

Kindergarten

MELODY	<ul style="list-style-type: none">• Sing a variety of songs (range D to B)
RHYTHM	<ul style="list-style-type: none">• Demonstrate the rhythmic characteristics of music through movement: walking, skipping, galloping, marching, sliding, jumping, and hopping
TEXTURE	<ul style="list-style-type: none">• Utilize classroom instruments to accompany simple songs.
FORM	
EXPRESSION	<ul style="list-style-type: none">• Identify loud/soft
TEMPO	<ul style="list-style-type: none">• Identify fast/slow
TONE COLOR	<ul style="list-style-type: none">• Play simple rhythms and improvise using classroom instruments.• Identify four ways of using the voice: speaking, whispering, singing and calling
LITERATURE AND APPRECIATION	<ul style="list-style-type: none">• Identify and use appropriate audience behavior

Grade 1

MELODY	<ul style="list-style-type: none">• Aurally and visually, identify high, middle and low pitches• Recognize aurally and visually and perform simple intervals (mi₃ so₅ la₆)• Identify staff and treble clef
RHYTHM	<ul style="list-style-type: none">• Demonstrate a steady beat• Demonstrate a strong beat• Identify and perform using quarter note, beamed eighth notes and quarter rest• Demonstrate through movement duple and triple meter
TEXTURE	<ul style="list-style-type: none">• Play steady beat accompaniment pattern
FORM	<ul style="list-style-type: none">• Sing, hear and identify same/different phrases and sections
EXPRESSION	<ul style="list-style-type: none">• Demonstrate and identify loud/soft and symbols p/f
TEMPO	<ul style="list-style-type: none">• Demonstrate and identify fast/slow
TONE COLOR	<ul style="list-style-type: none">• Identify, perform and improvise using classroom instruments• Identify orchestral instruments
LITERATURE AND APPRECIATION	<ul style="list-style-type: none">• Identify and use appropriate audience behavior

Grade 2

MELODY	<ul style="list-style-type: none"> • Aurally and visually identify melodic intervals and patterns using Do₁ Re₂ Mi₃ Sol₅ La₆ • Vocally reproduce the melodic interval using Do₁ Re₂ Mi₃ Sol₅ • Play melodic pattern using classroom instruments. • Identify treble clef.
RHYTHM	<ul style="list-style-type: none"> • Aurally and visually identify same/different rhythms. • Recognize and use simple rhythmic notation; single eighth note, beamed eighth note, quarter notes, half note, whole note, quarter rest, bar line, double bar line, repeat sign and measure • Improvise “answers” in the same style to given rhythmic and melodic phrases
TEXTURE	<ul style="list-style-type: none"> • Sing melody with simple accompaniment patterns: i.e. ostinato
FORM	<ul style="list-style-type: none"> • Identify AB and ABA Form
EXPRESSION	<ul style="list-style-type: none"> • Identify and use crescendo, decrescendo and accent
TEMPO	<ul style="list-style-type: none"> • Identify tempo • Determine which tempo best interprets the idea or mood of a song
TONE COLOR	<ul style="list-style-type: none"> • Identify the families of classroom instruments • Identify the families of orchestra instruments
LITERATURE AND APPRECIATION	<ul style="list-style-type: none"> • Sing folk songs of diverse cultures

Grade 3

MELODY	<ul style="list-style-type: none">• Sing simple melodic intervals.• Identify letter names of lines and spaces on the treble clef• Aurally and visually identify Do Re Mi So La Do• Sing and play melodic patterns from notation using Do Re Mi So La
RHYTHM	<ul style="list-style-type: none">• Perform simple 4 measure rhythm patterns in 2/4, 3/4 and 4/4• Identify and perform using whole note, whole rest, half rest, tie and fermata• Count and clap numerically
TEXTURE	<ul style="list-style-type: none">• Play solid, broken and cross over bourdons using Orff instruments• Perform simple rounds
FORM	<ul style="list-style-type: none">• Identify verse/refrain
EXPRESSION	<ul style="list-style-type: none">• Identify and demonstrate dynamic levels pianissimo through fortissimo
TEMPO	<ul style="list-style-type: none">•
TONE COLOR	<ul style="list-style-type: none">• Identify sounds through aural recognition of tone color
LITERATURE AND APPRECIATION	<ul style="list-style-type: none">• Identify and perform folk songs of diverse cultures

Grade 4

MELODY	<ul style="list-style-type: none">• Demonstrate recorder playing technique
RHYTHM	<ul style="list-style-type: none">• Identify and use dotted quarter note patterns
TEXTURE	<ul style="list-style-type: none">• Sing partner songs and canons• Perform duet on recorder
FORM	<ul style="list-style-type: none">• Identify and use Coda, D.C. al Fine, DaCapo
EXPRESSION	<ul style="list-style-type: none">• Identify and use legato and staccato
TEMPO	<ul style="list-style-type: none">• Identify and use accelerando and ritardando
TONE COLOR	<ul style="list-style-type: none">• Visually identify the instruments of the band and orchestra
LITERATURE AND APPRECIATION	<ul style="list-style-type: none">• Identify by genre or style aural examples of major from various historical periods and cultures

Grade 5

MELODY	<ul style="list-style-type: none">• Aurally and visually identify and perform Do, Re, Mi, Fa, So, La, Ti, Do (solfege or numbers)• Identify major and minor scale• Identify sharps and flats• Create an original melody within specified guidelines• Identify bass clef and its function
RHYTHM	<ul style="list-style-type: none">• Identify and use sixteenth notes• Aurally and visually identify syncopation
TEXTURE	<ul style="list-style-type: none">• Identify the relationship between harmony and melody
FORM	<ul style="list-style-type: none">• Identify theme and variation
EXPRESSION	
TEMPO	<ul style="list-style-type: none">• Identify and use lento, presto and allegro
TONE COLOR	<ul style="list-style-type: none">• aurally and visually identify the instruments of the band and orchestra
LITERATURE AND APPRECIATION	<ul style="list-style-type: none">• describe in simple terms how elements of music are used in examples from various cultures of the world• identify and describe roles of musicians in various settings and cultures