

KINDERGARTEN

By May, a
proficient
student
can....

Sing:

- Sing simple songs, pentatonic and diatonic melodies, singing games and Mi-Sol-La patterns using good vocal tone
- Improvise answers to the teacher's sung questions using good vocal tone
- Vocally reproduce high/low sounds and ascending/descending patterns

Say:

- Perform nursery rhymes and fingerplays using motions, instruments, and dramatization to reinforce the words
- Identify the 4 voices – singing, speaking, calling, and whisper
- Demonstrate speaking with high/low and loud/soft voices
- Sing songs in AA', AB, ABA, and simple rondo forms

Dance:

- Demonstrate a moment of stillness before and after performing music
- Find personal space and move safely through shared space
- Demonstrate a steady beat using non-locomotor and locomotor movements
- Demonstrate how to walk, run, jog, hop, jump, gallop, slide, and skip
- Move in simple group formations (circle, single line, double line)
- Move in and out of a circle and forward and backward through space
- Use movement to show changes in form (AA', AB, ABA, simple rondo)

Play:

- Play high/ low sounds and ascending/descending patterns on pitched instruments
- Demonstrate a steady beat on unpitched and pitched instruments (chord bordun)
- Classify instruments as pitched or unpitched

Read:

- Iconic representation of melodic direction

FIRST GRADE

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Sing:

- Sing simple songs, pentatonic and diatonic melodies, singing games and Do-Re-Mi-Sol-La patterns using good vocal tone
- Improvise answers to the teacher's sung questions using good vocal tone
- Vocally reproduce high/low sounds and ascending/descending patterns

Say:

- Perform nursery rhymes, fingerplays, and folktales using motions, instruments, and dramatization to reinforce the words
- Identify the 4 voices – singing, speaking, calling, and whisper
- Demonstrate speaking with high/low and loud/soft voices
- Sing songs in AA', AB, ABA, and simple rondo forms

Dance:

- Demonstrate a moment of stillness before and after performing music
- Find personal space and move safely through shared space
- Demonstrate a steady beat using non-locomotor and locomotor movements
- Demonstrate how to walk, run, jog, hop, jump, gallop, slide, and skip
- Move in simple group formations (circle, single line, double line)
- Move in/out of a circle and forward/backward through space
- Demonstrate changes in tempo with movement
- Use movement to show changes in form (AA', AB, ABA, simple rondo)
- Dramatize a folktale

Play:

- Play high/ low sounds and ascending/descending patterns on pitched instruments
- Demonstrate a steady beat on unpitched and pitched instruments (chord bordun, tonic accompaniment)
- Classify instruments as pitched or unpitched
- Create and play 4-beat rhythm patterns with quarter, two eighths, and a quarter rest using iconic and traditional notation.

Read:

- Iconic representation of melodic direction
- Notate Mi-Sol-La on a 2-line staff
- Iconic notation and traditional notation of a quarter, two eighths, and a quarter rest

SECOND GRADE

By May, a
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Sing:

- Songs using La, Sol, Mi, Re, Do
- Created songs using La, Sol, Mi, Re, Do
- Songs from iconic notation.
- A melodic ostinato within a musical setting.
- Music that uses a variety of dynamics.

Say:

- A rhythmic ostinato in a musical setting.
- Identify high and low sounds in a musical example.
- Identify ascending and descending patterns.
- Label clockwise, counter-clockwise, forward, and in and out movement.
- Identify names classroom instruments and their families
- a classroom performance of a folk tale or short story.
- Identify the form a piece of music AA', AB, ABA,
- Define what introduction, coda, verse and refrain are in a piece of music.
- Discuss music from a variety of cultures styles and historical periods

Dance:

- Move to the steady beat using a variety of tempi.
- In clockwise and counter-clockwise directions
- Perform movement that goes in and out of a circle.
- Perform mirror movement with a partner.
- Show ascending and descending patterns using movement.

Play:

- Steady beat using body percussion and unpitched instruments to a variety of tempi.
- Rhythms including quarter notes, eighth notes, quarter rest, and half notes using body, unpitched, and pitched percussion.
- Chord, broken chord, and level borduns to accompany a piece
- Rhythmic ostinato using body and unpitched percussion
- Music that uses a variety of dynamics.
- Music in AA', AB, and ABA form.

Read:

- Rhythms using quarter notes, eighth notes, quarter rest, and half notes.
- La, Sol, Mi, Re, Do patterns from iconic notation.

THIRD GRADE

By May, a
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student
can....

Sing:

- Pentatonic songs.
- Student-created pentatonic songs.
- Melodic ostinato within a musical setting.
- A two-part vocal canon
- Music that uses a variety of dynamics including crescendo and decrescendo.

Say:

- A poem in a musical setting.
- Describe group formations for dances.
- Describe that music has varied tempo and dynamics.
- Describe the form a piece of music AA', AB, ABA, ABACA
- Visually and aurally identify orchestral instruments.
- Discuss music that is from a variety of cultures styles and from different historical periods.

Dance:

- To show a steady beat in a variety of tempi.
- A folk dance that uses side, together, turn, step, and kick movements.
- Perform movement that enhances the mood of a poem
- Perform mirror and shadow movement in various formations.
- To show high and low sounds in a musical phrase.

Play:

- Rhythms using quarter notes, eighth notes, quarter rest, and half notes
- Pentatonic songs; ascending and descending patterns; skips, steps, and repeated tones; melodic ostinato on pitched percussion
- Chord, broken chord, level, and crossover bordun accompaniments
- Music that uses a variety of dynamics including crescendo and decrescendo.
- An expressive musical setting of a poem
- Improvise 8-beat melodic and rhythmic phrases
- Rhythmic question and answer, and music in rondo form
- Musical motives and arrange them to create a melody.

Read:

- Rhythms using quarter notes, eighth notes, quarter rest, and half notes.
- Melodic patterns from a 2, 3, and 5 line staff.

FOURTH GRADE

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Sing:

- Pentatonic songs that include Sol,-La,-Do-Re-Mi-Sol-La-Do' and diatonic songs in major and minor with good vocal technique, expression, and performance etiquette.
- In unison or harmony through canon and partner songs.
- Music from a variety of cultures.

Say:

- Describe the tempo, dynamics and mood of a given listening example.
- Identify and describe orchestral instruments in a listening example
- Describe characteristics of regional songs, and songs from other cultures and time periods
- Evaluate a performance

Dance:

- Perform dances from a variety of cultures and time periods
- Move to show awareness of phrase length
- Create movement to show the emotion of a poem

Play:

- Pentatonic and diatonic melodies in major and minor on recorder and pitched percussion with good instrumental technique, and performance etiquette.
- Chord, broken chord, crossover, and level bordun accompaniments; and simple two-chord accompaniments (I-V, I-IV, I-vii, I-iii)
- Melodic and rhythmic question and answer, melodic and rhythmic ostinato
- Rhythmic patterns including whole, half, quarter, eighth, dotted half, and sixteenth notes, and syncopation
- Perform, improvise and create music with skips, steps and repeated tones
- Student-created introduction for a piece or song.

Read:

- Traditional notation for whole, half, quarter, eighth, dotted half, and sixteenth notes, and syncopation
- Rhythms in duple and triple meter
- Melodic fragments on the five-line treble clef staff.
- A listening map that shows elements of music including form, tempo, dynamics and instrumentation

FIFTH GRADE

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Sing:

- Pentatonic, diatonic and modal songs with good vocal technique, expression, and performance etiquette.
- In unison or harmony.
- Music from a variety of cultures.

Say:

- Expressively speak a poem that is rhythmic or non-rhythmic, demonstrating good performance etiquette.
- Compare and contrast styles, genres, or musical works.
- Evaluate performances and compositions.
- Explain how music is important in and relevant to their life

Dance:

- Alone and with others, demonstrating good performance etiquette
- Move creatively to express a musical idea
- Perform dances from a variety of cultures

Play:

- Melodies and accompaniments on recorder, pitched percussion, and unpitched percussion, demonstrating good technique and performance etiquette.
- Perform two- and three-chord accompaniments
- Improvise and compose melodies and rhythms

Read:

- Read traditionally notated melody and rhythm on a 5-line treble clef staff, given sufficient support.
- Sight-read simple melodic and rhythmic fragments
- Rhythms including quarter, half, eighth notes, sixteenth notes and rests, syncopation, and ties in 3/4 and 4/4 meter.