

Music

Kindergarten

	Summarized standard	1	2	3	4	Complete State Standard
K.6	Students will tell the difference between high and low pitches, fast and slow tempos, and loud and soft sounds.	X				K.6.1 Identify differences in musical sounds that are high or low, fast or slow, loud or soft and demonstrate them through movement, verbal description or pictures. K.6.3 Compare vocal tone qualities such as whispering, singing, and speaking.
K.1	Sing alone and with others using pitch, tone, and tempo		X			K.1.2 Echo short melodic patterns sung by the teacher. K.1.4 Sing short memorized songs, maintaining a steady beat.
K.2	Students play rhythms using body percussion and maintaining a steady beat.			X		K.2.1 Echo four-beat rhythmic patterns played by the teacher using body percussion or classroom instruments. K.2.2 Maintain a steady beat while playing an instrument in a group.
K.5	Student reads notation and interpret pitch and rhythm.				X	K.5.1 Read notation and perform short rhythmic patterns of quarter and eighth notes using body percussion and rhythm syllables. K.5.3 Use fine and gross motor movement to demonstrate simple rhythm and pitch patterns.

Grade One

1.6	Students identify similarities and differences in music and qualities of various sounds.	X				1.6.1 Show changes in tempo, dynamics and mood using movements in response to music. 1.6.3 Identify phrases of a song as same or different and listen for repetition of phrases.
1.1	Students sing a variety of songs in expanding ranges and dynamics and appropriate tone, posture and steady beat.		X			1.1.1 Match simple pitch patterns in expanding ranges. 1.1.2 Maintain good posture and a steady beat while singing. 1.1.3 Sing at contrasting dynamic levels with appropriate tone quality.
1.2	Students play short patterns using body percussion and non-pitched classroom instruments and maintain a steady tempo when playing with a group.			X		1.2.1 Echo short melodic and rhythmic patterns. 1.2.2 Maintain a steady beat on a percussion instrument while playing in a group.
1.5	Students read basic rhythms and pitches and identify quarter and eighth notes and quarter rests.				X	1.5.1 Read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rests using rhythm syllables. 1.5.2 Notate quarter notes, eighth notes, and quarter rests using iconic or standard notation.

Grade Two

2.6	Students identify similarities and differences in music using movement and musical terms. They recognize groups of classroom and orchestral instruments. They identify and demonstrate appropriate listening behavior.	X				2.6.1 Identify contrasts and changes in tempo and dynamics using basic music terminology and movement. 2.6.4 Identify families of orchestral instruments by sight and sound. 2.6.6 Discuss and demonstrate appropriate listening behavior for various types of performances.
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2.1	Students sing a variety of music with accurate pitch, appropriate tone quality, and good diction and posture. They sing ostinatos, and they follow the directions of the conductor.		X			2.1.1 Sing with accurate pitch, appropriate tone quality, clear diction, and good posture. 2.1.4 Sing an ostinato with a familiar song, maintaining a steady beat. 2.1.5 Follow the cues of the conductor with regard to tempo and dynamics.
2.2	Students play melodic and rhythmic patterns on classroom instruments accurately and with a steady tempo. They identify instruments, use correct techniques when playing, and vary dynamic levels. They follow the directions of the conductor.			X		2.2.1 Echo melodic and rhythmic patterns. 2.2.3 Play classroom instruments with the proper technique, holding them correctly. 2.2.4 Learn correct names for classroom instruments and identify those associated with world cultures.
2.5	Students read, write, and perform simple rhythmic and melodic patterns using standard or iconic notation and utilizing relevant examples of repertoire. They identify and interpret basic terms and symbols for dynamics and tempos.				X	2.5.4 Identify direction of notated pitch patterns and interpret through singing, playing, or movement. 2.5.5 Identify basic musical terms and symbols and interpret through singing, playing, or movement.
Grade Three						
3.6	Students use movement and symbols to describe music. They learn to use appropriate musical terminology and identify instrument families by sight and sound. They identify and demonstrate appropriate listening behavior.	X				3.6.1 Describe tempo, dynamics, articulation, and rhythmic and melodic elements movement.3.6.4 Identify orchestral instruments by sight and sound. 3.6.6 Discuss appropriate listening behavior for various types of performances
3.1	Students improvise responses, accompaniments, and short compositions by singing and using a variety of instrumental and classroom sounds.		X			3.1.1 Sing songs with correct pitch, diction, and posture. 3.1.2 Sing expressively.3.1.4 Sing rounds and songs with ostinatos.
3.2	Students play melodies and rhythms on classroom instruments with correct technique, appropriate dynamics, and a steady beat, alone and in groups.			X		3.2.1 Echo melodic and rhythmic patterns. 3.2.2Play given pitch patterns on a mallet instrument, keyboard, or recorder. 3.2.3 Play instruments in a group with steady beat.
3.5	Students read, write and perform rhythmic and melodic patterns, utilizing relevant examples from repertoire. They identify and apply musical symbols and terms.				X	3.5.1 Read and perform quarter, eighth, half, whole, etc...3.5.2 Notate quarter, eighth half, etc...3.5.4 Identify and sing or play steps and skips in notated pitch patterns
Grade Four (beginning in 2019-2020)						
4.6	Students identify musical elements, forms, voices, and instruments from aural examples. They describe what they hear through movement, writing, and illustration.	X				4.6.5 Identify members of string, brass, woodwind, and percussion families and instruments associated with various cultures.4.6.7 Demonstrate appropriate listening behavior for various types of performances.
4.1	Students sing a variety of music expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing partner songs, rounds, and songs with ostinatos, and they follow the directions of a conductor.		X			4.1.2 Sing expressively with attention to dynamics and phrasing.4.1.4 Sing partner songs, rounds, and songs with ostinatos.
4.2	Students play melodies, rhythms, and chords on pitched or non-pitched classroom instruments with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.			X		4.2.2 Play pitched and non-pitched percussion instruments, keyboards, and recorders using correct techniques for holding instruments. 4.2.3 Play ostinato accompaniments on pitched and non-pitched classroom instruments, independently and with others.
4.5	Students read, write, and perform rhythms and melodies as found in notated music. They apply an expanded vocabulary of musical symbols and terms.				X	4.5.1 Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes using rhythm syllables. 4.5.4 Identify the musical symbols for sharps, flats, and naturals. Identify the diatonic scale and the key signatures of C, G, and F major.
