

MUSIC

Kindergarten

CREATING

- ❖ Select appropriate sounds to accompany a song or story
- ❖ Echo and perform easy rhythmic patterns and melodies
- ❖ Improvise simple rhythms on percussion instruments

PERFORMING

- ❖ Sing in groups, responding to the cues of the conductor
- ❖ Sing alone and with others a varied repertoire
- ❖ Maintain a steady beat

RESPONDING

- ❖ Respond to basic elements of music, including beat, tempo, rhythm, melody, etc.
- ❖ Identify and respond to the various sounds of instruments

First Grade

CREATING

- ❖ Echo and perform easy rhythmic patterns and melodies
- ❖ Improvise rhythmic patterns

PERFORMING

- ❖ Sing alone, in a small group and with others a varied repertoire of songs
- ❖ Sing expressively with dynamics and interpretation
- ❖ Demonstrate and respond to the beat and division of the beat
- ❖ Perform instrumental parts independently

RESPONDING

- ❖ Respond to the elements of music: high/low, fast/slow, loud/soft, long/short, etc.
- ❖ When listening to music examine what the composer intended and how it feels to the listener

CONNECTING

- ❖ When using or viewing instruments examine what they are made of and how they produce a sound
- ❖ Integrate knowledge of dance, music, theatre, and visual arts

Second Grade

CREATING

- ❖ Echo and perform easy rhythmic patterns
- ❖ Demonstrate and respond to the beat
- ❖ Create short songs with teacher specific guidelines

PERFORMING

- ❖ Sing alone and with others a varied repertoire
- ❖ Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- ❖ Sing expressively with dynamics and interpretation
- ❖ Demonstrate and respond to the beat and division of the beat

RESPONDING

- ❖ Listen to and describe examples of music from various cultures
- ❖ Identify the sounds of various orchestral instruments

CONNECTING

- ❖ Integrate knowledge of dance, music, theatre, and visual arts

MUSIC

Third Grade

CREATING

- ❖ Demonstrate and respond to the beat and division of the beat
- ❖ Identify symbols referring to dynamics, tempo and articulation
- ❖ Use a system to read notation in the treble clef
- ❖ Perform on percussion in groups with proper blend, dynamics and cue

PERFORMING

- ❖ Sing alone and with others a varied repertoire
- ❖ Sing with proper tone, expression and dynamics
- ❖ Sing ostinatos, partner songs and rounds
- ❖ Perform and echo easy rhythmic patterns on percussion instruments
- ❖ Play expressively
- ❖ Perform in groups with blend and dynamics and responding to the conductor
- ❖ Play independently with accurate rhythm and articulation

RESPONDING

- ❖ Describe and demonstrate proper audience skills

CONNECTING

- ❖ Integrate knowledge of dance, music, theatre and visual arts

Fourth Grade

CREATING

- ❖ Demonstrate and respond to the beat and division of the beat
- ❖ Use standard symbols to notate meter, rhythm, and pitch
- ❖ Identify symbols referring to dynamics, tempo and articulation
- ❖ Improvise “answers” in the same style given rhythmically
- ❖ Create and arrange short songs

PERFORMING

- ❖ Sing alone and with others a varied repertoire
- ❖ Sing with proper tone, expression and dynamics
- ❖ Sing from memory a variety of songs representing genres and styles from diverse cultures and historical periods
- ❖ Sing in groups, blending vocal timbres, matching dynamics, and responding to the cues of the conductor
- ❖ Echo and perform easy rhythmic patterns
- ❖ Play percussion instruments independently

RESPONDING

- ❖ Describe and demonstrate proper audience skills

CONNECTING

- ❖ Integrate knowledge of dance, music, theatre and visual arts
- ❖ Perform or create works inspired by historical or cultural styles