**Elementary Music**

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| **Standard 1: Sings alone and with others a varied repertoire of music.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 1: Shows ability to use appropriate singing voice | | | | | |
| Uses four types of voices. (Whisper, Singing, Speaking and Call) |  |  |  |  |  |
| Explores head voice. | Explores head voice. | Uses head voice. | Uses head voice. | Uses head voice. | Uses head voice. |
|  |  | Demonstrates appropriate posture. | Demonstrates appropriate posture. | Demonstrates appropriate posture. | Demonstrates appropriate posture and breath support. |
| \*\*Learning Target 2: Develops pitch matching skills, alone and in groups. | | | | | |
| Matches pitch through echo singing. | Matches pitch through echo singing and call and response. | Matches pitches within the pentatonic scale using varied repertoire. | Matches pitches within the pentatonic scale using varied repertoire. | Matches pitches within the pentatonic scale using varied repertoire. | Matches pitches within the major scale using varied repertoire. |
| Learning Target 3: Sings Expressively | | | | | |
| Uses expressive speech to articulate a story. | Uses expressive speech to articulate a story. | Uses expressive speech to articulate a story. | Uses expressive speech to articulate a story. | Uses expressive speech to articulate a story. | Uses expressive speech to articulate a story. |
|  | Sings with appropriate dynamics. | Sings with appropriate dynamics. | Sings with appropriate dynamics. | Sings with appropriate dynamics. | Sings with appropriate dynamics. |
|  |  |  | Demonstrates appropriate phrasing. | Demonstrates appropriate phrasing. | Demonstrates appropriate phrasing. |

**Elementary Music continued**

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| **Standard 1: Sings alone and with others a varied repertoire of music (continued).** | | | | | |
| Learning Target 4: Sings music with multiple parts | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
|  |  |  | Sings using  ostinati. | Sings using  ostinati. | Sings using  ostinati. |
|  |  |  | Performs partner songs. | Performs partner songs. | Performs partner songs. |
|  |  |  | Sings in a round. | Sings in a round. | Sings in a round. |

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| **Standard 2: Performs on Instruments, alone and with others, a varied repertoire of music.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 5: Performs simple rhythmic, melodic and chordal patterns on percussion instruments while maintaining a steady tempo | | | | | |
| Performs a steady beat | Performs simple rhythmic patterns containing quarter notes and rests, and eighth note pairs. | Performs simple rhythmic patterns containing half notes and rests, quarter notes and rests, and eighth note pairs. | Perform simple rhythmic/melodic patterns containing whole notes and rests, half notes and rests, quarter notes and rests, eighth note pairs and sixteenth note groups. (2/4,3/4, 4/4) | Perform simple rhythmic/melodic patterns containing whole notes and rests, dotted half notes, half notes and rests, quarter notes and rests, eighth notes and rests, single eighth notes, and sixteenth notes in varied meter. (2/4, 3/4 , 4/4) | Perform simple rhythmic/ melodic patterns containing whole notes and rests, dotted half notes, half notes and rests, quarter notes and rests, eighth notes and rests, single eighth notes, and sixteenth notes in varied meter. (2/4, 3/4 , 4/4, 6/8) |

**Elementary Music continued**

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| **Standard 2: Performs on Instruments, alone and with others, a varied repertoire of music (continued).** | | | | | | | |
| K | 1 | 2 | | 3 | | 4 | 5 |
| Learning Target 6: Performs independent instrumental parts while other students sing or play contrasting parts. | | | | | | | |
|  | Plays ostinati | Plays ostinati | Plays ostinati | | Plays ostinati | | Plays ostinati | |
| \*\*Learning Target 7: Performs alone and with others on recorder a varied repertoire of music. | | | | | | | |
|  |  |  | Performs B A G C’ on soprano recorder | | Performs B A G E D C’ D’ C on soprano recorder | | Performs a C-major scale as well as the chords C, F, and G7 on the ukulele. |
| \*\*Learning Target 8: Demonstrates proper mallet technique while playing barred instruments. | | | | | | | |
|  | Demonstrates proper hand position while using wrist of play. | Demonstrates proper hand position while using wrist of play. | Demonstrates proper hand position while using wrist of play. | | Demonstrates proper hand position while using wrist of play. | | Demonstrates proper hand position while using wrist of play. |

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| **Standard 3: Improvises melodies and accompaniments.** | | | | | | |
| K | 1 | 2 | | 3 | 4 | 5 |
| Learning Target 9: Improvises simple rhythmic and melodic patterns. | | | | | | |
|  |  | | Improvises simple rhythmic patterns. | Improvises simple rhythmic/melodic (MI, Sol, La) patterns in varied meter. | Improvises simple rhythmic/ melodic (Pentatonic) patterns in varied meter. | Improvises simple rhythmic/ melodic (Pentatonic) patterns in varied meter. |

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| **Standard 3: Improvises melodies and accompaniments. (continued)** | | | | | | |
| K | 1 | 2 | | 3 | 4 | 5 |
| \*\*Learning Target 9: Improvises simple rhythmic and melodic patterns. (continued) | | | | | | |
|  |  |  |  | | Improvises musical answers by singing or playing instruments in response to musical questions | Improvises musical answers by singing or playing instruments in response to musical questions |

**Elementary Music continued**

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| **Standard 4: Composes and arranges music within specified guidelines.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 10: Uses standard symbols to notate meter, rhythm, pitch and dynamics | | | | | |
|  | Notates rhythmic patterns using quarter notes, quarter rests, and eighth note pairs. | Composes rhythmic patterns using half notes, quarter notes, quarter rests and eighth note pairs in varied meter. (2/4, 4/4) | Composes simple rhythmic patterns whole note, dotted half-note, half note, quarter note, eighth note pairs, and corresponding rests in varied meter. (2/4, 3/4, 4/4) | Composes simple rhythmic patterns using whole notes, dotted half notes, half notes, eighth note pairs, sixteenth note groupings, and corresponding rests in varied meter. (2/4, 3/4, 4/4) | Composes simple rhythmic patterns using whole notes, dotted half notes, half notes, dotted quarter notes, eighth note pairs, sixteenth note groupings, and corresponding rests in varied meter. (2/4, 3/4, 4/4, 6/8) |

**Elementary Music continued**

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| **Standard 4: Composes and arranges music within specified guidelines (continued).** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 10: Uses standard symbols to notate meter, rhythm, pitch and dynamics. (continued) | | | | | |
|  |  | Composes melodic patterns using Mi and Sol | Composes melodic patterns using Mi, Sol, La | Composes melodic patterns using notes within the pentatonic scale | Composes melodic patterns using notes within the major scale. |

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| **Standard 5: Reading, notating and performing music notation.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 11: Uses a system to identify rhythm notation. | | | | | |
|  | Identifies and reads a quarter note, quarter rest, and eighth note pair. | Identifies and reads a half note, quarter note, quarter rest, and eighth note pairs in varied meter. (2/4, 4/4) | Identifies and reads a whole note, dotted half-note, half note, quarter note, eighth note pairs and corresponding rests in varied meter. (2/4, 3/4, 4/4) | Identifies and reads a whole note, dotted half note, half note, quarter note, eighth note pairs sixteenth note groupings, and corresponding rests in varied meter. (2/4, 3/4, 4/4) | Identifies and reads a whole note, dotted half note, half note, dotted quarter note, eighth note pairs, sixteenth note groupings, half rest, quarter rest in varied meter. (2/4, 3/4, 4/4, 6/8) |
| \*\*Learning Target 12: Uses a system to identify simple pitch notation. | | | | | |
|  | Identifies and reads Mi and Sol in treble clef | Identifies and reads Mi, Sol, and La in treble clef notation. | Identifies and reads Do, Re, Mi, Sol, and La in treble clef notation. | Identifies lines and spaces using note names on the treble clef staff. | Identifies and reads a major scale in treble clef notation. |

**Elementary Music continued**

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| **Standard 5: Reading, notating and performing music notation (continued).** | | | | | |
| Learning Target 13: Identifies symbols and traditional terms. | | | | | |
|  | Identifies Piano/Forte | Identifies piano/forte, time signature (2/4, 3/4, 4/4), repeat sign. | Identifies piano/forte, crescendo and decrescendo, time signature (2/4,3/4, 4/4), measure, bar line | Identifies *pp-ff*, crescendo and decrescendo, time signature (2/4, 3/4, 4/4), measure, bar line | Identifies *pp-ff*, crescendo and decrescendo, time signature (2/4, 3/4, 4/4), measure, bar line, tempo. |

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| **Standard 6: Listening, analyzing and describing music.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| Learning Target 14: Identifies simple music forms. | | | | | |
|  | Uses appropriate vocabulary to aurally identify same and different. | Uses appropriate vocabulary to aurally identify simple forms such as AB and ABA. | Uses appropriate vocabulary to aurally identify a round. | Uses appropriate vocabulary to aurally identify forms such as Rondo (ABACA). | Uses appropriate vocabulary to aurally identify forms such as Theme and Variation. |
| Learning Target 15: Identifies the sounds of a variety of instruments and voices. | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| Categorizes voice into four types: whisper, talk, sing, and call. | Categorizes classroom percussion instruments. | Categorizes instruments into the four instrument families: woodwind, brass, string, and percussion. | Categorizes instruments into the four instrument families: woodwind, brass, string, and percussion. | Identifies individual instruments. |  |

**Elementary Music continued**

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| **Standard 6: Listening, analyzing and describing music. (continued)** | | | | | |
| Learning Target 16: Describes the mood or purpose of a musical selection. | | | | | |
| Artfully articulates feelings and purpose of a piece of music. | Artfully articulates feelings and purpose of a piece of music. | Artfully articulates feelings and purpose of a piece of music. | Artfully articulates feelings and purpose of a piece of music. | Artfully articulates feelings and purpose of a piece of music. | Artfully articulates feelings and purpose of a piece of music. |
|  |  |  | Uses appropriate vocabulary to identify the mood of a piece (major/minor). | Uses appropriate vocabulary to identify the mood of a piece (major/minor). | Uses appropriate vocabulary to identify the mood of a piece (major/minor). |
| Learning Target 17: Uses purposeful movement to respond to music. | | | | | |
| Uses appropriate movement to demonstrate understanding of high/low pitches, fast/slow tempos, and long/short beat patterns. | Expressively moves to music. | Expressively moves to music. | Explores moving to music through folk dances and other choreographed movement. | Explores moving to music through folk dances and other choreographed movement. | Explores moving to music through folk dances and other choreographed movement. |
| Learning Target 18: Identifies tonality in music. | | | | | |
|  |  |  | Identifies and describes the difference between Major and Minor. | Identifies and describes the relationship between I-V chords. | Identifies and describes the relationship between I-V, I-VII and I-IV-V chords. |

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| **Standard 7: Evaluating music and music performances** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| \*\*Learning Target 19: Critiques music performances using age appropriate music vocabulary | | | | | |
| Assess musical performances | Assess musical performances | Assess musical performances | Assess musical performances | Assess musical performances | Assess musical performances |

**Elementary Music continued**

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| **Standard 8: Understanding relationships between music, the other arts and disciplines outside the arts.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| Learning Target 20: Develops critical thinking skills, creativity and adaptability through music experiences. | | | | | |
| Incorporates drama and visual arts into learning. | Incorporates drama and visual arts into learning. | Incorporates drama and visual arts into learning. | Incorporates drama and visual arts into learning. | Incorporates drama and visual arts into learning. | Incorporates drama and visual arts into learning. |
| Develops collaboration skills and problem solving skills through artistic endeavors. | Develops collaboration skills and problem solving skills through artistic endeavors. | Develops collaboration skills and problem solving skills through artistic endeavors. | Develops collaboration skills and problem solving skills through artistic endeavors. | Develops collaboration skills and problem solving skills through artistic endeavors. | Develops collaboration skills and problem solving skills through artistic endeavors. |
| Improvises musical experiences to represent artful learning. | Improvises musical experiences to represent artful learning. | Improvises musical experiences to represent artful learning. | Improvises musical experiences to represent artful learning. | Improvises musical experiences to represent artful learning. | Improvises musical experiences to represent artful learning. |
| Learning Target 21: Forms connections to core curriculum. | | | | | |
|  |  | Recognizes technology as a way to enhance musical experiences. | Recognizes technology as a way to enhance musical experiences. | Recognizes technology as a way to enhance musical experiences. | Recognizes technology as a way to enhance musical experiences. |
| Relates patterns found in music to mathematics. | Relates patterns found in music to mathematics. | Relates patterns found in music to mathematics. | Develops and connects proportional thinking and measurement in music to mathematics. | Develops and connects proportional thinking and measurement in music to mathematics. | Develops and connects proportional thinking and measurement in music to mathematics. |

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| **Standard 8: Understanding relationships between music, the other arts and disciplines outside the arts. (continued)** | | | | | |
| Learning Target 21: Forms connections to core curriculum. (continued) | | | | | |
|  | Utilizes concert lyric sheet to promote reading comprehension and fluency. | Utilizes concert lyric sheet to promote reading comprehension and fluency. | Utilizes concert lyric sheet to promote reading comprehension and fluency. | Utilizes concert sheet music to promote reading comprehension and fluency. | Utilizes concert sheet music to promote reading comprehension and fluency. |
| Explains how music can help literature come alive. | Explains how music can help literature come alive. | Explains how music can help literature come alive. | Interprets literature through musical concepts. | Interprets literature through musical concepts. | Interprets literature through musical concepts. |
| Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. | Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. | Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. | Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. | Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. | Infuses multiple arts disciplines together into learning. (e.g. visual arts, dance, music, drama) Expands on learning in multiple subject areas as they relate to music. |

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| **Standard 9: Understanding music in relation to history and culture.** | | | | | |
| K | 1 | 2 | 3 | 4 | 5 |
| Learning Target 22: Performs and listens to music from a variety of world cultures and historical periods. | | | | | |
| Explores music from around the world | Explores music from around the world | Explores music from around the world | Explores music from around the world | Explores music from around the world | Explores music from around the world |
| Explores music from various time periods | Explores music from various time periods | Explores music from various time periods | Explores music from various time periods | Explores music from various time periods | Explores music from various time periods |