

Elementary Music

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1. The student understands and applies arts knowledge and skills.						
1.1.1 understands arts concepts and vocabulary: <u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression (dynamics, style, tempo, phrasing)</i> <i>timbre</i>	<ul style="list-style-type: none"> demonstrates the difference between singing and speaking voice (timbre) recognizes that different sources make different sounds (timbre) 	<ul style="list-style-type: none"> aurally and visually identifies high and low pitches (pitch) understands and uses loud-quiet <i>dynamics</i>, fast-slow <i>tempo</i> (expression) 	<ul style="list-style-type: none"> reads writes and creates using rhythms including quarter notes and rests and paired eighths (rhythm) understands and uses forte (f) and piano (p) (expression) 	<ul style="list-style-type: none"> reads, writes, and creates using rhythms including half and whole notes and rests (rhythm) understands and uses crescendo/decrescendo (expression) understands that sounds are produced by vibrations (timbre) 	<ul style="list-style-type: none"> understands and uses dynamic symbols (i.e. pp, p, mp, mf, f, ff) (expression) identifies families of instruments by sight and sound (timbre) 	✓ Benchmark 1: identifies and uses visual art, dance, theatre and music vocabulary and concepts
1.1.2 understands arts concepts and vocabulary: <u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i>	<ul style="list-style-type: none"> understands that musical notation moves from left to right (notation) recognizes same/different patterns in music (form) 	<ul style="list-style-type: none"> identifies melodic phrases that move upward and downward (melody) 	<ul style="list-style-type: none"> identifies and uses parts of the staff (i.e. treble clef, lines, and spaces) (notation) identifies and creates using simple musical forms (i.e. AB, ABA, call - response) (form) identifies steps, leaps and repeated notes on a staff (melody) 	<ul style="list-style-type: none"> identifies and uses the following musical notation: barline, measure, time signature, fermata, repeat sign (notation) identifies and performs simple musical forms (i.e. verse-refrain, round / canon) (form) understands how combinations of steps, leaps and repeated notes make up a melody (melody) aurally discriminates between same & different melodic phrases (melody) aurally discriminates between unison and harmony (harmony) 	<ul style="list-style-type: none"> identifies and writes notes in the treble clef (notation) identifies simple musical forms (i.e. introduction, interlude, coda, rondo) (form) creates a simple melody (melody) 	✓ Benchmark 1: identifies and uses visual art, dance, theatre and music vocabulary and concepts <ul style="list-style-type: none"> identifies and uses the following musical notation: sharp, flat, tie (notation) identifies and performs simple musical forms (i.e. theme & variation) aurally discriminates between major and minor

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1.2 develops arts skills and techniques	<ul style="list-style-type: none"> speaks chants sings songs moves to the beat demonstrates steady beat 	<ul style="list-style-type: none"> sings and matches pitch (range C-G) accurately echoes melodic and rhythmic phrases 	<ul style="list-style-type: none"> sings and matches pitch (range C – C)) reads & performs simple rhythms creates an improvisational response to a given pattern 	<ul style="list-style-type: none"> sings rounds and partner songs aurally recognizes rhythmic sets of twos and threes plays various unpitched percussion instruments showing appropriate care 	<ul style="list-style-type: none"> sings and matches pitch throughout a major diatonic scale creates an improvisational interlude demonstrates proper technique on at least one pitched instrument 	✓ Benchmark 1: identifies and uses basic arts skills and techniques <ul style="list-style-type: none"> sings in tune using proper posture, diction, breathing, and expression performs melodic and harmonic lines within an ensemble
1.3 understands and applies arts styles from various artists, cultures and times	<ul style="list-style-type: none"> describes a specific artwork 	<ul style="list-style-type: none"> describes the differences between two artworks 	<ul style="list-style-type: none"> recognizes that artworks have differing styles 	<ul style="list-style-type: none"> describes the differences in style between two artworks 	<ul style="list-style-type: none"> describes the attributes of artworks used by specific artists or cultures 	✓ Benchmark 1: <ul style="list-style-type: none"> identifies specific attributes of art works of various artists, cultures and times using arts vocabulary
1.4 applies audience skills in a variety of arts settings and performances	<ul style="list-style-type: none"> demonstrates self control 	<ul style="list-style-type: none"> demonstrates how to focus attention 	<ul style="list-style-type: none"> demonstrates active listening / viewing skills 	<ul style="list-style-type: none"> demonstrates audience response skills 	<ul style="list-style-type: none"> demonstrates respect for the artist 	✓ Benchmark 1: <ul style="list-style-type: none"> demonstrates audience conventions in a variety of arts settings and performances

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2. The student demonstrates thinking skills using artistic processes.						
2.1 applies a creative process in the arts: <ul style="list-style-type: none"> • conceptualizes the context or purpose • gathers information from diverse sources • develops ideas and techniques • organizes arts elements, forms, and/or principles into a creative work • reflects for the purpose of elaboration and self evaluation • refines work based on feedback • presents work to others 	<ul style="list-style-type: none"> • applies arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	✓ Benchmark 1: develops work using a creative process with instructor direction <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process
2.2 applies a performance process in the arts: <ul style="list-style-type: none"> • identifies audience and purpose • selects artistic work (repertoire) to perform • analyzes the structure and background of work • interprets by developing a personal approach to the work • rehearses, adjusts and refines through evaluation and problem solving • presents work for others • reflects and evaluates 	<ul style="list-style-type: none"> • applies arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	✓ Benchmark 1: develops work using a performance process with instructor direction <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process
2.3 applies a responding process to an arts presentation: <ul style="list-style-type: none"> • engages actively and purposefully • describes what is seen and / or heard • analyzes how the elements are arranged and organized • interprets based on descriptive properties • evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • applies arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	✓ Benchmark 1: applies a responding process to an arts presentation with instructor direction <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

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3. The student communicates through the arts.						
3.1 uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> recognizes that feelings can be expressed through the arts 	<ul style="list-style-type: none"> identifies how feelings are expressed through the arts 	<ul style="list-style-type: none"> recognizes that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> identifies how ideas are expressed through the arts 	<ul style="list-style-type: none"> identifies how ideas and feelings are expressed through the arts 	<ul style="list-style-type: none"> ✓ Benchmark 1: expresses ideas and feelings through the arts
3.2 uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. commemorate) 	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. entertain) 	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. tell a story) 	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. inform, motivate) 	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. share traditions, ceremonies) 	<ul style="list-style-type: none"> ✓ Benchmark 1: creates and / or performs an artwork to communicate for a given purpose with instructor direction
3.3 develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> uses personal favorites in artwork 	<ul style="list-style-type: none"> identifies personal aesthetic choices 	<ul style="list-style-type: none"> recognizes the aesthetic choices of others 	<ul style="list-style-type: none"> recognizes that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> recognizes that aesthetic choices are influenced by culture 	<ul style="list-style-type: none"> ✓ Benchmark 1: explains how personal aesthetic criteria is reflected in artwork

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.						
4.1 demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> recognizes arts concepts in multiple art disciplines (i.e. pattern) 	<ul style="list-style-type: none"> identifies and demonstrates common concepts through arts disciplines (i.e. rhythm) 	<ul style="list-style-type: none"> demonstrates how an idea can be represented through various arts disciplines 	<ul style="list-style-type: none"> identifies common compositional elements through arts disciplines (i.e. beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> demonstrates skills and processes common among arts disciplines (i.e. creating, practicing, performing, exhibiting, collaborating) 	<ul style="list-style-type: none"> ✓ Benchmark 1: describes skills, concepts and vocabulary common among arts disciplines
4.2 demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> recognizes that art concepts occur in other content areas 	<ul style="list-style-type: none"> identifies concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> demonstrates concepts common to the arts and other content areas 	<ul style="list-style-type: none"> applies arts knowledge and skills to reinforce learnings in other content areas 	<ul style="list-style-type: none"> identifies steps of processes common to the arts and other content areas (i.e. creative writing, and scientific processes) 	<ul style="list-style-type: none"> ✓ Benchmark 1: identifies skills, concepts and vocabulary common to the arts and other content areas
4.3 understands how the arts impact lifelong choices	<ul style="list-style-type: none"> identifies examples of arts in the classroom / school 	<ul style="list-style-type: none"> identifies how the arts impact home / family choices 	<ul style="list-style-type: none"> identifies examples of arts in the community 	<ul style="list-style-type: none"> identifies how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> identifies and analyzes how the arts impact consumer choices 	<ul style="list-style-type: none"> ✓ Benchmark 1: analyzes how the arts impact personal and community choices
4.4 understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> describes a specific artwork in the classroom / school 	<ul style="list-style-type: none"> describes a specific artwork from home / family 	<ul style="list-style-type: none"> describe specific artwork in the community 	<ul style="list-style-type: none"> recognizes that artworks reflect culture 	<ul style="list-style-type: none"> identifies general attributes of artworks from a specific culture 	<ul style="list-style-type: none"> ✓ Benchmark 1: identifies specific attributes of artworks that reflect culture
4.5 demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> follows directions when prompted on assigned tasks 	<ul style="list-style-type: none"> practices safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> maintains focus and demonstrates perseverance 	<ul style="list-style-type: none"> identifies career roles in the arts meets goals and deadlines to complete work 	<ul style="list-style-type: none"> practices / rehearses to refine arts skills 	<ul style="list-style-type: none"> ✓ Benchmark 1: describes career roles in the arts demonstrates arts skills used in the world of work