

Name _____

Date _____

Grade _____

Music

	K	1	2	3	4	5	6	7	8
Singing (1.1 – 1.9)	<p>-Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.</p> <p>-Sing from memory a variety of songs representing different genres and styles.</p>	<p>-Sing ostinatos, partner songs, rounds and simple two-part songs, solo or with a group.</p> <p>-Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>-Sing from memory a variety of songs representing different genres and styles.</p>	<p>-Sing ostinatos, partner songs, rounds and simple two-part songs, solo or with a group.</p> <p>-Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>-Sing from memory a variety of songs representing different genres and styles.</p>	<p>-Sing independently with intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture.</p> <p>-Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>-Sing from memory a variety of songs representing different genres and styles.</p>	<p>-Sing independently with intonation, steady tempo, rhythmic accuracy, appropriately produced sound (timbre), clear diction, and correct posture.</p> <p>-Sing expressively with appropriate dynamics, phrasing, and interpretation.</p> <p>-Sing from memory a variety of songs representing different genres and styles.</p>	<p>-Sing independently with increased accuracy, expanded breath control, and extended vocal range.</p> <p>-Sing music representing diverse genres and cultures</p> <p>-Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2.</p>	<p>-Sing independently with increased accuracy, expanded breath control, and extended vocal range.</p> <p>-Sing music representing diverse genres and cultures.</p> <p>-Sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2.</p>	<p>-Sing independently with increased accuracy, expanded breath control, and extended vocal range.</p> <p>-Sing music representing diverse genres and cultures.</p> <p>-Sing music written in two and three parts with and without accompaniment.</p>	<p>-Sing independently with increased accuracy, expanded breath control, and extended vocal range.</p> <p>-Sing music representing diverse genres and cultures.</p> <p>-Sing music written in up to 4 parts with and without accompaniment.</p>
Reading and Notation (2.1 – 2.9)	<p>-Demonstrate and respond to: beat, division of beat, meter, and rhythmic notation.</p>	<p>-Use a system to read and sing simple pitch notation in the treble clef.</p>	<p>-Use a system to read and sing simple pitch notation in the treble clef.</p> <p>-Identify symbols and traditional terms referring to dynamics, tempo, and articulation.</p>	<p>-Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>-Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher.</p>	<p>-Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>-Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns performed by the teacher.</p>	<p>-Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>-Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and <i>alla breve</i> meter signatures.</p>	<p>-Read and sing at sight simple melodies and intervals in both the treble and bass clefs.</p> <p>-Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and <i>alla breve</i> meter signatures.</p>	<p>-Sight read music accurately and expressively.</p> <p>-Use standard notation to record their own musical ideas and those of others.</p>	<p>-Sight read music accurately and expressively.</p> <p>-Use standard notation to record their own musical ideas and those of others.</p>

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<p>Playing Instruments (3-1 – 3.10)</p>	<p>-Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. -Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.</p>	<p>-Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. -Play expressively with appropriate dynamics, phrasing and articulation, and interpretation. -Perform independent instrumental parts while other students sing or play contrasting parts.</p>	<p>-Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. -Play expressively with appropriate dynamics, phrasing and articulation, and interpretation. -Perform independent instrumental parts while other students sing or play contrasting parts.</p>	<p>-Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. -Play expressively with appropriate dynamics, phrasing and articulation, and interpretation. -Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.</p>	<p>-Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. -Play expressively with appropriate dynamics, phrasing and articulation, and interpretation. -Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture. -Play from memory and written notation a varied repertoire representing genres and styles.</p>	<p>-Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. -Perform music representing diverse historical periods, genres, and cultures, with expression.</p>	<p>-Play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument. -Perform music representing diverse historical periods, genres, and cultures, with expression.</p>	<p>-Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. -Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>	<p>-Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument. -Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.</p>
<p>Improvisation and Composition (4.1 – 4.10)</p>	<p>-Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies. -Improvise and compose simple rhythmic and melodic ostinato accompaniments.</p>	<p>-Improvise and compose simple rhythmic variations and simple melodic embellishments on familiar melodies. -Improvise and compose simple rhythmic and melodic ostinato accompaniments.</p>	<p>-Create and arrange short songs and instrumental pieces within teacher-specified guidelines. -Improvise and compose simple rhythmic and melodic ostinato accompaniments. -Improvise “answers” in the same style to given rhythmic and melodic phrases.</p>	<p>-Improvise and compose short vocal and instrumental melodies. -Create and arrange short songs and instrumental pieces within teacher-specified guidelines. -Improvise “answers” in the same style to given rhythmic and melodic phrases.</p>	<p>-Improvise and compose short vocal and instrumental melodies. -Create and arrange short songs and instrumental pieces within teacher-specified guidelines. -Improvise “answers” in the same style to given rhythmic and melodic phrases.</p>	<p>-Improvise & compose harmonic accompaniments. -Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p>	<p>-Improvise and compose simple harmonic accompaniments. -Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p>	<p>-Compose and arrange short pieces for voices or instruments within teacher-specified guidelines. -Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.</p>	<p>-Compose and arrange short pieces for voices or instruments within teacher-specified guidelines. -Use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.</p>

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<p>Critical Response (5.1 – 5.11)</p>	<ul style="list-style-type: none"> -Listen to and describe music of various styles, genres, cultural and historical periods. -Respond to music through movement. -Describe and demonstrate audience skills of listening attentively and responding appropriately. 	<ul style="list-style-type: none"> -Listen to and describe music of various styles, genres, cultural and historical periods. -Respond to music through movement. -Describe and demonstrate audience skills of listening attentively and responding appropriately. 	<ul style="list-style-type: none"> -Listen to and describe music of various styles, genres, cultural and historical periods. -Perceive, describe, and respond to basic elements of music. 	<ul style="list-style-type: none"> -Listen to and describe music of various styles, genres, cultural and historical periods. -Perceive, describe, and respond to basic elements of music. -Use appropriate terminology in describing music. 	<ul style="list-style-type: none"> -Listen to and describe music of various styles, genres, cultural and historical periods. -Perceive, describe, and respond to basic elements of music. -Use appropriate terminology in describing music. 	<ul style="list-style-type: none"> -Analyze the uses of elements in aural examples representing diverse genres and cultures. -Describe specific music occurrences in a given aural example, using appropriate terminology. -Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music. -Listen to formal and informal performances with attention. -Interpret more complex music through movement. 	<ul style="list-style-type: none"> -Analyze the uses of elements in aural examples representing diverse genres and cultures. -Describe specific music occurrences in a given aural example, using appropriate terminology. -Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music. -Listen to formal and informal performances with attention. -Interpret more complex music through movement. 	<ul style="list-style-type: none"> -Analyze the uses of elements in aural examples representing diverse genres and cultures. -Describe specific music occurrences in a given aural example, using appropriate terminology. -Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music. -Listen to formal and informal performances with attention. 	<ul style="list-style-type: none"> -Analyze the uses of elements in aural examples representing diverse genres and cultures. -Describe specific music occurrences in a given aural example, using appropriate terminology. -Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music. -Listen to formal and informal performances with attention.