LWSD K-5 School Day Music Program – Student Learning Progression Summary

In Kindergarten through 5th grade music classes, students begin musical discovery that lays the foundation for their future musical education. Each grade level builds upon the previous one, introducing new concepts and skills while reinforcing and expanding on what has already been learned. The state standards can be found at OSPI The Arts Learning Standards Music
The standards are grouped by 4 anchor standards in all grades: creating, performing, responding, connecting.

Here's a summary of what students learn in music from kindergarten through 5th grade:

Kindergarten

- Explore and experience basic music concepts like beat and melodic contour
- Generate simple musical ideas and organize them using iconic notation or recording technology
- Select and perform music, demonstrating awareness of contrasts like high/low and loud/soft
- Identify personal preferences in music and recognize basic musical elements like beat and melodic direction
- Relate music to personal experiences and understand its role in daily life and other arts

1st Grade

- Students create short rhythmic patterns and melodic ideas, often using call-and-response formats.
- Perform music with an understanding of steady beat, rhythm, and melodic contour
- Begin to read and perform simple rhythmic patterns
    - quarter note, eight note, and quarter rest
- Describe how music makes them feel and identify basic musical concepts in various styles.
- Explore how music relates to other subjects and daily life, and how it can express personal experiences.

2nd Grade

- Improvise rhythmic and melodic patterns and create simple compositions using standard notation.
- Perform music with attention to dynamics, tempo, and expressive intent.
- Read and perform more complex rhythmic and melodic patterns
    - Do, re mi, so la
- Analyze how music elements are used in different styles and contexts.
- Explore the connections between music and other arts, and how music reflects cultural and historical contexts.

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3rd Grade

- Generate and refine musical ideas, often creating music in AB form (two sections) and exploring different tempos.
- Perform music with an understanding of structure and context
    - Whole note, whole rest, half note, half rest,
    - Pentatonic scale
    - Dynamics and tempo
- Begin to interpret expressive qualities in their performances.
- Describe how music elements convey meaning and evaluate music based on personal and established criteria.
- Understand how music relates to other disciplines and daily life, and how it can reflect societal and cultural contexts.

4th Grade

- Compose and improvise more complex rhythmic and/or melodic compositions often using specific forms like ABA.
- Perform music with technical accuracy and expressive qualities, understanding the context and structure of the pieces.
    - Pentatonic and diatonic scales
    - Identify pitches (solfège), dynamic markings, and tempo
    - Syncopation with eighth notes
    - Sing and play scales given “do”
    - D.C. al fine and D.S. al coda
- Analyze and interpret music, considering the composer’s intent and the cultural context.
- Collaborate with group to create musical composition
- Identify families of instruments, voices by sight and sound

5th Grade

- Create and refine compositions and improvisations, often using more advanced forms and harmonies.
    - Compose rhythmic and melodic patterns in simple meters
    - Compose in a major key
    - Compose for an instrument
- Perform music with a deeper understanding of technical and expressive elements and demonstrate performance decorum appropriate to the context.
    - Perform with meters/rhythms and melodic phrases

    - Identify/use clefs and note names
    - Dotted quarter, triplet, and sixteenth notes
- Examine and identify the specific attributes of music that reflect culture.
- Explore how music connects to other subjects, daily life, and historical and cultural contexts, and how it can be used to express complex ideas and emotions.

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Overview

In Kindergarten through 5th grade music classes, students begin musical discovery that lays the foundation for their future musical education. Each grade level builds upon the previous one, introducing new concepts and skills while reinforcing and expanding on what has already been learned to build student proficiency in the state music standards, which can be found at OSPI The Arts Learning Standards Music. The standards are grouped by 4 anchor standards in all grades: *creating, performing, responding, connecting*. In the graphic below, there are examples of what students may be able to do in each grade level as they begin to achieve proficiency in the four music standard areas. This progression ensures that when students enter middle school they are prepared for music elective choices.

Student Learning Progression Summary Chart

Kindergarten Students Will:

- Explore and experience basic music concepts like beat and melodic contour
- Generate simple musical ideas and organize them using iconic notation or recording technology
- Select and perform music, demonstrating awareness of contrasts like high/low and loud/soft
- Identify personal preferences in music and recognize basic musical elements like beat and melodic direction
- Relate music to personal experiences and understand its role in daily life and other arts

1st Grade Students Will:

- Create short rhythmic patterns and melodic ideas, often using call-and-response formats
- Perform music with an understanding of steady beat, rhythm, and melodic contour
- Begin to read and perform simple rhythmic patterns
  - quarter note, eight note, and quarter rest
- Describe how music makes them feel and identify basic musical concepts in various styles
- Explore how music relates to other subjects and daily life, and how it can express personal experiences

2nd Grade Students Will:

- Improvise rhythmic and melodic patterns and create simple compositions using standard notation.
- Perform music with attention to dynamics, tempo, and expressive intent.
- Read and perform more complex rhythmic and melodic patterns
  - Do, re mi, so la
- Analyze how music elements are used in different styles and contexts.
- Explore the connections between music and other arts, and how music reflects cultural and historical contexts.

3rd Grade Students Will:

- Generate and refine musical ideas, often creating music in AB form (two sections) and exploring different tempos.
- Perform music with an understanding of structure and context
  - Whole note, whole rest, half note, half rest,
  - Pentatonic scale
  - Dynamics and tempo
- Begin to interpret expressive qualities in their performances.
- Describe how music elements convey meaning and evaluate music based on personal and established criteria.
- Understand how music relates to other disciplines and daily life, and how it can reflect societal and cultural contexts.

4th Grade Students Will

- Compose and improvise more complex rhythmic and/or melodic compositions often using specific forms like ABA.
- Perform music with technical accuracy and expressive qualities, understanding the context and structure of the pieces.
  - Pentatonic and diatonic scales
  - Identify pitches (solfège), dynamic markings, and tempo
  - Syncopation with eighth notes
  - Sing and play scales given “do”
  - D.C. al fine and D.S. al coda
- Analyze and interpret music, considering the composer’s intent and the cultural context.
- Collaborate with group to create musical composition
- Identify families of instruments, voices by sight and sound

5th Grade Students Will:

- Create and refine compositions and improvisations, often using more advanced forms and harmonies.
  - Compose rhythmic and melodic patterns in simple meters
  - Compose in a major key
  - Compose for an instrument
- Perform music with a deeper understanding of technical and expressive elements and demonstrate performance decorum appropriate to the context.
  - Perform with meters/rhythms and melodic phrases
  - Identify/use clefs and note names
  - Dotted quarter, triplet, and sixteenth notes
- Examine and identify the specific attributes of music that reflect culture.
- Explore how music connects to other subjects, daily life, and historical and cultural contexts, and how it can be used to express complex ideas and emotions