Standard 1.0 Singing

Students will sing alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will

1.1 Develop skill in singing a variety of children’s songs.
1.2 Reproduce high, middle, and low pitches vocally.
1.3 Reproduce upward and downward directions vocally.

Checks for Understanding

1.1 Sing, with others, a simple song (words, pitches, rhythm).
1.2 Sing, alone, a so-mi-la pattern accurately.
1.3 Sing a short melodic pattern that moves in an upward and downward direction.

Student Performance Indicators (SPIs)

The student is able to

1.1.1 Sing, with others, a simple song.
1.1.2 Sing a simple song on pitch.
1.1.3 Sing a simple song on pitch in an established key.

1.2.1 Perform, vocally, a high-middle-low pattern.
1.2.2 Sing a so-mi-la pattern.
1.2.3 Sing, matching pitch, a so-mi-la pattern.

1.3.1 Sing, with a group, short melodic patterns that move upward and downward.
1.3.2 Sing, with a group, a simple song that moves upward and downward.
1.3.3 Sing a simple song, accurately reproducing melodic direction.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Grade Level Expectations (GLEs)

The student will
2.1 Reproduce and maintain a steady beat.
2.2 Perform short rhythm patterns.
2.3 Reproduce upward and downward directions of melodies.

Checks for Understanding

2.1 Maintain a steady beat independently.
2.2 Perform, accurately, a four-beat rhythm pattern.
2.3 Perform appropriate glissandi to accompany a song, poem, or story.

Student Performance Indicators (SPIs)

The student is able to

2.1.1 Imitate a steady beat (using body percussion or instruments).
2.1.2 Maintain a steady beat independently.
2.1.3 Maintain a steady beat at varying tempos.

2.2.1 Imitate long/short and fast/slow sounds.
2.2.2 Perform short rhythm patterns using body percussion.
2.2.3 Perform short rhythm patterns using instruments.

2.3.1 Identify upward and downward direction on pitched instruments.
2.3.2 Demonstrate upward and downward direction on pitched instruments
2.3.3 Perform ascending and descending scale songs on pitched instruments.

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Grade Level Expectations (GLEs)

The student will

3.1 Create musical sounds to accompany songs, poems, and/or stories.
3.2 Improvise, vocally, sounds and/or short melodic fragments.
3.3 Improvise creative movement within a musical context.

Checks for Understanding

3.1 Play an improvised accompaniment for a song, poem, and/or story on a percussion instrument within specified teacher guidelines.
3.2 Improvise vocal sounds to accompany a song, poem, and/or story within specified teacher guidelines.
3.3 Improvise movements to accompany a song, poem, story, and/or listening example within teacher guidelines.

**Student Performance Indicators (SPIs)**

The student is able to

3.1.1 Explore sounds using voice, body percussion, or classroom instruments in response to a song, poem, or story.
3.1.2 Improvise appropriate sounds, from teacher-provided parameters, to accompany a song, poem, or story.
3.1.3 Improvise appropriate sounds, using voice or classroom instruments, to accompany teacher-selected song, poem, or story.

3.2.1 Explore selected vocal sounds.
3.2.2 Improvise vocal sounds and/or melodic phrases appropriate to the teacher-selected song, poem, or story.
3.2.3 Improvise, vocally, short melodic phrases in response to simple musical questions.

3.3.1 Explore movements in response to teacher-provided parameters.
3.3.2 Improvise movements appropriate to teacher-selected song, poem, story or listening example.
3.3.3 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.

**Standard 4.0 Composing**

**Students will compose and arrange music within specific guidelines.**

**Grade Level Expectations (GLEs)**

The student will

4.1 Compose short beat/rhythm patterns.
4.2 Compose short melodies using limited pitches.

**Checks for Understanding**

4.1 Create a four-beat composition using sounds/silence following teacher guidelines.
Create a four-beat composition using long/short sounds following teacher guidelines.

4.2 Create a four-beat composition using high/low sounds following teacher guidelines.

**Student Performance Indicators (SPIs)**
The student is able to

4.1.1 Create and demonstrate a composition using sounds/silence.
4.1.2 Create and demonstrate a composition using long/short sounds.
4.1.3 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.

4.2.1 Create and demonstrate a composition using up and down sounds.
4.2.2 Create and demonstrate a composition using high and low sounds.
4.2.3 Create and demonstrate a composition using so and mi.

Standard 5.0 Reading and Notating

Students will read and notate music.

Grade Level Expectations (GLEs)

The student will

5.1 Demonstrate an understanding of symbols which represent beat and rhythm patterns.
5.2 Demonstrate an understanding of symbols which represent melodic patterns.

Checks for Understanding

5.1 Perform a steady beat following iconic notation provided by the teacher.
   Perform rhythm patterns following iconic notation provided by the teacher.
5.2 Perform a short melody using so-mi following iconic notation provided by the teacher.

Student Performance Indicators (SPIs)

The student is able to

5.1.1 Interpret and perform iconic notation for beat and no beat.
5.1.2 Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.
5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.
5.2.1 Recognize and perform iconic notation for high and low sounds.
5.2.2 Recognize and perform iconic notation for high, middle, and low sounds.
5.2.3 Read and perform iconic notation for simple melodic patterns.

Standard 6.0 Listening and Analyzing
Students will listen to, analyze, and describe music.

Grade Level Expectations (GLEs)

The student will

6.1 Identify the form of simple pieces of music.
6.2 Recognize the differences in tone color of voices and classroom instruments.
6.3 Recognize expressive qualities in selected pieces of music.
6.4 Recognize same and different in simple rhythmic and melodic patterns and/or phrases.

Checks for Understanding

6.1 Demonstrate same and different within a musical selection by using contrasting movements.
6.2 Identify voices as men, women, and/or children (i.e., man/woman/child) in teacher-provided examples.
   Name selected instruments by sight.
   Name selected instruments by sound.
   Identify how the sound is produced by selected instruments within teacher-provided parameters.
6.3 Describe a selected piece of music using the terms loud/soft and/or fast/slow.
6.4 Identify selected patterns and/or phrases as same or different.

Student Performance Indicators (SPIs)

The student is able to

6.1.1 Respond to same and different within a musical selection.
6.1.2 Recognize same and different sections within a two-section musical selection.
6.1.3 Recognize same and different sections within extended musical selections (e.g., ABA form, rondo).
6.2.1 Recognize the difference between one voice or instrument and many voices or instruments.
6.2.2 Recognize the differences between the voices of men, women, and children.
   Recognize individual instruments and identify how sound is produced.
6.2.3 Recognize classroom instruments, by sight and sound, and classify into families.
6.3.1 Identify a selection as fast or slow.
   Identify a selection as loud or soft.
6.3.2 Describe the mood of music in terms of fast/slow and/or loud/soft.
6.3.3 Label fast/slow as tempo and loud/soft as dynamics.
6.4.1 Recognize music has patterns and/or phrases.
6.4.2 Recognize patterns and/or phrases can be same or different.
6.4.3 Recognize phrases are same and different rhythmically.
    Recognize phrases are same and different melodically.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Grade Level Expectations (GLEs)

The student will

7.1 Evaluate musical performances based on an age-appropriate criteria.
7.2 Develop and evaluate appropriate audience behaviors during a performance.

Checks for Understanding

7.1 Identify one feature, selected from options provided by the teacher, observed and/or heard during a performance. (e.g., fast/slow, loud/soft, standing up straight).

7.2 Demonstrate sitting quietly during a performance and applauding at appropriate times.

Student Performance Indicators (SPIs)

The student is able to

7.1.1 Discuss a musical performance using teacher-given criteria.
7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.
7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.

7.2.1 Discuss appropriate audience behaviors during a performance.
7.2.2 Demonstrate appropriate audience behaviors during a performance.
7.2.3 Evaluate audience behaviors exhibited during a performance.

Standard 8.0 Interdisciplinary Connections

Students will understand music between music, the other arts, and disciplines outside the arts.

Grade Level Expectations (GLEs)
The student will

8.1 Identify connections between music and dance, theatre, and/or visual arts.
8.2 Identify connections between music and language arts.

Checks for Understanding

8.1 Identify a common element between music and another arts discipline (e.g., pattern, movement, sequence).
8.2 Identify rhyming words in a song, poem, and/or story.

Student Performance Indicators (SPIs)

The student is able to

8.1.1 Experience music and dance, theatre, and/or visual art.
8.1.2 Explore common elements between music and dance, theatre, and/or visual art.
8.1.3 Identify common elements between music and dance, theatre, and/or visual art.

8.2.1 Experience music and language arts.
8.2.2 Explore common elements between music and language arts.
8.2.3 Identify common elements between music and language arts.

Standard 9.0 Historical and Cultural Connections

Students will understand music in relation to history and culture.

Grade Level Expectations (GLEs)

The student will

9.1 Experience music from various historical periods and cultures.

Checks for Understanding

9.1 Perform a song or singing game from another culture.

Student Performance Indicators (SPIs)

The student is able to

9.1.1 Experience music examples from various historical periods and cultures.
9.1.2 Experience songs and singing games from various historical periods and cultures.
9.1.3 Recognize that musical examples come from different historical periods and cultures.