

Course: Elementary General Music

Power Standard: Compose / Improvise musical phrases using melodic and rhythmic components.

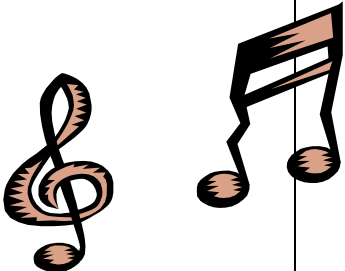
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the Kindergarten text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions.</p>	<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the First Grade text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions for 1 measure.</p> <p>Improvise simple rhythmic variations and melodic embellishments on Sol, Mi, La melodies using a variety of sound sources.</p> <p>Compose short songs with known rhythms using Ta, Ti-Ti, and rest.</p> <p>Compose short melodic patterns using Sol, Mi, La with a variety of sound sources.</p>	<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the Second Grade text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions for 2 measures.</p> <p>Improvise simple rhythmic ostinato accompaniments for 1 measure.</p> <p>Improvise simple rhythmic variations and melodic embellishments on given pentatonic melodies using a variety of sound sources.</p> <p>Compose short songs with known rhythms using Ta, Ti-Ti, Ta rest, Too, and Too rest.</p> <p>Compose short songs with known vocal patterns using a pentatonic scale with a variety of sound sources.</p>	<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the Third Grade text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions for 4 measures.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments for 2 measures.</p> <p>Improvise simple rhythmic variations and melodic embellishments on given major melodies using a variety of sounds.</p> <p>Compose and notate rhythmic compositions for four measures to be performed in class.</p> <p>Compose short songs with known rhythms using quarter note, eighth note, half note, whole and rests.</p>	<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the Fourth Grade text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions for 8 measures.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments for 4 measures.</p> <p>Improvise simple rhythmic variations and melodic embellishments on given major melodies using piano and/or recorder.</p> <p>Compose short songs with known rhythms using quarter note, eighth note, half note, whole note, dotted quarter note and rests.</p> <p>Compose short songs with known vocal patterns using major melodies on the piano and/or recorder.</p>	<p>Accompany readings and dramatizations with classroom rhythm and melody instruments as suggested in the Fifth Grade text.</p> <p>Improvise <i>answers</i> to given rhythmic and melodic questions for 12c measures.</p> <p>Improvise simple rhythmic and melodic ostinato accompaniments for 8 measures.</p> <p>Improvise simple rhythmic variations and melodic embellishments on given major and/or minor melodies.</p> <p>Improvise short melodies with accompaniments (vocally, on keyboard/bells) in a consistent style, meter and tonality.</p> <p>Compose short songs with known rhythms using quarter note, eighth note, half note, whole note, dotted quarter note, dotted half note and rests.</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<div data-bbox="184 462 520 560" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Compose / Improvise musical phrases cont.</p> </div>		<p>Compose and notate rhythmic compositions for two measures to be performed in class.</p> <p>Write lyrics for music in conjunction with rhythmic components for a duration of one phrase.</p>	<p>Compose short songs with known vocal patterns using major melodies with a variety of sound sources.</p> <p>Write lyrics for various styles of music in conjunction with rhythmic components for a duration of two phrases.</p>	<p>Write lyrics for various styles of music in conjunction with rhythmic components for a duration of four phrases.</p>	<p>Compose short songs with known vocal patterns using major and/or minor melodies on the piano.</p> <p>Write lyrics for various styles of music in conjunction with rhythmic components for a duration of eight phrases.</p>

Course: Elementary General Music

Power Standard: Demonstrate music literacy by reading and notating music.


Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Visually, Aurally, and Physically identify a Ta, Ti-Ti, and Ta rest.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement for 4 beats.</p> <p>Use a system (number, symbols, or letters) to read simple rhythmic notation in short phrases.</p>	<p>Visually, Aurally, and Physically read/notate a two measure rhythm using a Ta, Ti-Ti, Too, Ta rest and Too rest.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement over 8 beats with longer patterns.</p> <p>Use a system (number, symbols, or letters) to read simple rhythmic notation in a 2-measure example.</p>	<p>Visually, Aurally, and Physically read/notate a four measure rhythm using a Ta, Ti-Ti, Too, Ta rest and Too rest.</p> <p>Read and Notate a Ta, Ti-ti, Too, Too rest and Ta rest after given visual or verbal instructions vocally and on classroom instruments.</p> <p>Visually identify and demonstrate understanding of a staff, a bar line and double bar line.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement in a 4-measure example.</p> <p>Be introduced to whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>Use a system (number, symbols, or letters) to read simple pitch notation in a 4-measure example.</p>	<p>Have a verbal and visual understanding of the Kodaly rhythm vocabulary including Ta, Ti-ti, Too, Ta rest, Too rest, Ti-ti rest, and syncopa.</p> <p>Have a verbal and visual understanding of the “real” names of all the learned notes (K-3).</p> <p>Visually identify and demonstrate understanding of a staff, a bar line, double bar line and a repeat sign.</p> <p>Be introduced to duple and triple meter.</p> <p>Visually, physically and aurally read/notate and demonstrate understanding of a repeat sign, coda sign, a fermata, a treble clef, and the use of 1st and 2nd endings.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement in an 8-measure example.</p>	<p>Have a verbal and visual understanding of the Kodaly rhythm vocabulary including Ta, Ti-ti, Too, Ta rest, Too rest, Ti-ti rest, syncopa, Tibi, and Ti tibi.</p> <p>Have a verbal and visual understanding of the “real” names of all the learned notes (K-4).</p> <p>Visually identify and demonstrate understanding of a staff, a bar line, double bar line, repeat sign and 1st and 2nd endings.</p> <p>Visually identify the treble clef note names including C and D below the staff.</p> <p>Visually, physically, aurally read/notate and demonstrate understanding of duple and triple meter.</p> <p>Visually, physically and aurally read/notate and demonstrate understanding of a repeat sign, coda sign, a fermata, a treble clef, a slurred note, a tied note,</p>	<p>Have a verbal and visual understanding of the Kodaly rhythm vocabulary including Ta, Ti-ti, Too, Ta rest, Too rest, Ti-ti rest, syncopa, Tibi, Ti tibi and triple Ti.</p> <p>Have a verbal and visual understanding of the “real” names of all the learned notes (K-4).</p> <p>Visually identify and demonstrate understanding of a staff, a bar line, double bar line, repeat sign, 1st and 2nd endings, and da capo.</p> <p>Visually identify the treble clef note names including C and D below the staff and G and A above the staff.</p> <p>Visually, physically and aurally read/notate and demonstrate understanding of duple and triple meter and be introduced to 6/8.</p> <p>Visually, physically and aurally identify and demonstrate understanding of a</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<div data-bbox="233 581 569 678" style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Demonstrate music literacy cont.</p> </div>	<div data-bbox="422 751 764 1019" style="text-align: center;">  </div>	<p>Identify and notate symbols and traditional terms referring to dynamics (p, mf, f), tempo (fast, slow) and articulation (staccato, legato) and interpret them correctly when performing.</p>	<p>Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures in a 4-measure example.</p> <p>Use a system (number, symbols, or letters) to read simple pitch notation in the treble clef</p> <p>Identify and notate symbols and traditional terms referring to dynamics (pp, p, mf, f, ff), tempo (allegro, largo, andante), and articulation (staccato, legato, accents) and interpret them correctly when performing.</p>	<p>staccato / legato, mezzoforte / mezzopiano, sharp signs, flats signs, and the use of 1st and 2nd endings.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement in 12-measure example.</p> <p>Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures in an 8-measure example.</p> <p>Use absolute pitch (letter names) to read simple pitch notation in the treble clef.</p>	<p>repeat sign, coda sign, a fermata, a treble clef, a slurred note, a tied note, staccato / legato, mezzoforte / mezzopiano, sharp signs, flats signs, natural signs, and the use of 1st and 2nd endings.</p> <p>Demonstrate understanding of long and short in terms of musical duration through physical movement in a 16-measure example.</p> <p>Read whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures in a 12-measure example.</p> <p>Use absolute pitch (letter names) to read simple pitch notation in the treble clef. Including a discussion of whole steps and half steps.</p> <p>Sight-read simple treble clef melodies on keyboard, bells and singing.</p>

Course: Elementary General Music

Power Standard: Perform as an individual, contribute as a member of an ensemble, and understand the various components that lead to excellence.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Sing independently and in groups, mostly on pitch responding to the cues of the conductor.</p> <p>Sing expressively.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing and echo songs using solfeg "sol-mi" patterns.</p> <p>Distinguish between singing voice and talking voice.</p> <p>Plays singing games.</p> <p>Play easy rhythmic and melodic patterns on classroom instruments.</p> <p>Echo short rhythmic patterns on classroom instruments.</p> <p>Play in groups while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p>	<p>Sing independently and in groups mostly on pitch, and in rhythm while matching dynamic levels and responding to the cues of the conductor.</p> <p>Sing expressively with appropriate dynamics.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing ostinati.</p> <p>Sing and echo songs using solfeg "do-mi-sol-la" patterns.</p> <p>Plays singing games.</p> <p>Play easy rhythmic and melodic patterns accurately on classroom instruments.</p> <p>Play a varied repertoire of music representing diverse genres and styles.</p>	<p>Sing independently and in groups mostly on pitch, and in rhythm while maintaining a steady tempo while matching dynamic levels and articulation while responding to the cues of the conductor.</p> <p>Sing expressively with appropriate dynamics using grade level songs.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing ostinati and introduce simple rounds.</p> <p>Sing songs using solfeg "do-re-mi-sol-la-do" patterns.</p> <p>Plays singing games.</p> <p>Play easy rhythmic and melodic patterns (ostinati) accurately and independently while maintaining a steady tempo.</p>	<p>Sing independently and in groups mostly on pitch, and in rhythm using correct posture while maintaining a steady tempo while matching dynamic levels, articulation, and responding to the cues of the conductor.</p> <p>Sing expressively with appropriate dynamics using grade level songs.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing ostinati, partner songs and rounds</p> <p>Sing songs using solfeg "sol-do-re-mi-sol-la-do" patterns.</p> <p>Plays singing games.</p> <p>Play easy rhythmic and melodic patterns (ostinati, easy one-part accompaniment) accurately and independently on rhythmic, melodic and harmonic classroom</p>	<p>Sing independently and in groups mostly on pitch, and in rhythm with appropriate timbre, and posture and maintain a steady tempo while blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.</p> <p>Sing expressively with appropriate dynamics using grade level songs.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing ostinati, partner songs and rounds at grade level.</p> <p>Sing songs using solfeg "do-re-mi-fa-sol-la-ti-do" patterns.</p> <p>Plays singing games.</p> <p>Play easy rhythmic and melodic patterns (ostinati, easy one-part accompaniment) accurately and independently on</p>	<p>Sing independently and in groups mostly on pitch, and in rhythm with appropriate timbre, diction, and posture and maintain a steady tempo while blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.</p> <p>Sing expressively with appropriate dynamics using grade level songs.</p> <p>Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Sing ostinati, partner songs, rounds, and two part songs.</p> <p>Sing songs using solfeg "do-re-mi-fa-sol-la-ti-do" patterns.</p> <p>Play easy rhythmic and melodic patterns (ostinati, easy three-part accompaniment) accurately and independently on rhythmic, melodic and harmonic classroom</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Demonstrate proper instrument care, play position and technique.</p> <div data-bbox="184 987 615 1109" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Perform as an individual, contribute as a member cont.</p> </div>	<p>Echo short rhythmic sol-mi patterns accurately on classroom instruments.</p> <p>Play in groups matching dynamic levels while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p> <p>Demonstrate proper instrument care, play position and technique.</p> <p>Instruments studied should include one or more of the following: autoharp, keyboard bells, orff instruments.</p>	<p>Play expressively a varied repertoire of music representing diverse genres and styles.</p> <p>Play in groups matching dynamic levels and articulation while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p> <p>Demonstrate proper instrument care, play position and technique.</p> <p>Instruments studied should include one or more of the following: autoharp, keyboard, bells, orff instruments.</p> <div data-bbox="814 1084 1129 1352" style="text-align: center;">  </div>	<p>instruments while maintaining a steady tempo.</p> <p>Play expressively a varied repertoire of music representing diverse genres and styles.</p> <p>Play in groups, blending instrumental timbres, matching dynamic levels, and articulation while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p> <p>Demonstrate proper instrument care, play position and technique.</p> <p>Instruments studied should include one of more of the following: autoharp, keyboard, bells, orff instruments.</p>	<p>rhythmic, melodic and harmonic classroom instruments while maintaining a steady tempo.</p> <p>Play easy rhythmic and melodic patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments while maintaining a steady tempo.</p> <p>Play expressively a varied repertoire of music representing diverse genres and styles.</p> <p>Play in groups, blending instrumental timbres, matching dynamic levels and articulation while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p> <p>Demonstrate proper instrument care, play position and technique.</p> <p>Instruments studied should include one of more of the following: autoharp, keyboard, bells, orff instruments, and recorders.</p>	<p>instruments while maintaining a steady tempo</p> <p>Play easy rhythmic and melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments while maintaining a steady tempo.</p> <p>Play expressively a varied repertoire of music representing diverse genres and styles.</p> <p>Play in groups blending instrumental timbres, matching dynamic levels and articulation while responding to the cues of the conductor.</p> <p>Play instrumental parts at grade level while other students sing or play contrasting parts.</p> <p>Demonstrate proper instrument care, play position and technique.</p> <p>Instruments studied should include one of more of the following: autoharp, keyboard, bells, orff instruments, recorders, tone chimes.</p>

Course: Elementary General Music

Power Standard: Respond to music through analysis and evaluation

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Shows understanding of beat.	Shows understanding of strong and weak beat.	Shows understanding of meter in 4.	Shows understanding of meter in 4 and 3.	Shows understanding of simple meter.	Shows understanding of compound meter.
Shows understanding of soft/loud through verbal and physical demonstration	Shows understanding of piano/forte through verbal and physical demonstration	Shows understanding of piano/forte/mezzo piano/mezzo forte through verbal and physical demonstration	Shows understanding of pianissimo/fortissimo through verbal and physical demonstration	Shows understanding of crescendo / diminuendo through verbal and physical demonstration	Shows understanding of dynamics and articulation through verbal and physical demonstration
Can identify in music and demonstrate the action of echo	Can identify in music and demonstrate the action of Call and Response	Can identify with appropriate terminology many instruments of the symphony orchestra by their sound	Can identify with appropriate terminology most of the orchestra symphony instruments by their sound	Can identify with appropriate terminology most instruments of the symphony orchestra by their sound and group into families	Can differentiate and demonstrate understanding of high tones, low tones, and same tones as well as tones and parts of music that are same and different
Can identify and differentiate between the following voices: male/female, many/few	Can identify and differentiate between the following voices: men / women / children / solo / ensemble	Can differentiate and demonstrate understanding of high tones, low tones, and same tones as well as tones and parts of music that are same and different	Can differentiate and demonstrate understanding of high tones, low tones, and same tones as well as tones and parts of music that are same and different	Can differentiate and demonstrate understanding of high tones, low tones, and same tones as well as tones and parts of music that are same and different	Can differentiate and demonstrate understanding of Verse and Refrain within a piece of music
Can identify with appropriate terminology classroom instruments by their sound (percussion)	Can identify with appropriate terminology some instruments of the orchestra by their sound	Can differentiate and demonstrate understanding of Verse and Refrain within a piece of music	Can differentiate and demonstrate understanding of Verse and Refrain within a piece of music	Can differentiate and demonstrate understanding of Verse and Refrain within a piece of music	Can identify show understanding of tempo within a given piece, including given tempos and tempo changes such as Ritardando/rit. and Accelerando/accel., allegro, andante, moderato, largo, presto, vivace, lento, adagio
Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music that is age appropriate	Can differentiate and demonstrate understanding of high tones, low tones, and same tones as well as tones and parts of music that are same and different	Can identify show understanding of tempo within a given piece, including tempo changes such as getting faster/getting slower	Can identify show understanding of tempo within a given piece, including tempo changes such as Ritardando/rit and Accelerando/accel.	Can identify show understanding of tempo within a given piece, including tempo changes such as Ritardando/rit and Accelerando/accel.	
Explain, personal preferences for specific musical works and styles	Can differentiate and demonstrate understanding of Verse and Refrain within a piece of music				

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p style="text-align: center; border: 1px solid black; padding: 5px;">Respond to music cont.</p>	<p>Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music that is age appropriate</p> <p>Explain, personal preferences for specific musical works and styles</p> <p>Evaluate the quality of their own and others' musical performances and offer constructive suggestions for improvement</p>	<p>Can visually and aurally identify and demonstrate understanding of forte and piano within a piece of music</p> <p>Can visually and aurally identify and demonstrate understanding of the formal structure: ABA</p> <p>Demonstrates ability to conduct in 2 and 3</p> <p>Demonstrates ability to evaluate personal performances verbally and in written form</p> <p>Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music</p> <p>Devise criteria for evaluating performances and compositions</p> <p>Explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p>Can visually and aurally identify and demonstrate understanding of forte and piano within a piece of music</p> <p>Can visually and aurally identify and demonstrate understanding of the formal structures: ABA, Rondo</p> <p>Demonstrates ability to conduct in 2 and 3</p> <p>Demonstrates ability to evaluate personal performances verbally and in written form</p> <p>Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music</p> <p>Devise criteria for evaluating performances and compositions</p> <p>Explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p>Can visually and aurally identify and demonstrate understanding of forte and piano within a piece of music</p> <p>Can visually and aurally identify and demonstrate understanding of the formal structures: ABA, Rondo</p> <p>Demonstrates ability to conduct in 2, 3 and 4</p> <p>Demonstrates ability to evaluate personal performances verbally and in written form</p> <p>Has opportunity to experience music in major and minor keys and demonstrates understanding of difference</p> <p>Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music</p> <p>Devise criteria for evaluating performances and compositions</p>	<p>Can visually and aurally identify and demonstrate understanding of forte and piano within a piece of music</p> <p>Can visually and aurally identify and demonstrate understanding of the formal structures: ABA, Rondo</p> <p>Demonstrates ability to conduct in 2, 3, and 4.</p> <p>Demonstrates ability to evaluate personal performances verbally and in written form</p> <p>Has opportunity to experience music in major and minor keys and demonstrates understanding of difference</p> <p>Demonstrates ability to compare and contrast different musical styles</p> <p>Respond through purposeful physical movement to selected prominent music characteristics or to specific music events while listening to music</p> <p>Devise criteria for evaluating performances and compositions</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		<p>Evaluate the quality of their own and others' musical performances and offer constructive suggestions for improvement</p> <p>Demonstrate perpetual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures</p>	<p>Evaluate the quality of their own and others' musical performances and offer constructive suggestions for improvement</p> <p>Demonstrate perpetual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures</p>	<p>Explain, using appropriate music terminology, personal preferences for specific musical works and styles</p> <p>Demonstrate perpetual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures</p>	<p>Explain, using appropriate music terminology, personal preferences for specific musical works and styles</p> <p>Demonstrate perpetual skills by listening to, answering questions about, and describing music of various styles representing diverse cultures</p>

Respond to music cont.



Course: Elementary General Music

Power Standard: Identify and demonstrate connections between art, culture, history, and community

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the Kindergarten textbook.</p> <p>Performs circle dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (season, days, number, letters, months) of other disciplines taught in the school are interrelated with those of music</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and world cultures</p> <p>Identify various uses of music in their daily experiences (Ex. Where have you heard this before?)</p>	<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the First Grade textbook.</p> <p>Performs partner dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (contractions, color words, counting songs, and body parts) of other disciplines taught in the school are interrelated with those of music</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and world cultures including (but not limited to) works by the Following composers: Haydn and Prokofiev.</p>	<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the Second Grade textbook.</p> <p>Performs line dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (animals, insects, fairy tales, and dinosaurs) of other disciplines taught in the school are interrelated with those of music</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and world cultures including (but not limited to) works by the following composers: Mozart, Saint-Saens' and Duke Ellington.</p>	<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the Third Grade textbook.</p> <p>Performs square dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (environment, Mexico, Russia and Japan, Ocean, and Continents) of other disciplines taught in the school are interrelated with those of music</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and world cultures including (but not limited to) works by the following composers: Grieg, Bach, and Scott Joplin.</p>	<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the Fourth Grade textbook.</p> <p>Performs folk dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (Wisconsin History, Native American History, and Tall Tales) of other disciplines taught in the school are interrelated with those of music</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and world cultures including (but not limited to) works by the following composers: Handel and Tchaikovsky.</p>	<p>Has opportunity to become familiar with music of different styles and cultures as suggested in the Fifth Grade textbook.</p> <p>Performs reel dances of different styles and cultures</p> <p>Performs for community</p> <p>Identify ways in which the principles and subject matter (States, Capitols, Westward Movement, American History, Acoustics) of other disciplines taught in the school are interrelated with those of music</p> <p>Identify similarities and differences in the meanings of common terms used in the various arts</p> <p>Demonstrates audience behavior appropriate for the context and style of music performed</p> <p>Listen to and identify, by genre or style, examples of music from various historical periods and</p>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<p>Identify and describe roles of musicians (performer, audience) in various music settings and world cultures</p>	<p>Identify various uses of music in their daily experiences (Ex. Where would you hear a song like this?)</p> <p>Identify and describe roles of musicians (performer, audience, and conductor) in various music settings and world cultures</p>	<p>Identify various uses of music in their daily experiences (Ex. How do these songs compare/contrast to each other?)</p> <p>Identify and describe roles of musicians (instrumentalist, vocalist) in various music settings and world cultures</p>	<p>Identify various uses of music in their daily experiences (Ex. What country does this music come from? Why?)</p> <p>Identify and describe roles of musicians (instrument families, composer) in various music settings and world cultures</p>	<p>Identify various uses of music in their daily experiences (Ex. What style of music is this? What makes this music stand out for that style?)</p> <p>Identify and describe roles of musicians (Solo, Duet, Trio, Quartet) in various music settings and world cultures</p>	<p>world cultures including (but not limited to) “The Star Spangled Banner” and works by the following composers: Quincy Jones, Beethoven and Copland.</p> <p>Identify various uses of music in their daily experiences (Ex. In what time period might this have been composed?)</p> <p>Identify and describe roles of musicians (Bass, Tenor, Soprano, Alto) in various music settings and world cultures</p>

Identify and demonstrate connections cont.