	K	1st	2nd	3rd	4th	5th
Pitch/Melody	-High/Low -Same/Different -Up/Down -Iconic Notation for 2 and 3 tone melodies	-Up/Down melodic direction -Sol, Mi, La -Vocal Exploration	-Lines and spaces -Do, Re -Pentatonic Scale -Melodic ostinati	-Low la -Low sol -High do -Octave -Melodic ostinati	-Fa -Extended pentatonic scale -Melodic ostinati	-Ti -Pentatonic scales (DRMSLD') -Diatonic scale (DRMFSLTD') -Major vs. minor -Melodic ostinati
Rhythm	-Recognize tracking -Beat -Rhythm -Long/Short	-Quarter note -Quarter rest -Barred eighth notes -Steady beat vs. rhythm	-Half note -Half rest -Simple meter (2/4) -Rhythmic ostinati	-Whole note -Whole rest -Barred sixteenth notes -Meter (2/4, 4/4) -Rhythmic ostinati	-Dotted half note -Dotted half rest -Single eighth notes -Eighth+sixteenth patterns -Meter (2/4, 3/4, 4/4) -Rhythmic ostinati	-Syncopation -Meter (6/8) -Simple vs. Compound meter -Rhythmic Ostinati
Dynamics/ Articulation	-Loud/soft	-p (piano -f (forte)	-ff (fortissimo) -pp (pianissimo)	-mf (mezzo forte) -mp (mezzo piano)	-Crescendo -Decrescendo -Legato -Staccato	-Continuous application of previously learned dynamcis
Tempo	-Fast -Slow	-Allegro -Largo	-Presto -Moderato -Andante	-Ongoing application of previously learned tempo	-Ongoing application of previously learned tempo	-Accelerando -Ritardando
Form	-Same/different	-Repetition and contrast -ab, aaba, abac	-Small forms -aaba, abac	-Small forms (aaba, abac) -AB, ABA form	-Previously learned -Rondo ABACA Theme & Variations	-Continuous application of previously learned forms
Tone Color	-Whisper, talk, shout, sing, inner voice -Adult/child voices -General instrument families	-Adult/child voices -Identify individual instruments (visual and aural)	-Previously mentioned skills -Identify choral voices -Solo vs. ensemble	-Identify instruments (orchestral and world) visually and aurally -Adult/child voices	-Electronic instruments -Soprano voice -Alto voice	-Identify timbre (woodwind, brass, percussion, electronic, keyboard) -Tenor, bass voices
Harmony (Vocal)			-Singing, speaking, chanting -2-part singing -Melodic ostinati	-2-part singing -Descant -Melodic ostinati	-2-part singing -Descant -Melodic ostinati	-Canon -Partner song -Counter melodies -2-part singing
Harmony (Instrumental)				-Create simple instrumental accompaniment	-Create simple instrumental accompaniment	-Create simple instrumental accompaniment
Music History/ Listening					-"Texas Our Texas"	-"The Star- Spangled Banner"
Performance/ Expression	-Compare and evaluate music -Perform	-Compare and evaluate music -Perform	-Compare and evaluate music -Perform	-Compare and evaluate music -Perform	-Compare and evaluate music -Perform	-Compare and evaluate music -Perform