

PRE-K

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)
 - h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow
 - c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

KINDERGARTEN

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)

- h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow
 - c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- a. Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

FIRST GRADE

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (high and low, upward and downward, leaps and repeats)
 - b. Rhythm (strong and weak beats, meter in 2/4, long and short sounds)
 - c. Harmony (sing with instruments, without instruments, play ostinato pattern on rhythm or melody instruments as an accompaniment)
 - d. Form (introduction, repetition/contrast, solo/chorus, verse/refrain)
 - e. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment, orchestra instruments from each family of instruments - trumpet, clarinet, violin, tympani)
 - f. Pitch (high and low)
 - g. Tempo (fast and slow, getting faster or slower)
 - h. Dynamics (loud and soft, getting louder or softer)
- b. Recognize basic rhythm patterns by using rhythm syllables

- c. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow
 - c. Styles - action songs, chants, rhymes, singing games

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries
- b. Sing and perform music from a variety of folk, ethnic, classical and contemporary songs
- c. Identify music and instruments from different cultures.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities
- e. Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
- f. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- g. Respond to unfinished short melodic patterns using voice or classroom instruments

The student will learn to appreciate music and expand listening beyond music currently familiar to the student.

- a. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)
 - h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:

- a. Dynamics - loud and soft
- b. Tempo - fast and slow
- c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- a. Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (steps, leaps, and repeated tones, melody patterns, high and low, upward and downward, motives, repeated phrases)
 - b. Harmony (accompaniment and no accompaniment, chord changes, ostinato patterns)
 - c. Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, different tone quality of an individual or group)
 - d. Rhythm (strong and weak beats, meter in 2/4 and 3/4, long and short sounds, rhythm patterns in songs and ostinatos).
 - e. Form (introduction, coda, repetition/contrast, solo/chorus, AB)
 - f. Pitch (higher and lower)
 - g. Tempo (fast and slow, gradually faster and slower, suddenly faster and slower)
 - h. Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)
- b. Recognize basic rhythm patterns by using rhythm syllables (quarter note, eighth note, half note, whole note patterns and the corresponding rests)
- c. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft, gradual change of louder and softer
 - b. Tempo - fast and slow, gradual change of faster and slower
 - c. Styles - action songs, chants, rhymes, singing games of different cultures

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries
- b. Sing and perform action songs, singing games and dances from a variety of cultures.
- c. Identify music and instruments from different cultures. (i.e., koto, maracas, Native American flute, African talking drum).

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing (echo singing) and/or playing instruments (body percussion and melodic ostinatos).
- b. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, sliding, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- e. Play simple melodies by rote on instruments, such as bells or xylophones.
- f. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- g. Respond to unfinished short melodic patterns using voice or classroom instruments.
- h. Perform solos and in groups.

The student will learn to appreciate music and expand listening beyond music currently familiar to the student.

- a. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers
- c. Discuss likes and dislikes of music of different styles.

SECOND GRADE

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)
 - h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:

- a. Dynamics - loud and soft
- b. Tempo - fast and slow
- c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- a. Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (high and low, upward and downward, leaps and repeats)
 - b. Rhythm (strong and weak beats, meter in 2/4, long and short sounds)
 - c. Harmony (sing with instruments, without instruments, play ostinato pattern on rhythm or melody instruments as an accompaniment)
 - d. Form (introduction, repetition/contrast, solo/chorus, verse/refrain)
 - e. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment, orchestra instruments from each family of instruments - trumpet, clarinet, violin, tympani)
 - f. Pitch (high and low)
 - g. Tempo (fast and slow, getting faster or slower)
 - h. Dynamics (loud and soft, getting louder or softer)
- b. Recognize basic rhythm patterns by using rhythm syllables
- c. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow

- c. Styles - action songs, chants, rhymes, singing games

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries
- b. Sing and perform music from a variety of folk, ethnic, classical and contemporary songs
- c. Identify music and instruments from different cultures.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities
- e. Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
- f. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- g. Respond to unfinished short melodic patterns using voice or classroom instruments

The student will learn to appreciate music and expand listening beyond music currently familiar to the student.

- a. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

THIRD GRADE

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)
 - e. Form (same or different and solo/chorus)
 - f. Pitch (high or low)
 - g. Tempo (fast or slow)
 - h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:

- a. Dynamics - loud and soft
- b. Tempo - fast and slow
- c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- a. Recognize and practice audience or performer behavior appropriate for the context and style of music performed
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (steps, wide and narrow leaps, and repeated tones, melody patterns, high and low pitches, melodic contour, same, different and similar phrases)
 - b. Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds)
 - c. Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group)
 - d. Rhythm (strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, dotted rhythms).
 - e. Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine)
 - f. Pitch (higher and lower)
 - g. Tempo (fast and slow, faster and slower, gradual and sudden changes in tempo)
 - h. Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer)
- b. Recognize basic rhythm patterns by using rhythm syllables (quarter note, eighth note, half note, whole note, dotted half note patterns).
- c. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft, gradual change of louder and softer
 - b. Tempo - fast and slow, gradual change of faster and slower

- c. Styles - songs, chants, rhymes, different cultures
- d. Identify instrument ensembles (brass, strings, woodwinds, percussion)

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform action songs, singing games and dances from a variety of cultures.
- c. Identify music and instruments from different cultures. (i.e., bagpipe, wooden flute, koto, panpipes).

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
- b. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, sliding, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- e. Play simple melodies by rote on instruments, such as bells or xylophones.
- f. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- g. Respond to unfinished short melodic patterns using voice or classroom instruments.
- h. Perform solos and in groups.
- i. Sing two-part rounds, partner songs and ostinatos.

The student will learn to appreciate music and expand listening beyond music currently familiar to the student

- a. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Use appropriate terms to explain preferences for musical works and styles.

FOURTH GRADE

The student will read, notate and interpret music.

- a. Identify the elements of music:
 - a. Melody (up and down)
 - b. Harmony (sing with instruments, without instruments)
 - c. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - d. Rhythm (strong and weak beats, steady beat, long and short sounds)

- e. Form (same or different and solo/chorus)
- f. Pitch (high or low)
- g. Tempo (fast or slow)
- h. Dynamics (loud or soft)
- b. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft
 - b. Tempo - fast and slow
 - c. Styles - action songs, chants, rhymes, finger plays

The student will recognize the development of music from an historical and cultural perspective.

- a. Recognize music from our country, work songs, holiday songs and music from different countries.
- b. Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing and/or playing instruments.
- b. Match pitches, sing in tune and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- d. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- a. Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers.
- c. Discuss likes and dislikes of music of different styles.

The student will read, notate and interpret music.

- a. Notate (written representation of music) simple pitch and rhythm patterns presented aurally (listening).
- b. Recognize basic notational symbols (written representation of music) including: treble clef, time signatures (2/4, 3/4, 4/4, and 6/8), note values, whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, dotted whole note and the corresponding rests.
- c. Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.
- d. Use correct terminology to discuss the elements of music.
 - a. Melody (steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, same, different, similar phrases)
 - b. Rhythm (strong and weak beats, steady beat, offbeat, silent beat, meter in 2/4, 3/4, 4/4 and 6/8)

- c. Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds, thick and thin texture)
 - d. Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine).
 - e. Tone Color (duets, trios, chorus, voice ranges [soprano, alto, tenor, bass] and instrument ranges - flute, tuba, violin, tympani).
 - f. Pitch - high and low
 - g. Tempo - allegro (fast), lento (slow), andante (walking), moderato (moderate).
 - h. Dynamics - forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft).
- e. Visually and aurally identify instrumental ensembles (e.g. orchestra, jazz band), orchestral instruments and classification of voice (e.g., soprano, alto, and tenor, bass).

The student will recognize the development of music from an historical and cultural perspective.

- a. Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.
- b. Listen and describe music from a variety of styles, periods and cultures including European, Native American, African American, Hispanic, and Asian.
- c. Identify music and instruments from different cultures. (i.e., bagpipe, wooden flute, koto, panpipes).
- d. Identify and describe roles of musicians in various music settings and cultures.

The student will perform, imitate, and compose a variety of music within specific guidelines.

- a. Participate in music through singing (echo singing, rounds and partner songs) and/or playing instruments (body percussion and melodic ostinatos).
- b. Match pitches, sing in tune (C-scale range) and use appropriate tone and expression.
- c. Respond to the beat or rhythm in music by clapping, playing classroom instruments.
- d. Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- e. Play simple melodies on instruments, such as bells or xylophones.
- f. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
- g. Respond to unfinished short melodic patterns using voice or classroom instruments.
- h. Perform solos and with groups.

The student will learn to appreciate music and expand listening beyond music currently familiar to the student.

- a. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- b. Demonstrate respect for music performed by the student and by other students and professional performers
- c. Use appropriate terms to explain preferences for musical works and styles.