

Music Essential Learning Skills

1 st Nine Weeks			
K	(K.2.2) Maintain a steady beat while playing an instrument in a group.	(K.6.3) Compare vocal tone qualities such as whispering, singing, and speaking.	(K.1.2) Sing short melodic patterns sung by the teacher.
1st	(1.2.2) Maintain a steady beat on a percussion instrument while playing in a group.	(1.6.3) Identify phrases of a song as same or different and listen for repetition of phrases.	(1.1.2) Maintain good posture and steady beat while singing.
2nd	(2.2.2) Maintain a steady beat and play with appropriate dynamic levels.	(2.1.4) Sing an Ostinato with a familiar song, maintaining a steady beat.	(2.2.5) Play simple ostinatos while others sing.
3rd	(3.2.3) Play instruments in a group with a steady beat, appropriate dynamics, and correct technique.	(3.1.4) Sing rounds and/or songs with ostinatos.	
4th	(4.2.2) & (4.2.3) Play Ostinato accompaniments one pitched and non-pitched percussion instruments, keyboards, and recorders (as identified by curriculum) using correct techniques for holding instruments and producing sound independently and with others.	(4.1.4) Sing partner songs, rounds, and songs with ostinatos.	
5th	(5.2.5) Maintain an independent part on an instrument in a group while following the cues of a conductor.	(5.1.4) Sing unison and two-part songs, partner songs, and rounds a cappella and with varied accompaniment.	
6th	(6.2.5) Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics independently or in ensembles.	(6.1.1) Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.	

Music Essential Learning Skills

2nd Nine Weeks

K	(K.1.1) & (K.1.3) Match pitches in a limited vocal range. Sing with an appropriate tone quality.	(K.2.1) Echo four beat rhythmic patterns played by the teacher using body percussion or classroom instruments.	(K.3.3) Respond to teacher-sung questions with a sung answer (call and response).
1st	(1.1.1) & (1.1.3) Match simple pitch patterns in expanding ranges. Sing at contrasting dynamic levels with appropriate tone quality.	(1.2.1) Echo short melodic and rhythmic patterns.	(1.3.1) Respond to sung or played musical questions by singing and using body percussion, found items, and instrumental sounds.
2nd	(2.1.1) Sing with accurate pitch, appropriate tone quality, clear diction, and good posture.	(2.2.1) Echo melodic and rhythmic patterns.	(2.3.3) Respond to teacher or student questions by singing and using body percussion, movement, found items, instruments, or electronic sounds.
3rd	(3.5.4) Identify and sing or play steps and skips in notated pitch.	(3.3.3) Perform a composition with opportunities for free improvisation at various intervals.	(3.6.2) Identify and describe AB, ABA, and Rondo forms using movement and symbols.
4th	(4.5.MCCSC) Identify the note names of the treble clef staff.	(4.3.2) Improvise a short Ostinato to be played or sung with a pentatonic song.	(4.6.2) Identify and describe AB, ABA, theme and variations, and Rondo forms using movement and symbols.
5th	(5.2.2) Identify and notate rhythms and melodies from aural examples.	(5.3.2) Improvise melodic phrases to be sung or played with an existing ostinato.	(5.6.1) & (5.6.2) Describe musical elements including tonality, form, expressive qualities, and timbre, through movement, writing, or illustration, including how these elements might convey and expressive mood. Identify and use appropriate terminology to describe various musical styles such as gospel, jazz, musical theater, folk, classical, and popular.
6th	(6.5.2) Identify and notate rhythms and melodies from aural examples.	(6.3.2) Improvise a melody of a determined length to be sung or played with an existing ostinato.	(6.6.1) & (6.6.2) Describe musical elements including tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements may convey an expressive mood. Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

Music Essential Learning Skills

3 rd Nine Weeks			
K	(K.5.1) Echo read and perform through iconic notation.	(K.6.1) & (K.8.1) Identify differences in musical sounds that are high or low, fast or slow, loud or soft, and demonstrate them through movement, verbal description, or pictures (drawings).	
1st	(1.5.1) & (1.5.2) Read and perform simple four-beat patterns with quarter notes, eighth notes, and quarter rest using rhythm syllables. Notate quarter notes, eighth notes, and quarter rests using iconic or standard notation.	(1.6.1) Show changes in tempo, dynamics, and moods using movement in response to music.	
2nd	(2.5.1) & (2.5.2) Read, notate, and perform quarter, eighth, half (dotted and sixteenth notes), and quarter and half rests in four-beat groupings using iconic or standard notation.	(2.6.4) Identify families of orchestral instruments by sight and sound (focus on Brass family).	(2.6.1) Identify contrasts and changes in tempo and dynamics using basic music terminology and movement (<i>f</i> , <i>p</i> , <i>large</i> , <i>allegro</i> , <i>crescendo</i> , <i>decrescendo</i>).
3rd	(3.5.1) & (3.5.2) read, notate, and perform quarter, eighth, half, dotted half, (sixteenth), and whole notes, and quarter half and (whole rests) in meters of two, three, and four using rhythm syllables.	(3.6.4) Identify representative orchestral instruments and their families by sight and sound as well as instruments of other cultures (Brass and Woodwind families).	(3.7.2) Listen to and discuss or write about two contrasting compositions using appropriate terminology.
4th	(4.5.1) Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter half and whole rests in duple and triple meters using rhythm syllables.	(4.6.5) Identify members of strong, brass, woodwind, and percussion families and instruments associated with various cultures.	(4.7.2) Listen to and evaluate a short musical composition or song using teacher guidelines.
5th	(5.5.1) Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, and (6/8).	(5.5.5) Read and notate scales and melodic lines in the treble clef, including ledger lines above and below the staff.	(5.8.2) Relate note values and their division in music to mathematic symbols and algebraic equations such as less than (<), equal to (=), or greater than (>).
6th	(6.5.1) Read, notate, and perform quarter, dotted quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of 2/4, 3/4, 4/4, 6/8, 3/8, (alla breve, and asymmetrical meters.	(6.7.2) & (6.7.3) Apply established criteria for effective performance when listening to live and recorded music. Apply established criteria when performing music in and outside the classroom.	(6.9.5) Research various career opportunities related to (contemporary American music).

Music Essential Learning Skills

4 th Nine Weeks			
K	(K.5.2) Read iconic notation and perform short melodic patterns using hand signs and pitch syllables, drawing examples from class repertoire when appropriate.	(K.5.2) Sing short memorized songs, maintaining a steady beat.	
1st	(1.5.4) Read simple pitch patterns from a staff using Solfege and hand signs and demonstrate pitch placement with body movement.	(1.4.1) Independently create and perform short rhythmic and melodic patterns with teacher guidance using the voice, body percussion, found items, or classroom instruments.	
2nd	(2.5.3) Read pitch patterns from a staff and perform using Solfege and hand signs.	(2.4.1) Create and perform short rhythmic and melodic phrases within teacher guidelines and write them using standard or original notation.	(2.9.3) Perform and listen to music and learn folk dances from past and present cultures.
3rd	(3.5.3) Read and perform expanded pitch patterns and simple songs using Solfege (Do, Re, Mi, Sol, La, Do') and letter names of the treble clef staff.	(3.4.2) Compose a melody to match given lyrics, and/or create lyrics to match a given melody.	(3.9.1) Investigate the use of music for special occasions and celebrations, both in the U.S. and across world cultures (focus on communities).
4th	(4.5.3) Read and perform songs from notation and sight read new songs using expanded pitch ranges.	(4.2.5) & (4.7.4) Identify and demonstrate appropriate behavior when performing music (RECORDER CONCERT) while following the cues of a conductor.	(4.9.1) Explore and perform music associated with historical periods, events, and movements in Indiana such as music of specific American Indian tribes, songs of the Civil War, or songs of the Underground Railroad.
5th	(5.5.3) Read and perform songs from notations and sight read new songs from simple musical scores.	(5.4.2) Plan and arrange accompaniments to given melodies within teacher guidelines.	(5.9.1) (Western Expansion) Investigate and perform music associated with historical periods, individuals, events, and movements in the U.S. such as songs of the railroad, American heroes, the American Revolution, or a specific decade.
6th	(6.5.3) Read and perform songs from notation and sight read new songs from simple musical scores.	(6.4.2) Compose melodies to be sung or played with a given ostinato or accompaniment.	(6.9.2) (Industrial Revolution) Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky's "1812 Overture."