

MUSIC

KINDERGARTEN

Expressive Qualities

- _____ Kinesthetically responds to changes in music (e.g., loud/soft, fast/slow). **Mus-K-01**
- _____ Describes the theme, idea, feeling, or story within music. **Mus-K-02**

Tone Color

- _____ Recognizes the tone colors of voices. **Mus-K-03**

Duration

- _____ Moves to the steady beat. **Mus-K-04**
- _____ Plays hand percussion with the beat. **Mus-K-05**
- _____ Echoes rhythms with quarter and eighth notes. **Mus-K-06**

Pitch

- _____ Kinesthetically responds to high/low, up/down. **Mus-K-07**

Form

- _____ Recognizes same and different when listening and singing. **Mus-K-08**

Performance

- _____ Performs body percussion and un-pitched percussion parts with songs. **Mus-K-09**

Cultural Context

- _____ Performs songs that communicate a setting or event. **Mus-K-10**
- _____ Listens attentively to performances of music. **Mus-K-11**

GRADE 1

Expressive Qualities

- _____ Recognizes and labels basic musical qualities (e.g., fast/slow, loud/soft). **Mus-1-01**
- _____ Recognizes story, feelings, or expressive ideas in music. **Mus-1-02**

Tone Color

- _____ Identifies classroom instruments and their sounds. **Mus-1-03**
- _____ Demonstrates a pleasing vocal tone quality. **Mus-1-04**

Duration

- _____ Performs a steady beat. **Mus-1-05**
- _____ Echoes rhythms using quarter/eighth notes, and quarter rest. **Mus-1-06**

Pitch

- _____ Identifies high/low sounds. **Mus-1-07**

Form

- _____ Experiences and discusses AB and ABA. **Mus-1-08**

Performance

- _____ Creates or performs short vocal or instrumental melodic and rhythmic phrases within specified guidelines. **Mus-1-09**

Cultural Context

- _____ Performs songs, games, and dances from various cultures and special events. **Mus-1-10**

GRADE 2

Expressive Qualities

- _____ Identifies dynamic markings (e.g., p, f, <, >), and tempo. **Mus-2-01**

Tone Color

- _____ Identifies tone color: voices and instruments families. **Mus-2-02**

Duration

- _____ Recognizes and labels half, quarter, eighth notes, and quarter rest. **Mus-2-03**
- _____ Echoes rhythm patterns with half, quarter, eighth notes, and rests. **Mus-2-04**

Pitch

- _____ Identifies direction of pitch movement. **Mus-2-05**

Form

- _____ Recognizes simple music forms (e.g. rondo, ABA, ostinati). **Mus-2-06**

Performance

- _____ Uses correct technique when playing classroom instruments. **Mus-2-07**
- _____ Matches pitch in simple songs. **Mus-2-08**
- _____ Improvises simple rhythmic and melodic accompaniments. **Mus-2-09**

Cultural Context

- _____ Discusses purpose, setting, and mood of songs from other cultures. **Mus-2-10**

GRADE 3

Expressive Qualities

_____ Describes the tempos and dynamic level in a simple musical example. *Mus-3-01*

Tone Color

_____ Describes how selected instruments produce their sounds. *Mus-3-02*

Duration

_____ Replicates rhythm patterns incorporating whole, half, quarter, eighth notes and rests. *Mus-3-03*

Pitch

_____ Identifies melodies going upward/downward and staying the same in a written musical example. *Mus-3-04*

Form

_____ Describes repetition and contrast in form in a musical example. *Mus-3-05*

Performance

_____ Sings or plays accurately simple rhythmic and melodic patterns from a written score. *Mus-3-06*

_____ Demonstrates duple and triple meter. *Mus-3-07*

_____ Improvises simple rhythmic and melodic accompaniments. *Mus-3-08*

Cultural Context

_____ Analyzes performances/music works in a respectful, constructive, and supportive manner. *Mus-3-09*

_____ Discusses ways music plays a part in everyday life. *Mus-3-10*

GRADE 4

Expressive Qualities

_____ Describes the tempo and dynamic levels in an aural musical example. *Mus-4-01*

Tone Color

_____ Classifies instruments according to how their sounds are produced. *Mus-4-02*

Duration

_____ Distinguishes between the beat and the rhythm. *Mus-4-03*

_____ Recognizes and labels whole, half, quarter, eighth and dotted notes and rests. *Mus-4-04*

Pitch

_____ Describes melodic movement in aural example. *Mus-4-05*

Form

_____ Identifies simple music forms when presented aurally. *Mus-4-06*

Performance

_____ Improvises simple rhythmic and melodic accompaniments. *Mus-4-07*

_____ Performs rhythms incorporating whole, half, quarter, eighth, and dotted notes and rests. *Mus-4-08*

_____ Performs 2 part music (*e.g. rounds, countermelodies, partner songs*). *Mus-4-09*

Cultural Context

_____ Explains ways music plays a part in everyday life. *Mus-4-10*

_____ Discusses artists who have made significant contributions and describe their ideas. *Mus-4-11*

GRADE 5

Expressive Qualities

_____ Compares and contrasts the use of expressive qualities in musical selections or examples. *Mus-5-01*

_____ Identifies and interprets symbols for dynamics, tempo and articulation. *Mus-5-02*

Tone Color

_____ Describes basic sound production theory (*electronic and acoustic*). *Mus-5-03*

Duration

_____ Identifies meter in a musical example. *Mus-5-04*

Pitch

_____ Distinguishes major and minor tonalities in aural musical examples. *Mus-5-05*

Form

_____ Analyzes the form of a simple musical composition. *Mus-5-06*

Performance

_____ Sings or plays music on pitch, in rhythm, with a steady tempo, and appropriate technique. *Mus-5-07*

_____ Sings 2-part and/or 3-part music rounds/canons, partner songs, counter melodies, harmony. *Mus-5-08*

Cultural Context

_____ Describes roles of composers, conductors and performers. *Mus-5-09*

_____ Investigates how the arts reflect different cultures, times, and places. *Mus-5-10*