

Kindergarten:

Standard 1: Expression of Music

- 1. Respond to musical opposites.**
 - a. Echo and perform melodic and rhythmic patterns.
 - b. Respond (sing, move, and play) to changes in mood or form (e.g., beat, tempo, dynamics, and melodic direction).
 - c. Respond (sing, move, and play) to music, differentiating between sound and silence.
- 2. Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, expressive elements.**
 - a. Demonstrate using developmentally appropriate songs and singing games from a variety of cultures.
 - b. Demonstrate speaking, singing, whispering, shouting, and inner voice (audiation).
- 3. Apply teacher critique and self-reflection to refine individual technique and performance of developmentally appropriate songs.**
 - a. Engage in refinement and feedback processes to prepare music for performance.
 - b. Self-evaluate to refine musical performance.

Standard 2: Creation of Music

- 1. Compose, improvise, and arrange simple patterns using rhythm and/or pitch.**
 - b. Improvise sound effects and simple patterns to stories and poems.

Standard 3: Theory of Music

- 1. Identify and demonstrate melodic and rhythmic opposites.**
 - a. Melody: Identify and demonstrate high/low, same/different, up/down.
 - b. Rhythm: Identify/differentiate and demonstrate beat/no beat, same/different.
- 2. Identify and demonstrate tempo and dynamic opposites.**
 - a. Tempo: Identify/differentiate and demonstrate fast/slow.
 - b. Dynamics: Identify/differentiate and demonstrate loud/quiet, sound/silence, same/different.
- 3. Identify and demonstrate basic form and timbre elements.**
 - a. Timbre: Aurally identify vocal/instrumental sounds, speaking/singing/whispering/shouting voices.
 - b. Form: Aurally identify same/different, introduction, question/answer.

Standard 4: Response to Music

- 2. Recognize relationships between music and celebrations in daily life.**
 - b. Listen and respond to various musical styles (such as marches and lullabies).

1st Grade:

Standard 1: Expression of Music

- 1. Perform/Demonstrate music that exhibits learned rhythmic and melodic patterns.**
 - c. Demonstrate a steady beat while contrasting rhythms are being played.
- 2. Perform/Demonstrate developmentally appropriate songs with accurate pitch, rhythm, tone and expressive elements.**
 - a. Demonstrate a variety of culturally diverse songs while maintaining steady beat.
- 3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of basic songs.**
 - b. Self-evaluate to refine musical performance.

Standard 2: Creation of Music

- 1. Create, document, improvise, and arrange short phrases using rhythm and/or pitch.**
 - b. **Improvise** short patterns using learned pitches and rhythms.
 - c. **Arrange** instrumental and vocal patterns to enhance culturally diverse poems, rhymes, stories and songs. (e.g., create a spooky soundscape to go with a Halloween poem; create a happy pattern to be background music for a happy part of a story).

Standard 3: Theory of Music

- 1. Identify and demonstrate introductory melodic and rhythmic patterns.**
 - a. Melody: Identify and demonstrate same/different patterns, three-pitch patterns.
 - b. Rhythm: Identify and demonstrate rhythmic patterns that include one sound for one beat, two equal sounds for one beat, and one silent beat (quarter note/rest, paired eighth notes, steady beat, strong/weak, beat vs rhythm, same/different).
- 2. Identify, label, and demonstrate changes in tempos and dynamics.**
 - b. Dynamics: Identify and demonstrate louder/softer, piano, forte.
- 3. Identify and demonstrate basic form/structure, meter/beat groupings, and timbre elements.**
 - c. Timbre: Aurally identify pitched/non-pitched instruments.

Standard 4: Response to Music

- 1. Describe and/or demonstrate how ideas or moods are communicated through music.**
 - a. Describe specific elements of music that impact thoughts or emotions.
 - b. Communicate understanding of music ideas or moods through a variety of mediums (e.g., movement, drawing, storytelling).

2nd Grade:

Standard 1: Expression of Music

3. Apply teacher and peer critique and self-reflection to refine individual technique and performance of simple songs.

- a. Engage in refinement and feedback processes to prepare music for performance.
- b. Self-evaluate to refine musical performance.

Standard 2: Creation of Music

1. Create, document, improvise, and arrange phrases using rhythm and/or pitch.

- a. Create and document instrumental and vocal patterns using known rhythms and pitches.
- c. **Arrange** a song by adding an ostinato using known pitches and rhythms (e.g., let students design a minor ostinato to accompany a minor song they are singing in class; instructor gives the students the pitches and the students choose how to use them).

Standard 3: Theory of Music

1. Identify and demonstrate basic melodic, rhythmic, and harmonic patterns.

- a. Melody: Identify and demonstrate step/skip/repeat within a melody.
- b. Rhythm: Identify and demonstrate patterns that include sounds and silence that last two beats and four beats (half note/rest, whole note/rest).
- c. Harmony: Identify and demonstrate introductory harmony using chords (e.g., intervals, borduns, ostinato, home tone).

2. Identify and demonstrate extreme changes in tempos, dynamics, and articulations.

- a. Tempo: Identify and demonstrate presto/largo.
- c. Articulation: Identify and demonstrate smooth/connected, short/separated.

3. Identify and demonstrate intermediate form/structure, meter/beat, and timbre elements.

- a. Form/Structure: Aurally identify ABA, verse/refrain, coda.
- c. Timbre: Aurally organize instruments into categories.

Standard 4: Response to Music

2. Describe music from various cultures in their own words.

- b. Explain their own cultural and social interests in music.

3rd Grade:

Standard 1: Expression of Music

- 1. Perform/demonstrate music that exhibits learned rhythmic, melodic, and introductory accompaniment components.**
 - b. Demonstrate and connect songs with multiple rhythmic or melodic ostinati in small groups.
- 2. Perform/demonstrate notated songs with accurate pitch, rhythm, harmony, tone, and expressive elements.**
 - b. Demonstrate two-part songs (e.g., rounds, partner songs) using speech, body percussion, singing, movement, or instruments.

Standard 2: Creation of Music

- 1. Compose, improvise, and arrange in known musical forms using rhythm and/or pitch.**
 - a. Create and document a melodic and/or rhythmic composition using known rhythms and pitches.
 - b. Generate and improvise phrases within a musical structure (e.g., rondo).

Standard 3: Theory of Music

- 1. Identify and demonstrate notated melodic, rhythmic, and harmonic patterns.**
 - a. Melody: Identify and demonstrate musical symbols by name or function.
 - b. Rhythm: Identify and demonstrate four sixteenth notes, dotted half note.
 - c. Harmony: Identify, perform, or respond to harmonic changes using tonic and dominant chords (e.g., intervals, bourdun, ostinato, home tone).
- 2. Identify and demonstrate gradual tempos, dynamics, and articulations.**
 - a. Tempo: Identify and demonstrate accelerando/ritardando.
 - b. Dynamics: Identify and demonstrate crescendo/decrescendo.
- 3. Identify and demonstrate advanced form, meter, and timbre elements.**
 - a. Form/Structure: Aurally identify rondo.
 - b. Meter/Beat Groupings: Identify and demonstrate various time signatures including 2/4, 3/4, 4/4.

Standard 4: Response to Music

- 1. Select and use specific criteria in making judgments about the quality of a musical performance.**
 - a. Communicate how expressive qualities (such as dynamics, modality, tempo, and meter) are used to reflect expressive intent.
 - b. Communicate similarities and differences in music.
- 2. Identify differences and commonalities in music from various cultures.**
 - c. Discuss reasons that different kinds of music are important to different people and cultures.

4th Grade:

Standard 1: Expression of Music

- 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance of notated songs.**
 - a. Engage in refinement and feedback processes to prepare music for performance.
 - b. Self-evaluate to refine musical performance.

Standard 2: Creation of Music:

- 1. Compose, improvise, and arrange melody using rhythms and pitches.**
 - b. Generate and **improvise** musical ideas using known rhythms and pitches.

Standard 3: Theory of Music

- 1. Identify and demonstrate extended notated melodic, rhythmic, and harmonic patterns.**
 - a. Melody: Identify and perform or respond to in major/minor **tonalities**.
 - b. Rhythm: Identify and demonstrate dotted quarter/eighth, eighth note triplets.
 - c. Harmony: Identify and demonstrate basic harmonic patterns. (e.g. I-V, V-I).
- 2. Identify and demonstrate subtle differences in tempos, dynamics, and articulations.**
 - a. Tempo: Identify and demonstrate fermata.
 - b. Dynamics: Identify and demonstrate mezzo forte, mezzo piano, pianissimo/fortissimo.
 - c. Articulation: Identify and demonstrate accent.
- 3. Identify and demonstrate complex form, meter, and timbre elements.**
 - a. Form/Structure: Aurally identify a variety of forms including recurring themes, interludes, canons and theme/variations.
 - c. Timbre: Aurally identify 2+ parts.

Standard 4: Response to Music

- 1. Discriminate between musical and nonmusical factors in creating criteria for evaluating music.**
 - a. Evaluate how a variety of musical elements influence musical performance and preference.

5th Grade:

Standard 1: Expression of Music

- 1. Perform/Demonstrate music that exhibits learned rhythmic, melodic, and accompaniment components.**
 - c. Demonstrate songs in major and minor keys.
- 2. Perform/Demonstrate extended notated songs with accurate pitch, rhythm, tone, harmony, and expressive elements.**
 - a. Demonstrate multi-layered rhythmic and melodic pieces and songs (e.g., rounds, partner songs, descants) learned from notation.
 - b. Demonstrate following the director's indications for expressive elements.
- 3. Apply teacher and peer critique and self-reflection to refine individual and ensemble technique and performance.**
 - a. Engage in refinement and feedback processes to prepare music for performance.
 - b. Self-evaluate to refine musical performance.

Standard 3: Theory of Music

- 1. Identify and demonstrate complex notated melodic, rhythmic, and harmonic patterns.**
 - c. Harmony: Identify, perform, or respond to extended harmonic patterns (e.g., I-V, V-I, I-IV-V-I).
- 2. Identify and demonstrate new and learned tempos, dynamics, and articulations.**
 - a. Tempo: Identify and demonstrate written tempo symbols.
 - b. Dynamics: Identify and demonstrate the written symbols for dynamic changes.
- 3. Identify and apply complex form, meter, and timbre elements.**
 - b. Meter/Beat Groupings: Identify the purpose of the top and bottom number in a time signature.

Standard 4: Response to Music

- 1. Create and use specific criteria in responding to a musical performance.**
 - b. Discuss the difference between preference versus quality of musical works.