

LWSD Elementary Music Power Standards	KINDERGARTEN	1 ST GRADE	2 ND GRADE	3 RD GRADE	4 TH GRADE	5 TH GRADE
<p>CREATING</p> <p>Gr K-2: Anchor 1- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Gr. 3-5: Anchor 2- Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>Beat/ Steady Beat</p> <p>Loud/Quiet</p> <p>Fast/Slow</p> <p>Upward/Downward</p>	<p>Create Short Rhythmic Patterns</p> <p>Demonstrate Duple/Triple Meter</p> <p>Recognize Major/Minor</p>	<p>Create Short Rhythmic Patterns</p> <p>Musical Patterns</p> <p>Improvise in pentatonic scale</p> <p>Create melodic phrases</p>	<p>Short rhythmic patterns</p> <p>Compose using notation to express feeling</p>	<p>Compose/Perform rhythmic and/or melodic compositions</p> <p>Collaborate with group to create musical composition</p>	<p>Compose rhythmic/melodic patterns in simple meters</p> <p>Compose in major key</p> <p>Compose for instrument</p> <p>Compose using form- AB, ABA, Rondo</p> <p>Communicate Ideas/emotions through composition</p>
<p>PERFORMING</p> <p>Gr K-5: Anchor 4.2- With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</p>	<p>Beat/ Steady Beat</p> <p>Fast/Slow</p> <p>Matching Pitches</p> <p>Long/Short Sounds</p> <p>Simple Forms</p>	<p>Read/Perform- ♩, ♪, ♫, ♬</p> <p>Repetition and Contrast</p> <p>Upward/Downward/Same</p> <p>sol-mi-la, mi- re- do</p>	<p>Read/Perform- ♩, ♪, ♫, ♬</p> <p>Melodic contour</p> <p>do-re-mi-so-la</p> <p>High/Low</p> <p>Same/Different</p>	<p>♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬</p> <p>Perform with rhythms/meters</p> <p>Pentatonic Scale</p> <p>Match pitches</p> <p>1st/2nd endings</p> <p>AB, ABA, AABA, Rondo</p>	<p>♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬</p> <p>Communicate rhythms - (Kodaly/Orff)</p> <p>Perform with meters/rhythms</p> <p>Use Pentatonic/Diatonic scales</p> <p>Identify pitches (solfege)</p> <p>Scales- sing and play scales given "do"</p> <p>Identify forms</p> <p>D.C. al fine and D.S. al coda</p> <p>Syncopation w/single eighth notes</p>	<p>♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬, ♩, ♪, ♫, ♬</p> <p>Perform with meters/rhythms</p> <p>Perform melodic phrases</p> <p>Identify/use clefs and note names</p> <p>Identify form</p> <p>Identify historical/cultural aspects</p>
<p>RESPONDING</p> <p>Gr K-5: Anchor 8- Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Loud/Quiet</p> <p>Fast/Slow</p>	<p>Identify/Demonstrate Expression:</p> <ul style="list-style-type: none"> Loud/Quiet Fast/Slow 	<p>Identify expressive characteristics</p> <p>Forte/Piano</p>	<p>Identify Largo, Andante, Allegro</p> <p>Identify p, mp, mf, f</p> <p>Recognize expressive characteristics in different types of music</p>	<p>Identify dynamic markings- p, mp, mf, f, cresc., decresc.</p> <p>Identify tempo- largo, andante, allegro</p> <p>Identify families of instruments, voices by sight and sound</p> <p>Tone colors/timbre/genres</p>	<p>Identify dynamic markings- pp, p, mp, mf, f, ff, sforzando</p> <p>Identify tempo markings- largo, andante, allegro, presto</p> <p>Recognize expressive characteristics of different genres</p>
<p>CONNECTING</p> <p>Gr K-5: Anchor 11- Demonstrate understanding of relationships between music and the arts, other disciplines, varied contexts, and daily life.</p>	<p>Cultural Music: Community Connections</p>	<p>Understand Cultural Connections</p>	<p>Common Arts concepts</p> <p>Careers in Music</p> <p>Describe/Explore cultural music</p>	<p>Recognize and describe how music reflects culture</p> <p>Common Arts concepts</p>	<p>Examine attributes from cultures</p>	<p>Examine and identify the specific attributes of music that reflect culture.</p> <p>Arts across disciplines- skills, concepts, vocabulary</p>

