

## **KINDERGARTEN**

### **1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Understand opposite terms – fast/slow. (6)
- Know or demonstrate care for classroom instruments. (2)
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)

### **2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Understand opposite terms – loud/soft. (6)
- Demonstrate the difference between speaking, singing, shouting, and whispering. (1)
- Demonstrate proper audience etiquette. (7)
- Demonstrate correct posture and breathing techniques for performance. (7)
- Know or demonstrate the roll of a conductor. (1,7,8,9)
- Identify musical genre as it relates to history and culture. ( 8, 9 )

### **3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Understand opposite terms – high/low. (6)
- Be aware of a variety of tone colors: vocal, instrumental and environmental. (4)
- Explore classroom instruments. (2)

### **4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Understand opposite terms – short/long. (6)
- Recognize specific expressive elements perceived in a musical piece with words, visual images or stories. (6)
- Use appropriate vocabulary to describe music. (6)
- Echo simple rhythmic patterns. (4)
- Identify specific songs and their relationship to holiday and special occasions. (1,6,8,9)

## **1<sup>ST</sup> GRADE**

### **1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Analyze specific expressive elements perceived in a piece of music with words, visual images or stories. (6,7,9)
- Recognize repeated tones. (3,5)
- Create vocal, environmental, and instrumental sound effects for movement, speech, and songs. (4,6)
- Play or sing at a variety of dynamic levels. (1,2)
- Visually identify classroom percussion instruments. (2,6)
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)

### **2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify upward and downward motion. (2,3,4)
- Begin to categorize sounds into broad family groupings: vocal, instrumental, environmental sounds. (1,3,6)
- Sing or play quarter notes and quarter rests. (1,5)
- Demonstrate correct posture and breathing techniques for performance. (1,6,7)
- Know or demonstrate the roll of a conductor. (1,7,8,9)
- Demonstrate proper audience etiquette. (6,7,9)
- Recognize emotions and experiences expressed in given musical selections. (1,6,7,8)
- Identify musical genre as it relates to history and culture. (1,6,8, 9)

## **1<sup>ST</sup> GRADE**

### **3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize the elements of melody and rhythm. (2,4)
- Begin to make appropriate choices of sounds in singing, playing, and dramatizations. (1,3,4,6)
- Echo simple rhythmic patterns. (2,3)
- Create simple rhythmic patterns using quarter notes and rests. (4,5)
- Identify given musical selections and their relationships to holidays and special occasions. (6,7,8,9)

### **4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Differentiate between same and different sections. (AB form). (6,7)
- Use appropriate vocabulary to describe music. (6,7)
- Echo simple rhythmic patterns. (2,3)
- Create simple rhythmic patterns using quarter notes and rests. (2,3,4,5)

## **2<sup>ND</sup> GRADE**

### **1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify upward and downward motion. (6)
- Maintain a steady beat in a variety of tempi. (5)
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)
- Differentiate between tone colors and instrument families. (2,4,6)

### **2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize repeated melodic patterns in a given selection. (2,3)
- Identify same and different sections within a piece of music. (AB and ABA forms) (6)
- Respond appropriately to conductor's cues when singing or playing. (1,7,9)
- Match pitches. (1)
- Demonstrate proper audience etiquette. (6,7,9)
- Recognize emotions and experiences expressed in given musical selections. (1,6,7,8)
- Identify musical genre as it relates to history and culture. (1,6,8, 9)
- Know or demonstrate the roll of a conductor. (1,7,8,9)

## **2<sup>ND</sup> GRADE**

### **3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify specific expressive elements perceived in a musical piece with words, visual images, or stories. (4,5,6)
- Visually identify string instruments. (6)
- Create rhythmic patterns using quarter, half, eighth notes and quarter rests. (4,5)

### **4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify musical elements in a song. (6,7,9)
- Use appropriate vocabulary to describe music. (6)
- Contrast the difference(s) between music and noise. (8)
- Echo rhythmic patterns. (2,3,4)

## **3<sup>RD</sup> GRADE**

### **1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize repeated melodic patterns in same or different sections. (6)
- Create sound effects for movement, speech or songs. (4,)
- Sing steps, leaps, or repeated notes on a staff. (1,5)
- Echo rhythmic patterns. (2,3,4)
- Match pitches. (1,2)
- Recognize musical genre. ( 6 )
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)

### **2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify upward or downward motion. (2,6)
- Recognize half notes, half rests, quarter notes, quarter rests, and eighth notes. (5)
- Demonstrate correct posture and breathing techniques for performance. (1,6)
- Play or sing at dynamic levels appropriate to the expressive character of the piece. (1)
- Know or demonstrate the function of a conductor. (1,7,8,9)
- Demonstrate proper audience etiquette. (6,7,9)
- Perform for the class in small groups. (1,2)
- Understand the ways expressive structural, organizational and technical qualities within a piece of music interact to communicate ideas. (6,9)
- Recognize emotions and experiences expressed in given musical selections. (1,6,7,8)
- Identify musical genre as it relates to history and culture. (1,6,8,9)

**3<sup>RD</sup> GRADE****3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Relate personal preference for a piece of music using appropriate musical terminology. (6,7,8)
- Identify methods of tone production for instrument families. (2,6)
- Identify band and orchestra instruments visually. (6)
- Play rhythmic patterns on instruments. (2,3)

**4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize how melody, rhythm, tone color, form and harmony interrelate within a piece of music. (4,6,7)
- Use appropriate vocabulary to describe music. (6)
- Begin to interpret time signatures: 2/4, 3/4, 4/4. (5,8)
- Begin to identify the lines and spaces of the treble clef staff. (5)
- Identify different musical genres. (8,9)

## **4<sup>TH</sup> GRADE**

### **1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Describe the expressive elements in given musical selections. (7)
- Relate personal preferences for music using appropriate terminology. (6,7)
- Contrast the difference(s) between pitched and unpitched sounds. (3,4)
- Echo complex rhythmic patterns. (2,3,4)
- Match pitches. (1,2)
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)

### **2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize how melody, rhythm, tone color, form and harmony interrelate within a piece of music. (4,7,9)
- Recognize musical phrases. (same, similar, and different). (3,6)
- Know the importance of practicing on performance skill. (1,2)
- Create rhythmic patterns using whole, half, quarter notes and rests, and eighth notes. (2,4,5)
- Demonstrate correct posture and breathing techniques for performance. (1,6)
- Play or sing at dynamic levels appropriate to the expressive character of the piece. (1)
- Understand the ways expressive, structural, organizational and technical qualities within a piece of music interact to communicate ideas. (7,9)
- Recognize emotions and experiences expressed in given musical selections. (1,6,7,8)
- Identify musical genre as it relates to history and culture. (1,6,8,9)
- Know or demonstrate the roll of a conductor. (1,7,8,9)

**4<sup>TH</sup> GRADE****3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify simple musical forms. (AB, ABA, and ABC forms) (6)
- Identify band and orchestra instrument families. (6)
- Identify methods of tone production for instrument families. (6)
- Demonstrate rhythmic patterns. (2,3)
- Understand the functions of music in various cultures. (8,9)

**4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify the expressive elements in a musical piece using the proper terminology. (6)
- Use appropriate vocabulary to describe music. (6,7)
- Identify pitches on a Treble Clef Staff by letter name. (5)
- Clap rhythmic patterns. (3)
- Understand how music can affect people's moods or emotions. (6,7,8,9)
- Explore the use of background music in various settings. (6,7,8)
- Identify musical genre. (8,9)

**5<sup>TH</sup> GRADE****1<sup>ST</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Describe the expressive elements in given musical selections. (7)
- Relate personal preferences for music using appropriate terminology. (6,7)
- Contrast the difference(s) between pitched and unpitched sounds. (3,4)
- Identify notes/rests and their values. (5)
- Identify Instruments and their families. (6)
- Echo complex rhythmic patterns. (2,3,4)
- Match pitches. (1,2)
- Identify pitches on a Treble Clef Staff by letter name. (5)

**2<sup>ND</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Recognize how melody, rhythm, tone color, form, and harmony interrelate within a piece of music. (4,7,9)
- Maintain steady beat with appropriate accents. (2,3)
- Create rhythmic patterns using traditional notation. (2,4,5)
- Demonstrate correct posture and breathing techniques for performance. (1,6)
- Understand the ways expressive, structural, organizational and technical qualities within a piece of music interact to communicate ideas. (7,9)
- Recognize emotions and experiences expressed in given musical selections. (1,6,7,8)
- Identify musical genre as it relates to history and culture. (1,6,8,9)
- Know or demonstrate the toll of a conductor. (1,7,8,9)

## **5<sup>TH</sup> GRADE**

### **3<sup>RD</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Identify simple musical forms (AB, ABA, ABC). (6)
- Understand different methods of sound production. (7,8,9)
- Identify families of instruments. (6)
- Demonstrate rhythmic patterns. (3)
- Understand the functions of music in various cultures. (9)

### **4<sup>TH</sup> QUARTER**

- Singing, alone and with others, a varied repertoire of music. (1)
- Use appropriate vocabulary to describe music. (6,7)
- Create simple music patterns. (3)
- Identify musical genres. (8,9)
- Understand how music can affect people's moods or emotions. (6,9)