

Worthington Schools



Elementary General Music Graded Course of Study 2015

Trent Bowers, Ph.D., Superintendent
Jennifer E. Wene, Chief Academic Officer

200 East Wilson Bridge Road, Worthington, Ohio 43085 • 614-450-6000

TABLE OF CONTENTS

K-6 Elementary General Music Introduction: Principles and Characteristics.....3
Program Description: Components of the K-12 Music Program.....4
Framework Descriptions for 2012 Re-Visioned Arts Content Standards.....5
Enduring Understandings5
Progress Points K-2.....6
Progress Points 3-5.....6
Progress Points 6-8.....6
Cognitive and Creative Learning Processes.....7
Description of the Worthington GCOS General Music K-6 Format.....7
Kindergarten.....8
First Grade10
Second Grade.....13
Third Grade.....16
Fourth Grade.....19
Fifth Grade.....22
Sixth Grade.....25

ELEMENTARY GENERAL MUSIC INTRODUCTION

The Worthington Music Content Standards are aligned with the Ohio Department of Education 2012 Re-Visioned Arts Content Standards for music. Through these standards, our intent is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society. The music program is built on an eclectic orientation. Many of the approaches are influenced by the pedagogical premises of Carl Orff's Schulwerk, Zoltan Kodaly, Emile Jacques-Dalcroze, Phyllis S. Weikert, John Feierabend, Jeff Kriske and Randy DeLelles.

The following principles are the foundation of the program:

- All music learning begins with the ear and is continuous with motor/eye learning.
- Music skills are first expressed through the body and the voice; instruments are viewed as an extension of these.
- Meaning must be brought to symbols. The student needs experience in hearing, naming and producing musical sounds before symbolizations are introduced.

Characteristics of the music education program include:

- All students are involved in activities that represent a wide range of musical processes. These include all focus areas: moving, speaking/singing, listening, playing, reading/notating, and creating/improvising.
- The program is characterized by a layered elemental ensemble approach. This begins with speech, movement, and song and extends to unpitched percussion, barred instruments, and more sophisticated forms.
- Hand signals and devised notation are used as a bridge to traditional notation in primary grades; the soprano recorder is used as a tool in intermediate grades to support the music reading experience.
- Planning reflects the use of multiple essential experiences in every lesson. Multiple content statements are experienced, developed, refined and/or assessed in every lesson.
- Program decisions are based on the ongoing assessment of students as they participate in music activities.
- Activities are adapted for individual differences. Each child experiences a high degree of success in both classroom demonstrations and ensemble experiences.
- The music program functions as a part of the total education program in the school; music specialists and classroom teachers integrate appropriate content to reinforce continuity in student learning.
- The music program provides opportunities for students to demonstrate their skills, abilities and passions at all levels.

Program Description

The elementary music program is an active process in which the student explores the nature of movement and sound through excellent folk and composed materials. Students reproduce sound and learn to interpret the unique system of musical notation. Improvisation/composition enables students to create music that is uniquely their own.

The ability to perform, to create, and to listen to music with understanding is a goal for every elementary student. Individual and special needs of children are also recognized. In addition, the program continues to reinforce the transmission of our cultural heritage and to promote the understanding of other cultures.

Several major components constitute the essence of the K-12 music program:

- An emphasis on acquiring the skills necessary to perform a variety of music activities
- Experiences with the elements of music: rhythm, melody, harmony, form, and expressive qualities
- The development of aesthetic judgment through analytical and critical listening
- Opportunities to share musical experiences through demonstration and performance

Framework Descriptions for the 2012 Re-Visioned Arts Content Standards

The updated Ohio arts standards framework for the general music curriculum grades K-6 reorganizes the content of the fine arts standard goals—historical, cultural and social contexts; creative expression and communication; analyzing and responding; valuing the arts/aesthetic reflection; and connections, relationships and applications—under process goals fundamental to learning and emphasized in the arts. These are *perceiving/knowing, producing/performing and responding/reflecting*.

In alignment with the updated Ohio arts standards, the Worthington GCOS framework includes: enduring understandings; progress points; cognitive and creative processes and content statements.

- **Enduring Understandings:** These are overarching and long-term goals for all students throughout their educational lives. These four aims—personal choice and vision; critical and creative thinking; authentic application and collaboration and literacy remain constant across K-12 grade levels and all four arts disciplines.
- **Progress Points:** These statements identify *broad* arts learning targets for students' creative and cognitive growth at certain grade and developmental stages in a continuum of K-12 arts education, namely for K-2, 3-5, 6-8 and high school.
- **Three Cognitive and Creative Learning Processes:** These processes fundamental to the arts learning—*perceiving/knowing, producing/performing and responding/reflecting*—serve to organize the grade-level content statements.
- **Content Statements:** These identify and embody the arts discipline knowledge, skills and dispositions that should direct students' efforts and learning at each grade and developmental level. Content statements also inform teachers' instructional decisions for creating environments, learning experiences and assessments that help students achieve these ends.

ENDURING UNDERSTANDINGS

- **Personal Choice and Vision:** Students construct and solve problems of personal relevance and interest when expressing themselves through music.
- **Critical and Creative Thinking:** Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others.
- **Authentic Application and Collaboration:** Students work individually and in groups to focus ideas and create and perform music to address genuine local and global community needs.
- **Literacy:** As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.

PROGRESS POINTS K-2

Students will, at the appropriate developmental level:

- A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music.
- B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures.
- C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art.
- D. Individually and collaboratively select ideas and a media form of the day to create musical pieces.
- E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms.
- F. Form and express opinions about music they hear in formal and informal live and recorded performances.

PROGRESS POINTS 3-5

Students will, at the appropriate developmental level:

- A. Sing and play instruments, focusing on how musical elements such as tempo, beat, rhythm, pitch, form, harmony and timbre create meaning.
- B. Listen to and perform a wide variety of music from multiple cultures focusing on the historical and cultural significance of the works.
- C. Identify and classify voices, musical instruments, roles and careers of musicians.
- D. Relate historical information from the study of music to other art forms and disciplines outside the arts.
- E. Develop criteria to evaluate solo and group performances of music.

PROGRESS POINTS 6-8

Students will, at the appropriate developmental level:

- A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.
- B. Read, write, improvise and describe music using standard musical notation and vocabulary.
- C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.
- D. Classify and describe composers and historical musical periods, including classical, popular and traditional American music and musical and cultural blends.
- E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.
- F. Expand the use of technology and the media arts through music research, composition and performance.

COGNITIVE & CREATIVE LEARNING PROCESSES

1. Perceiving/Knowing/Creating (CE) *Listen, observe, explore, attend to, discriminate. . .*
2. Producing/Performing (PR) *Create, compose, improvise, use & master skills. . .*
3. Responding/Reflecting (RE) *Make connections, reconsider, question, self-assess. . .*

DESCRIPTION OF THE WORTHINGTON GCOS GENERAL MUSIC K-6 FORMAT

- Content statements have been organized to align with the four skill categories assessed on the elementary general music progress report: instrumental, vocal, music reading and music concepts.
- Learning targets have been developed to align with the content statements for each skill category and grade level.

WRITING TEAM MEMBERS

- Claire Daubney
- Brenda Leary
- Gretchen Wessel

Kindergarten

Instrumental

I can keep a steady beat.

- 2PR Demonstrate a steady beat and maintain it while performing.

I can play classroom instruments correctly.

- 5CE Explore a variety of classroom instruments (e.g., metals, skins and woods).
- 4PR Create a wide variety of vocal and instrumental sounds.
- 5PR Play a wide variety of classroom instruments (e.g., triangle, drum, tambourine, woodblock, maracas, cowbell) alone and with others and demonstrate proper technique.

Vocal

I can use my voice in different ways.

I can tell the difference between my speaking and my singing voice.

I can use my light singing voice.

I can use good posture when singing.

- 4CE Explore and identify a wide variety of sounds including the human voice.
- 3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.

Music Reading

I can use pictures to follow sound(s).

- 8CE Explore connections between sound and its visual representations.
- 7PR Create a visual representation of sound.

Music Concepts

I can listen/move/respond to many different kinds of music (e.g., holiday, march, lullaby).

- 3CE Listen to and explore the music of various styles, composers, periods and cultures.
- 3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures.
- 1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods.

I can hear and show differences in music.

- 1CE/2CE/1PR Explore, identify and demonstrate same and different (e.g., fast/slow, loud/soft, high/low, long/short, steady beat/rhythm).
- 3RE Describe the difference between steady beat and rhythm.

I can identify a musician, composer, performer or conductor and tell you what they do.

- 7CE Identify a musician and his or her roles (e.g., composer, conductor and performer).
- 5RE Identify and discuss various uses of music in the United States and the various meanings of the term “musician.”

I can tell/show you how music is used every day.

- 2RE Describe how sounds and music are used in our daily lives.

I can tell/show you how music makes me feel.

- 6RE Respond to sound with a drawing of how the sound makes them feel.
- 7RE Offer opinions about their own musical experiences and responses to music.

I can tell/show you how music connects to another subject.

- 4RE Identify and connect a concept shared between music and another curricular subject.

I can show good audience behavior during a performance.

- 6CE/6PR Attend live music performances and demonstrate audience behavior appropriate for the context and style of music performed.

First Grade

Instrumental

I can keep a steady beat.

- 2CE Explore steady beat, rhythm and meter.

I can play classroom instruments correctly.

- 5CE Explore selected musical instruments aurally and visually.
- 6PR Play a variety of classroom instruments, alone and with others (e.g. simple ostinati), and demonstrate proper technique.

I can clap and play rhythm patterns.

- 3PR Read, write and perform using eighth notes, quarter notes and quarter rests.

I can play pitch patterns.

- 5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

I can sing pitch patterns.

- 5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

I can speak and sing rhythm patterns.

- 3PR Read, write and perform, alone and with others (e.g. simple ostinati), using eighth notes, quarter notes and quarter rests.

Music Reading

I can use pictures to follow sounds.

I can read and write rhythm patterns.

- 3PR Read, write and perform using eighth notes, quarter notes and quarter rests (e.g., stick, staff, or iconic, using a sequential system).

I can read and write pitch patterns.

- 5PR Read, write and perform (e.g., la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters).

Music Concepts

I can listen/move/respond to many different kinds of music (e.g., holiday, march, lullaby).

- 2CE Explore steady beat, rhythm and meter.
- 3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures.
- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 3RE Communicate a response to music using dance, drama or visual art.

I can use correct music vocabulary.

- 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 6RE Describe the challenges of individual and group music performance using music vocabulary.

I can identify different forms in music.

I can hear and show patterns in music.

- 1CE/1PR Identify and demonstrate echo and call/response.

I can identify a musician, composer, performer or conductor and tell you what they do.

- 7CE Identify a musician and his or her roles (e.g., composer, conductor and performer).

I can tell you how music is used every day.

- 1RE Recognize how music is used for a variety of occasions.

I can tell/show you how music makes me feel and think.

- 2RE Describe how music communicates feelings, moods, images and meaning.
- 5RE Form and express personal opinions about a musical performance and show respect for the opinions of others.

I can tell/show how music connects to another subject.

- 4RE Connect concepts shared between music, other art forms and other curricular subjects.

I can show good audience behavior during a performance.

- 6CE Attend live music performances with emphasis on concert etiquette.
- 7PR Demonstrate audience behavior appropriate for the context and style of music performed.
- 7RE Discuss audience behavior appropriate for the context and style of music performed.

Second Grade

Instrumental

I can play classroom instruments correctly.

- 6PR Play a variety of classroom instruments, alone and with others (e.g. simple ostinati), and demonstrate proper technique.

I can clap and play rhythm patterns.

- 3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

I can play pitch patterns.

- 5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.

I can sing pitch patterns.

- 5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

-

I can speak and sing rhythm patterns.

- 3PR Read, write and perform, alone and with others (e.g. simple ostinati), using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.

Music Reading

I can read and write rhythm patterns.

- 3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter (e.g., stick, staff, or iconic, using a sequential system).

I can read and write pitch patterns.

- 5PR Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).

I can create rhythm patterns.

I can create a melody.

- 4PR Improvise and compose simple rhythmic and melodic phrases.

Music Concepts

I can listen/move/respond to many different kinds of music (e.g., classical, folk).

- 3CE Listen to and identify music of various styles, composers, periods and cultures.
- 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
- 2RE Discuss music of various composers, periods, cultures and contrasting styles.
- 4RE Interpret music through dance, drama and visual art.

I can use correct music vocabulary.

- 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
- 6CE Attend live music performances with emphasis on instrument and voice identification.
- 7RE Discuss and write about their observations of types of voices and instruments heard in performances.

I can identify different forms in music (e.g., letters, icons).

I can hear and show patterns in music (e.g., letters, icons).

- 1CE Identify patterns of same and different phrases in simple poems and songs.
- 2CE/1PR Identify and demonstrate rounds and canons.
- 5RE Respond to patterns of same and different phrases in simple poems and songs.

I can identify a musician, composer, performer or conductor and tell you what they do.

- 7CE Identify a musician and his or her roles (e.g., composer, conductor and performer).

I can tell you how music is used every day.

- 1RE Explain how music is used for a variety of purposes and occasions.

I can tell/show you how music makes me feel and think.

- 3RE Discuss how music communicates feelings, moods, images and meaning.

I can tell/show how music connects to another subject.

- 6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects (form, line, rhythm, patterns).

I can show good audience behavior during a performance.

- 9PR (Gr.3) Demonstrate appropriate audience etiquette at live performances

I can identify classroom instruments by sight and sound (e.g., woods, metals, skins)

- 5CE Explore and Identify selected musical instruments aurally and visually.

Third Grade

Instrumental

I can play classroom instruments correctly.

- 4PR Play a variety of classroom instruments, alone and with others (e.g. simple ostinati), with proper technique.

I can clap and play rhythm patterns.

- 7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

I can play pitch patterns.

- 8PR Read, write and perform in treble clef extended pentatonic melodies in G, F and C

I can follow the cues of a conductor.

- 2PR Follow and respond to the cues of a conductor.

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

- 3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.
- 1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others (e.g., partner songs, rounds).

I can sing pitch patterns.

- 8PR Read, write and perform in treble clef extended pentatonic melodies in G, F and C using a system (e.g., solfege, numbers or letters).

I can speak and sing rhythm patterns.

- 7PR Read, write and perform, alone and with others (e.g. simple ostinati), using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.

I can follow the cues of a conductor.

- 2PR Follow and respond to the cues of a conductor.

Music Reading

I can read and write rhythm patterns.

- 7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter (e.g., stick, staff, or iconic, using a sequential system).

I can read and write pitch patterns.

- 8PR Read, write and perform in treble clef extended pentatonic melodies in G, F and C

I can create rhythm patterns.

I can create a melody.

- 6PR Improvise and compose simple rhythmic and melodic phrases.

Music Concepts

I can listen/move/respond to many different kinds of music (e.g., jazz, spirituals).

- 3CE Listen to and identify the music of different composers of world cultures.
- 5PR Sing, move and respond to music from world cultures and different composers.

I can use correct music vocabulary.

- 5CE Identify elements of music using developmentally appropriate vocabulary.
- 3RE Explain personal preferences for specific musical selections using music vocabulary.

I can identify different forms in music. (e.g., letters, icons).

I can hear and show patterns in music. (e.g., letters, icons).

- 4CE Identify and respond to simple music forms (e.g., AB, ABA, rondo).

I can identify a musician, composer, performer or conductor and tell you what they do.

- 6CE Identify careers in music including composing, performing and conducting.

I can identify the role of music in everyday life.

- 1RE (Gd.2) Explain how music is used for a variety of purposes and occasions.

I can tell/show you how music makes me feel and think.

- 2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.
- 5RE Analyze music in terms of how it communicates words, feelings, moods or images.

I can tell/show how music connects to another subject.

- 1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm, patterns) in music and other art forms.
- 6RE Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.

I can show good audience behavior during a performance.

- 9PR Demonstrate appropriate audience etiquette at live performances
- 4RE Evaluate audience etiquette associated with various musical performances and settings.

I can critique my own performance and the performance of others.

- 7RE Create criteria and use it to critique their own performances and the performances of others.

I can identify instruments of the orchestra by sight and sound

- 1CE Visually and aurally, identify the four families of orchestral instruments.
- 2CE Identify and discriminate between sounds produced by various instruments and the human voice.

Fourth Grade

Instrumental

I can play classroom instruments correctly.

- 3PR Play a variety of classroom instruments, alone and with others (e.g. simple ostinati), with proper technique.

I can clap and play rhythm patterns.

- 6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.

I can play pitch patterns.

- 7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.

I can follow the cues of a conductor.

- 2PR (Gd.3) Follow and respond to the cues of a conductor.

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

I can support my singing with good breathing.

- 1PR Sing a varied repertoire with accurate rhythm and pitch and expressive qualities individually and with others (e.g., partner songs, rounds).
- 2PR Use the head voice to produce a light, clear sound employing breath support and maintaining appropriate posture.

I can sing pitch patterns.

- 7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C using a system (e.g., solfege, numbers or letters).

I can speak and sing rhythm patterns.

- 6PR Read, write and perform, alone and with others, (e.g. ostinati), using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter.

I can follow the cues of a conductor.

- 2PR (Gd.3) Follow and respond to the cues of a conductor.

Music Reading

I can read and write rhythm patterns.

- 6PR Read, write and perform using sixteenth through whole note values including syncopated rhythms in 2/4, 3/4 and 4/4 meter (e.g., stick, staff, or iconic, using a sequential system).

I can read and write pitch patterns.

- 7PR Read, write and perform in treble clef extended pentatonic melodies G, F and C.

I can create rhythm patterns.

I can create a melody.

- 5PR Improvise and compose short compositions using a variety of classroom instruments and sound sources.

Music Concepts

I can listen/move/respond to many different kinds of music (e.g. Ohio folk music)

- 3CE Listen, identify and respond to music of different composers and world cultures.
- 4PR Sing, move and respond to music from world cultures and different composers.
- 5RE Interpret a selected musical work using dance, drama or visual art.

I can use correct music vocabulary.

- 6CE Identify elements of music using developmentally appropriate vocabulary.
- 3RE Explain classification of musical instruments, voices, composers and forms using appropriate music vocabulary.

I can identify different forms in music. (e.g., letters, icons).

I can hear and show patterns in music. (e.g., letters, icons).

- 5CE Identify and respond to basic music forms (e.g., AABA, rondo, theme and variations).

I can identify a musician, composer, performer or conductor and tell you what they do.

- 7CE Describe the roles of musicians in various music settings.
- 4RE Discuss the roles of musicians heard in various performance settings.

I can identify the role of music in everyday life.

I can identify the role of music in different societies and cultures.

- 1RE (Gd.2) Explain how music is used for a variety of purposes and occasions.
- 3CE Listen, identify and respond to music of different composers and world cultures.

I can tell/show you how music makes me feel and think.

- 2RE Describe the connection between emotion and music in selected musical works.
- 5RE Interpret a selected musical work using dance, drama or visual art.

I can tell/show how music connects to another subject.

- 1RE Explain how the elements and subject matter of music connect with disciplines outside the arts (e.g. form, line, rhythm, patterns).

I can show good audience behavior during a performance.

- 8PR Demonstrate appropriate audience etiquette at live performances.

I can critique my own performance and the performance of others.

- 6RE Use constructive feedback to improve and refine musical performance and response.

I can identify instruments of the orchestra by sight and sound.

- 1CE Classify instruments by the four families of the orchestra.
- 2CE Describe the way sound is produced (e.g., membranophones, idiophones, aerophones, chordophones) by various instruments and the human voice (e.g., soprano, alto, tenor, bass)

I can recall facts about the lives of musicians and composers.

I can recall facts about the history of songs.

- 4CE Discuss the lives and times of composers from various historical periods.

Fifth Grade

Instrumental

I can play classroom instruments correctly

- 2PR Perform, on instruments, alone and with others (e.g., ostinati, simple canon), a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control.

I can clap and play rhythm patterns.

- 5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.

I can play pitch patterns.

- 6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

I can follow the cues of a conductor.

- 4PR (Gr.6) Respond appropriately to the cues of a conductor.

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

I can support my singing with good breathing.

- 1PR Sing a varied repertoire with accurate rhythm and pitch, appropriate expressive qualities, good posture and breath control (e.g., partner songs, rounds, 2 part, descants).

I can sing pitch patterns.

- 6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

I can speak and sing rhythm patterns.

- 5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.

I can follow the cues of a conductor.

- 4PR (Gr.6) Respond appropriately to the cues of a conductor.

Music Reading

I can read and write rhythm patterns.

- 5PR Read, write and perform rhythm patterns (e.g., 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms (e.g., stick, staff, or iconic, using a sequential system).

I can read and write pitch patterns.

- 6PR Read, write and perform diatonic melodies and the major scale on the treble staff.

I can create rhythm patterns.

I can create a melody.

I can create an ostinato.

I can create an introduction.

I can create a coda.

- 3PR Improvise, compose and arrange music.

Music Concepts

I can listen/move/respond to many different kinds of music (e.g., opera, ballet, musical theatre, film).

- 1CE Explore and identify musical instruments from different historical periods and world cultures.
- 2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.
- WRE Compare and contrast different performances of the same musical selection.

I can use correct music vocabulary.

I can identify meter, tempo, tonality, and dynamics while listening to music.

- 5CE Identify elements of music including tonality, dynamics, tempo and meter, using music vocabulary.
- 6CE Differentiate between melody and harmony.
- 7CE Identify patterns of whole and half steps in a major scale.

I can identify different forms in music (e.g., letters, icons).

I can hear and show patterns in music (e.g., letters, icons).

- 3CE Identify terms related to form (e.g., D.C. and D.S. al Fine; D.C. and D.S. al Coda; repeat signs, first and second endings).
- 4CE Recognize and identify longer music forms (e.g., sonata, 12-bar blues, and theme and variations).

I can identify a musician, composer, performer or conductor and tell you what they do.

- 5RE Consider and articulate the influence of technology on music careers.

I can identify the role of music in everyday life.

I can identify the role of music in different societies and cultures.

- 1RE (Gr.2) Explain how music is used for a variety of purposes and occasions.
- 2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.

I can tell/show you how music makes me feel and think.

- 1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
- 4RE Defend interpretations of music via dance, drama and visual art using appropriate vocabulary.

I can tell/show how music connects to another subject.

- 3RE Describe how the process of learning in music connects to learning in other arts and other subject areas (e.g., critical thinking, collaboration).

I can show good audience behavior during a performance.

- 7PR Demonstrate appropriate audience etiquette at live performances.

I can critique my own performance and the performance of others.

- 1RE Justify personal preferences for certain musical pieces, performances, composers and musical genres both orally and in writing.
- 2RE Discuss contributions of musical elements to aesthetic qualities in performances of self and others.
- 6RE Develop and apply criteria for critiquing more complex performances of live and recorded music.

I can identify instruments of the orchestra by sight and sound.

- 1CE Explore and identify musical instruments from different historical periods and world cultures.

I can recall facts about the lives of musicians and composers.

I can recall facts about the history of songs

- 2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.

Sixth Grade

Instrumental

I can play classroom instruments correctly.

- 2PR Play a variety of classroom instruments, independently or collaboratively, with increasingly complex rhythms and melodic phrases (e.g., simple ostinati, canons, countermelodies).

I can clap and play rhythm patterns.

I can play pitch patterns.

- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

I can follow the cues of a conductor.

- 4PR Respond appropriately to the cues of a conductor.

Vocal

I can use my light singing voice.

I can match pitch in my singing voice.

I can use good posture when singing.

I can support my singing with good breathing.

I can sing a variety of music alone and with others.

- 1PR Sing independently or collaboratively (e.g., partner songs, rounds, 2 part, descants) with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.

I can sing pitch patterns.

I can speak and sing rhythm patterns.

- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.

I can follow the cues of a conductor.

- 4PR Respond appropriately to the cues of a conductor.

Music Reading

I can read and write rhythm patterns.

I can read and write pitch patterns.

- 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter (e.g., stick, staff, or iconic, using a sequential system).

I can create rhythm patterns.

I can create a melody.

I can create an ostinato.

I can create an introduction.

I can create a coda.

- 3PR Improve, compose and arrange music.

Music Concepts

I can listen/move/respond to many different kinds of music.

- 2CE Listen to, identify, and respond to music of different composers, historical periods and world cultures.
- WRE Compare and contrast different performances of the same musical selection.

I can use correct music vocabulary.

I can identify meter, tempo, tonality, and dynamics while listening to music.

- 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.

I can identify different forms in music. (e.g., letters, icons).

I can hear and show patterns in music. (e.g., letters, icons).

- 1CE Describe distinguishing characteristics of music forms (e.g., verse-refrain, AB, ABA, rondo, canon, theme and variation) from various cultures and historical periods.

I can identify a musician, composer, performer or conductor and tell you what they do.

- 6CE Describe roles and skills musicians assume in various cultures and settings.
- WCE Identify and describe the specific skills needed to be a musician.

I can tell you how music is used every day.

- 3CE Identify different functions and uses of music in American and other cultures.
- 3RE Communicate the importance of music in everyday life.

I can tell/show you how music makes me feel and think.

- 3RE Communicate the importance of music in everyday life.

I can tell/show how music connects to another subject (e.g. integrated arts presentation).

- 4RE Describe ways that music relates to other art forms using appropriate terminology.
- 5RE Compare and contrast subject matter common to music and other subject areas.
- 6RE Explain and apply skills developed in music (e.g., critical thinking, collaboration) to other disciplines.

I can show good audience behavior during a performance.

- 6PR Attend live performances and demonstrate appropriate audience etiquette.

I can critique my own performance and the performance of others.

- 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.
- 2RE Reflect on a variety of live or recorded music performances.

I can identify instruments of the orchestra by sight and sound.

- 2CE Identify instruments used in Western and world music ensembles.

I can recall facts about the lives of musicians and composers.

I can recall facts about the history of songs.

- 4CE Identify the major periods, genres and composers in the development of Western and non-Western music.