

# Howard County General Music Content Standards

## Grade by Grade

**2.0 Historical, Cultural, and Social Context:**  
**Students will demonstrate an understanding of music as an essential aspect of history and human experience.**

KINDERGARTEN	GRADE 1	GRADE 2
<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>
a. Explore music used in the home, school, and community	a. Describe how music is used in the home, school, and community	a. Describe characteristics that make certain music suitable for each use, such as lullabies and marches
b. Sing and listen to music representative of different traditions, holidays, and seasons in a variety of <a href="#">world cultures</a>	b. Sing, listen to, and describe music representative of different traditions, holidays, and seasons in a variety of <a href="#">world cultures</a>	b. Sing, listen to, and describe music representative of different traditions, holidays, and seasons in a variety of <a href="#">world cultures</a>
		<b>c. Introduced in Grade 3</b>
		d. Identify roles of musicians in the local community

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GRADE 3	GRADE 4	GRADE 5
<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>	<b>2.1 Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression</b>
<b>a.</b> Describe how music reflects daily experience in the local community	<b>a.</b> Describe how music reflects daily experience in Maryland using language to <b>describe</b> aural musical examples	<b>a.</b> Describe how music reflects daily experience in North America
<b>b.</b> <b>Listen</b> to and perform <b>folk</b> and composed music that is used to celebrate holidays and traditions in various cultures	<b>b.</b> <b>Listen</b> to, perform, and discuss how music is used to celebrate holidays and traditions in various cultures	<b>b.</b> Define, <b>listen</b> to, perform, and compare how music is used to celebrate holidays and traditions in various cultures
<b>c.</b> <b>Listen</b> to music examples from various <b>world cultures</b> and describe how <b>tempo</b> , <b>dynamics</b> , and <b>pitch</b> are used	<b>c.</b> <b>Listen</b> to music examples from various <b>world cultures</b> and describe how <b>rhythm</b> is used	<b>c.</b> <b>Listen</b> to music examples from various <b>world cultures</b> and describe how <b>form</b> is used
<b>d.</b> Identify and describe roles of musicians in the local community	<b>d.</b> Identify and describe roles of musicians in Maryland	<b>d.</b> Identify and describe roles of musicians in North America
<b>e.</b> Use movement to describe aural musical examples	<b>e.</b> Use representational sign language to describe aural musical examples	<b>e.</b> Use verbal and written language to describe aural musical examples
<b>f.</b> Discuss ways in which creating and performing music bring personal satisfaction	<b>f.</b> Compare ways in which creating and performing music brings personal satisfaction	<b>f.</b> Describe various careers in music from which individuals might choose and the resulting personal satisfactions
<b>g.</b> Demonstrate audience behaviors that are respectful of the performer(s)	<b>g.</b> Reinforce previous content	<b>g.</b> Reinforce previous content

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KINDERGARTEN	GRADE 1	GRADE 2
<b>2.2 Become acquainted with the roles of music in the lives of people</b>	<b>2.2 Become acquainted with the roles of music in the lives of people</b>	<b>2.2 Become acquainted with the roles of music in the lives of people</b>
<b>a.</b> Explore a rich repertoire of children’s music: singing games, finger play	<b>a.</b> <b>Listen</b> to and perform a rich repertoire of music representing its roles in the lives of people, such as folk songs, patriotic songs, and spirituals	<b>a.</b> <b>Listen</b> to and perform a rich repertoire of music representing its roles in the lives of people, such as folk songs, patriotic songs, spirituals
<b>b.</b> Explore songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and <b>world cultures</b> , including some connected to general classroom studies

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GRADE 3	GRADE 4	GRADE 5
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<b>a.</b> Listen to a variety of musical works and relate them to specific historical events	<b>a.</b> Listen to and discuss how selected works from standard music literature correspond to specific historical events	<b>a.</b> Listen to, explain, and provide supporting evidence as to how selected works from standard music literature correspond to specific historical events
<b>b.</b> Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies	<b>b.</b> Perform songs and dances from a variety of historical periods and world cultures, including some connected to general classroom studies
<b>c.</b> Listen to musical examples that represent styles and traditions from various historical periods and world cultures	<b>c.</b> Listen to and describe musical examples that represent styles and traditions from various historical periods and world cultures	<b>c.</b> Listen to and compare examples of music that represent musical styles and traditions from various historical periods and world cultures

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<b>KINDERGARTEN</b>	<b>GRADE 1</b>	<b>GRADE 2</b>
<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>
<b>a.</b> Explore creative expression through music, dance, drama, and the visual arts	<b>a.</b> Demonstrate creative expression through music, dance, drama, and the visual arts	<b>a.</b> Experiment with individual creative expression through music, dance, drama, and the visual arts
<b>b.</b> Participate in music activities that emphasize rhyming words and “all about me” themes	<b>b.</b> Participate in music activities connecting the content to that in other subject areas	<b>b.</b> Participate in music activities whose content and processes correlate with those in other subjects taught in the school, such as cumulative songs for mathematics, and regions of the world for social studies

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<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>	<b>2.3 Explore the relationship of music to dance, theatre, the visual arts, and other disciplines</b>
<b>a.</b> Demonstrate individual creative expression through music, dance, drama, and the visual arts	<b>a.</b> Use techniques from dance, drama, and the visual arts to characterize music	<b>a.</b> Describe similarities and differences in the meanings of common terms used in music, dance, drama, and the visual arts
<b>b.</b> Demonstrate ways in which the processes and content in music correlate with those of other subject areas taught in the school	<b>b.</b> Identify ways in which the processes and content in music correlate with those of other subject areas taught in the school	<b>b.</b> Describe ways in which the processes and content in music correlate with those of other subject areas

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<p><b>2.4 Develop knowledge of a wide variety of styles and genres through the study of music history</b></p>	<p><b>2.4 Develop knowledge of a wide variety of styles and genres through the study of music history</b></p>	<p><b>2.4 Develop knowledge of a wide variety of styles and genres through the study of music history</b></p>
<p><b>a. Listen</b> to music representative of a variety of <b>styles</b> and <b>genres</b></p>	<p><b>a. Listen</b> to music representative of a variety of <b>styles</b> and <b>genres</b></p>	<p><b>a. Listen</b> to and describe similarities and differences in more than one version of the same piece, including examples representative of a variety of <b>styles</b> and <b>genres</b></p>

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<p><b>a.</b> Listen to and perform songs, games, and dances representing a variety of composers, styles, genres, and world cultures to develop awareness of music history</p>	<p><b>a.</b> Listen to and identify music from various periods in music history, world cultures, and works written by exemplary composers</p>	<p><b>a.</b> Listen to and compare music from various periods in music history, world cultures, and works written by exemplary composers</p>
	<p><b>b.</b> Identify specific musical instruments that are used in a variety of musical styles and genres</p>	<p><b>b.</b> Describe how specific musical instruments are used in a variety of musical styles and genres</p>