

KINDERGARTEN

Performance and Production

Singing

1. The student will demonstrate the difference between singing voice and speaking voice.
2. The student will sing two-pitch (sol-mi) songs (e.g., nursery rhymes, playground chants, jump-rope songs) by echo and ensemble singing.
3. The student will demonstrate expressive qualities of music, including loud/soft (quiet) and fast/slow, using the voice.
4. The student will sing individually and in groups a variety of songs with a limited range.
5. The student will be able to distinguish between high and low pitch.

Playing Instruments

1. The student will play a variety of pitched and unpitched instruments individually and in groups.
2. The student will accompany songs and chant with body percussion and instruments.
3. The student will imitate a two-pitch (sol-mi) melody, using instruments.
4. The student will play at the appropriate time following a vocal or instrumental introduction.
5. The student will demonstrate steady beat, using body percussion and instruments.
6. The student will demonstrate expressive qualities of music, including loud/soft and fast/slow, using body percussion and instruments.
7. The student will perform rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.
8. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythmic patterns that include sounds and silences, using voice, body percussion, and instruments.
2. The student will illustrate rhythmic patterns that include sounds and silences, using movement.
3. The students will demonstrate steady beat by clapping, moving, and playing instruments.

4. The students will perform simple rhythmic patterns in echo sequence using voice, body percussion, and instruments.

Moving to Music

1. The student will exhibit respect for personal space of self and others when moving to music.
2. The student will move at the appropriate time following a vocal or instrumental introduction.
3. The student will match movements to rhythmic patterns in response to music.
4. The student will employ large body movements, locomotor movements, and nonlocomotor movements (e.g., changing direction on an auditory cue).
5. The student will use movement to illustrate moods and contrast in music, stories, and poems.
6. The student will perform dances and games from various cultures.

Composing

1. The student will improvise simple melodic or rhythmic patterns, using voice, body percussion, and instruments.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will read high and low pitches represented by traditional and nontraditional notation (e.g., icons).
2. The student will read rhythms represented by traditional and nontraditional notation (e.g., icons, syllabic phrases).

Understanding Music History and Musical Styles

1. The student will listen to and recognize patriotic and seasonal songs.

Making Connections

1. The student will identify people who make music as “musicians” (e.g., singers, instrumentalists, conductors, composers).
2. The student will explore various uses of the voice (e.g., sound effects, humming).

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will identify selected instruments by sight and sound.

2. The student will recognize expressive qualities of music, including fast/slow and loud/soft.
3. The student will identify the difference between vocal (men's, women's, and children's voices) and instrumental sounds.
4. The student will exhibit respect for the contributions of self and others in a music setting.
 - a. Contribute to a group effort of making music.
 - b. Contribute to a group effort of listening to music.
 - c. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship in both performance and classroom settings.

Aesthetics: Responding, Reflecting

1. The student will describe the personal feelings evoked by musical experience.

SUGGESTED VOCABULARY

Audience	Concert	Low	Performer	Singing Voice	Steady Beat
Band	Conductor	Lullaby	Pulse	Slow	Stomp
Chant	Echo	March	Repeat	Snap	Tempo
Choir	Fast	Music	Rest	Soft	Title
Chorus (Ensemble)	High	Musician	Rhythm	Solo	Voice
Clap	Instrument	Nursery Rhyme	Silence	Song	
Compose	Introduction	Pat/Patsch	Sing	Speak	
Composer	Loud	Pattern	Singer	Speaking Voice	

FIRST GRADE

Performance and Production

Singing

1. The student will sing a variety of songs individually and in groups, with emphasis on songs containing sol, mi, and la pitches.
2. The student will perform music, using the voice in speech and song.
3. The student will demonstrate high and low pitches vocally.
4. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using the voice.

Playing Instruments

1. The student will play a variety of pitched and non-pitched instruments individually and in groups.
2. The student will accompany songs and chants with body percussion and instruments while singing.
3. The student will demonstrate high and low pitches, using instruments.
4. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using body percussion and instruments.
5. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests, using instruments, body percussion, movement, and voice.
2. The student will demonstrate the difference between melodic rhythm and steady beat, using voice, body percussion, and instruments.

Moving to Music

1. The student will perform line dances, circle dances, and games from various cultures, with emphasis on American cultures.
2. The student will demonstrate locomotor and nonlocomotor movements.
3. The student will use movement to dramatize songs, stories, and poems, with emphasis on American cultures.
4. The student will demonstrate expressive qualities of music, including changes in dynamics and tempo, using movement.
5. The student will demonstrate high and low pitches, using movement.
6. The student will exhibit respect for self and others while moving to music.

Composing

1. The student will improvise music, using body percussion, instruments, and movement.
2. The student will improvise music to enhance stories, songs, and poems.
3. The student will compose simple rhythmic patterns, using traditional or nontraditional notation.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will read rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests.
2. The student will identify by sight high pitches and low pitches.

Understanding Music History and Musical Styles

1. The student will experience and discuss music related to famous Americans, American cultures, historical events, and major holidays.

Making Connections

1. The student will investigate the role of music and musicians in the community.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will identify and investigate by sight and sound pitched and non-pitched instruments.
2. The student will recognize sudden changes in expressive qualities of music, including changes in dynamics and tempo.
3. The student will compare and contrast vocal and instrumental music.
4. The student will distinguish between accompanied and unaccompanied vocal music.
5. The student will recognize differences in melodic patterns, rhythmic patterns, and dynamics.
6. The student will demonstrate manners and teamwork that contribute to success in the music classroom.

Aesthetics: Responding, Reflecting

1. The student will describe ideas and emotions evoked by music.

SUGGESTED VOCABULARY

Accompanied	Line Dance	Piano (dynamic)	Repeat Sign
Ballet	Melodic Rhythm	Piano (Instrument)	Staff
Body Percussion	Mood	Piece of Music	Unaccompanied
Circle Dance	Non-pitched Instruments	Pitch	Vocal
Dance	Note	Pitched Instruments	
Ensemble	Paired 8th Notes	Poetry	
Forte	Percussion	Quarter Note	
Instrumental	Performance	Quarter Rest	

SECOND GRADE

Performance and Production

Singing

1. The student will sing individually and in groups a variety of songs with moderate accuracy.
2. The student will sing music in AB and ABA forms.
3. The student will sing melodic patterns that move upward, downward, and stay the same.
4. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using the voice.

Playing Instruments

1. The student will demonstrate increased accuracy while playing a variety of pitched and non-pitched instruments individually and in groups.
2. The student will accompany songs and chants with ostinati and single-chord (bordun) accompaniments, using instruments.
3. The student will play music in AB and ABA forms, using instruments.
4. The student will play melodic patterns that move upward, downward, and stay the same, using instruments.
5. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using instruments.
6. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
2. The student will continue to demonstrate the difference between melodic rhythm and steady beat, using voice, body percussion, and instruments.

Moving to Music

1. The student will perform nonchoreographed and choreographed movements, including line and circle dances, with emphasis on AB and ABA forms.
2. The student will perform dances and games from various cultures with emphasis on Native American.
3. The student will demonstrate locomotor and nonlocomotor movements of increasing complexity.
4. The student will use movement to dramatize songs, stories, and poems from various cultures with emphasis on Native American.
5. The student will demonstrate sudden and gradual changes in expressive qualities of music, including changes in dynamics and tempo, using movement.
6. The student will demonstrate melodic patterns that move upward, downward, and stay the same, using movement.

Composing

1. The student will create lyrics to familiar melodies.
2. The student will create accompaniments and ostinati.

3. The student will create music to enhance stories, songs, and poems.
4. Composing simple pentatonic melodies, using a pitched instrument.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will identify same and different melodic phrases.
2. The student will identify by sight and notate melodic patterns that move upward, downward, and stay the same using sol, mi, la, and low do.
3. The student will read rhythmic patterns, using traditional notation and including paired eighth notes, quarter notes, quarter rests, half notes, half rests, whole notes, and whole rests.

Understanding Music History and Musical Styles

1. The student will experience and discuss the role of music in the American cultures.
2. The student will experience and discuss the role of music in Native American cultures.
3. The student will describe and discuss the difference between folk/popular music and orchestral music.

Making Connections

1. The student will investigate the role of performers and audience members in music.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will identify visually and aurally and investigate selected orchestral and folk instruments.
2. The student will describe sudden and gradual changes in dynamics and tempo, using music terminology.
3. The student will identify melodic patterns that move upward, downward, and stay the same, using music terminology.
4. The student will categorize music compositions by form.

Aesthetics: Responding, Reflecting

1. The student will explain how music expresses ideas, experiences, and feelings.
2. The student will describe how music evokes personal ideas and emotions.

SUGGESTED VOCABULARY

AB form	Canon	Folk Music	Musical Alphabet	Symphony
ABA form	Conductor	Form	Notate	Tempo
Accelerando	Crescendo	Half Note	Orchestra	Tone Color
Allegro	Decrescendo	Half Rest	Ostinato	Verse
Andante	Downbeat	Lyrics	Refrain	Whole Note
Bourdon/Bordun	Dynamic Level	Mezzo Forte	Ritardando/Ritard	Whole Rest
Brass	Dynamics	Mezzo Piano	Round	Woodwind
Call & Response	Expression	Moderato	Strings	

THIRD GRADE

Performance and Production

Singing

1. The student will sing a varied repertoire of songs.
2. The student will attempt to sing in tune with a clear tone quality.
3. The student will sing solo and with others in various ensembles.
4. The student will sing melodies using a wide range of tempos and dynamics.
5. The student will sing rounds, partner songs, and ostinato patterns in a two-part ensemble.
6. The student will maintain correct posture while singing.

Playing Instruments

1. The student will play pitched and non-pitched instruments in arrangements.
2. The student will accompany songs and chants with I and V (V7) chords, using instruments.
3. The student will play melodies written in traditional and non traditional notation using pitched instruments.
4. The student will demonstrate a wide range of tempos and dynamics, using instruments.
5. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, half notes, half rests, dotted half notes, whole notes, and whole rests, using voice, body percussion, and pitched and non-pitched instruments.
2. The student will perform sets of beats grouped in twos and threes (duple and triple meter).

Moving to Music

1. The student will perform non-choreographed and choreographed movements, including line and circle dances, with emphasis on rondo form.
2. The student will perform dances and games from various cultures, with emphasis on those from ancient Greece, Rome, China, Egypt, and the West African empire of Mali.

3. The student will use movement to dramatize songs, stories, and poems, with emphasis on those from ancient Greece, Rome, China, Egypt, and the West African empire of Mali.
4. The student will perform sets of beats grouped in twos and threes (duple and triple meter), using movement.

Composing

1. The student will create rhythmic and melodic accompaniments and ostinati for songs and chants.
2. Composing simple pentatonic melodies, using a pitched instrument.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will read short melodic scale patterns.
2. The student will recognize dynamic markings.
3. The student will read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.

Understanding Music History and Musical Styles

1. The student will recognize a composer and a music composition from each of four different periods of music history.
2. The student will describe various styles of music, using music terminology.
3. The student will place musical examples into categories of style.
4. The student will recognize music of world cultures.

Making Connections

1. The student will describe and discuss the role of various music professionals.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will identify and investigate the four orchestral families visually and aurally (woodwind, string, brass, percussion).
2. The student will analyze music by listening to and describing basic music elements, using music terminology.

Aesthetics: Responding, Reflecting

1. The student will identify common elements in the music of a culture.
2. The student will determine why music has value.
3. The student will investigate personal motivations for making music

SUGGESTED VOCABULARY

I-V-I Chord Progression	Dotted Half Note	Ledger	Octave	16 Notes
A Cappella	Fermata	Lines	Oral Tradition	Staccato
ABC Form	Grand Staff	Legato	Partner Song	Step
Bar Line	Harmony	Measure	Pentatonic Scale	Timbre
Bass Clef	Improvisation	Melodic Shape	Phrase	Treble Clef
Chord	Interlude	Motif	Scat	World Music
Coda	Jazz	Movement	Shape	
Composition	Leap	Musical Score	Single 8th Note	

FOURTH GRADE

Performance and Production

Singing

1. The student will sing a varied repertoire of songs, including diatonic melodies.
2. The student will sing with a clear tone quality and correct intonation.
3. The student will maintain correct posture while singing.
4. The student will sing melodies with expression, using indicated dynamics and phrasing.
5. The student will sing in simple harmony (rounds, partner songs).

Playing Instruments

1. The student will play music of increasing difficulty in two-part arrangements, using pitched and non-pitched instruments.
2. The student will accompany songs and chants with I, IV, and V (V7) chords, using instruments.
3. The student will play a given melody on a pitched instrument in an ensemble setting.
4. The student will play melodies of increasing difficulty written in traditional notation on the treble staff.
5. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythmic patterns that include previously learned notation with the addition of dotted quarter followed by an eighth note, using voice, body percussion, and pitched and non-pitched instruments.

Moving to Music

1. The student will create and perform non-choreographed and choreographed movements, with emphasis on rondo form (ABACA) and meter.
2. The student will perform traditional games and folk dances, with emphasis on those from Virginia history.

Composing

1. The student will improvise short melodic and rhythmic accompaniments.
2. The student will compose melodic and rhythmic motives to enhance literature.
3. . The student will compose short melodic and rhythmic phrases within specified guidelines.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will read short melodic scale patterns.
2. The student will recognize dynamic markings.
3. The student will read and notate rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.

Understanding Music History and Musical Styles

1. The student will recognize a composer and a music composition from each of four different periods of music history.
2. The student will describe various styles of music, using music terminology.
3. The student will place musical examples into categories of style.
4. The student will recognize music of world cultures.

Making Connections

1. The student will investigate the role of music in selected periods of Virginia history.
2. The student will describe and discuss the role of various music professionals.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will identify instruments from various music ensembles visually and aurally, including instruments from other cultures.
2. The student will distinguish between major and minor tonality.
3. The student will listen to, compare, and contrast music compositions from four periods of music history.
4. The student will listen to, compare, and contrast music compositions from a variety of cultures.

Aesthetics: Responding, Reflecting

1. The student will discuss how personal beliefs influence responses to music.
2. The student will explain how criteria used to value music varies from one culture to another.

SUGGESTED VOCABULARY

I-IV-V7-I chord progression	Da Capo	Minor	Sight-read	Tonic
Alto	Dal Segno	Modern	Slur	
Arranger	Dotted Quarter Note	Musical	Soprano	
Articulation	Fine	Opera	Syncopation	
Baroque	Intonation	Recorder	Tenor	
Bass	Lyricist	Romantic	Texture	
Classical	Major	Rondo Form	Tie	
Coda	Meter	Scale	Time signature	

FIFTH GRADE

Performance and Production

Singing

1. The student will sing a varied repertoire of songs while demonstrating beginning choral behaviors and skills in ensemble singing.
2. The student will sing with attention to blend, balance, intonation, and expression.
3. The student will maintain correct seated and standing postures while singing.
4. The student will sing melodies written in traditional notation on the treble staff, using indicated dynamics, phrasing, and other expression.
5. The student will attempt to sing in two- and three-part harmony.

Playing Instruments

1. The student will play music of increasing difficulty in a variety of ensembles, using pitched and nonpitched instruments.
2. The student will play increasingly difficult accompaniments on instruments, using I, IV, and V (V7) chords.
3. The student will play increasingly difficult melodies and accompaniments written in traditional notation on the treble staff, using instruments.
4. Students will demonstrate knowledge of proper instrument care, responsibility, and technique.

Performing Rhythms

1. The student will perform rhythms of increased complexity, including syncopations.
2. The student will perform rhythmic patterns that include previously learned notation with the addition of dotted eighth followed by a sixteenth note using voice, body percussion, and pitched and non-pitched instruments.

Moving to Music

1. The student will perform traditional games and folk dances, with emphasis on those from American history.
2. The student will perform choreographed and nonchoreographed movements of increasing complexity.
3. The student will create movements to illustrate duple and triple meters and an emphasis on theme-and-variations.

Composing

1. The student will improvise melodies and rhythms of increasing complexity.

2. The student will compose short melodic and rhythmic phrases within specific guidelines to lead to an original composition.

Music Theory and Cultural Context

Reading and Writing Music

1. The student will identify the treble (G) and bass (F) clefs.
2. The student will sight-read rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.
3. The student will notate melodies in traditional notation on the treble staff, with emphasis on steps and skips.
4. The student will read and notate rhythmic patterns that include sixteenth notes, a dotted eighth followed by a sixteenth note, single eighth notes, eighth rests, paired eighth notes, quarter notes, quarter rests, a dotted quarter followed by an eighth note, half notes, half rests, dotted half notes, whole notes, and whole rests.

Understanding Music History and Musical Styles

1. The student will discuss representative composers and music compositions from each of four different periods of music history.
2. The student will identify and compare and contrast a variety of musical styles, using music terminology.
3. The student will identify characteristics of the music of world cultures.

Making Connections

1. The student will investigate the science of sound.
2. The student will describe and discuss various professional music careers (e.g., music producer, recording engineer, composer, arranger, music business attorney, arts administrator, music therapist, music teacher).
3. The student will investigate how people may participate in music within the community as performers, consumers of music, and music advocates.
4. The student will exhibit acceptable performance behavior as a participant and/or listener in relation to the context and style of music performed.

Judgment and Criticism: Listening, Analyzing, Interpreting, Evaluating

1. The student will investigate the production of sound by instruments from various music ensembles, including instruments from other cultures.
2. The student will analyze and evaluate music performances and compositions, using music terminology.

Aesthetics: Responding, Reflecting

1. The student will examine factors that may inspire musicians to perform or compose.
2. The student will articulate reasons for preferences among musical compositions, using music terminology.
3. The student will develop personal criteria for determining the value of a musical composition or genre.

SUGGESTED VOCABULARY

Accidental	Fortissimo	Style
Arpeggio	Genre	Theme
Critic	Key	Theme-&-Variations
Critique	Key Signature	Triple Meter
Dotted 8th Note	Natural	
Duple Meter	Pianissimo	
8th Rest	Repertoire	
Flat	Sharp	

ASSESSMENT

Teachers should select assessment methods to measure students' progress in relation to the curriculum objectives. Suggested assessment tools include the following:

- Small-group assessment using verbal and/or written rubrics
- Student self-assessment rubrics, either written (e.g., checklists) or spoken (to teacher or other students)
- Teacher-generated rubrics
- Interviews
- Written or improvised compositions, either performed live or recorded
- Warm-up and exit tasks
- Question-and-answer (large group, small group, or partner)
- Visual representations (e.g., graphic organizers, traditional notation, student-created notation), either drawn, written, made with manipulatives, or computer-generated