

Howard County General Music Content Standards

Grade by Grade

4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments

KINDERGARTEN	GRADE 1	GRADE 2
4.1 Evaluate selected musical compositions using established criteria	4.1 Evaluate selected musical compositions using established criteria	4.1 Evaluate selected musical compositions using established criteria
a. Verbalize or use visual representation to express at least one reason for musical preference	a. Use a single word to verbalize how selected music “makes me feel”	a. Create a hierarchy of musical preference based on teacher-identified criteria

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GRADE 3	GRADE 4	GRADE 5
4.1 Evaluate selected musical compositions using established criteria	4.1 Evaluate selected musical compositions using established criteria	4.1 Evaluate selected musical compositions using established criteria
<p>a. Discuss musical characteristics as they relate to the listener’s feelings and preferences</p>	<p>a. Discuss how changes in performance such as dynamics, tempo, and phrasing affect the listener’s reaction to musical works</p>	<p>a. Explain personal preferences for specific musical works and styles, using music terminology</p>

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4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments

KINDERGARTEN	GRADE 1	GRADE 2
4.2 Develop personal aesthetic criteria for evaluating musical performances	4.2 Develop personal aesthetic criteria for evaluating musical performances	4.2 Develop personal aesthetic criteria for evaluating musical performances
a. Develop vocabulary relative to performance evaluation	a. Discuss teacher-identified criteria for evaluation of classroom performances	a. Apply teacher-identified criteria for evaluation of classroom performances

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GRADE 3	GRADE 4	GRADE 5
4.2 Develop personal aesthetic criteria for evaluating musical performances	4.2 Develop personal aesthetic criteria for evaluating musical performances	4.2 Develop personal aesthetic criteria for evaluating musical performances
a. Discuss characteristics of a good performance, such as singing or playing in tune, proper tempo , and effective expression	a. Discuss self-established criteria and apply them to one's own improvisations, compositions, and performances	a. Devise and apply criteria to evaluate class and individual performances