm and tempo.
 - c. Ability to explain key signatures and tone centers.
 - d. Ability to explain form.

3. Be able to perform literature from various periods and cultures.
 - a. Be able to apply knowledge for expression of style and interpretation.
 - b. Be able to apply knowledge for expression on ornamentation.
 - c. Be able to apply knowledge for expression of rhythms.

4. Be able to meet performance expectations.
 - a. Be able to perform for expressiveness.
 - b. Be able to perform for balance and blend.
 - c. Be able to perform for phrasing.
 - d. Be able to perform for technique.
 - e. Know and be able to use performance etiquette.
 - f. Be able to respond to conducting.
 - g. Be able to work independently in rehearsal.
 - h. Be able and willing to use music for community service.
 - i. Be able to be a discriminating listener.

Calvary Academy Music Department

Benchmarks

Middle School Choir

5. Be able to demonstrate proper vocal technique.
 - a. Knowledge of proper posture.
 - b. Knowledge of proper breathing techniques.
 - c. Production of proper intonation.
 - d. Use of proper diction.
 - e. Use of proper rehearsal/performance etiquette.

6. Possess written and performing knowledge of basic music theory.
 - a. Ability to sight read and explain dynamics.
 - b. Ability to explain duration, rests, rhythm and tempo.
 - c. Ability to explain key signatures and tone centers.
 - d. Ability to explain form.

7. Be able to perform literature from various periods and cultures.
 - a. Be able to apply knowledge for expression of style and interpretation.
 - b. Be able to apply knowledge for expression of rhythms.

8. Be able to meet performance expectations.
 - a. Be able to perform for expressiveness.
 - b. Be able to perform for balance and blend.
 - c. Be able to perform for phrasing.
 - d. Be able to perform for technique.
 - e. Know and be able to use performance etiquette.
 - f. Be able to respond to conducting.
 - g. Be able to work independently in rehearsal.
 - h. Be able and willing to use music for community service.
 - i. Be able to be a discriminating listener.