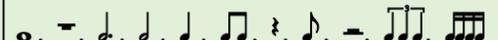


LWSD Elementary Music Power Standards	KINDERGARTEN	1 <sup>ST</sup> GRADE	2 <sup>ND</sup> GRADE	3 <sup>RD</sup> GRADE	4 <sup>TH</sup> GRADE	5 <sup>TH</sup> GRADE
<b>CREATING</b>  <b>Gr K-2: Anchor 1-</b> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of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

