

# Kindergarten Music Expectations

## I can...

### Performance

1. show the difference between loud and soft, fast and slow, high and low melodies.
2. echo rhythm patterns.
3. sing with a group.
4. show the difference between speaking voice, singing voice, shouting/outside voice, and whispering voice.
5. play rhythms on percussion instruments.
6. keep a steady beat.

### Expressions and Creativity

1. move to a steady beat.
2. move to melodies with high and low sounds.
3. move to melodies with fast and slow speeds.
4. move to melodies with loud and soft sounds.
5. create music patterns.

### Music Literacy

1. identify long and short sounds.
2. identify high and low sounds.
3. recognize same and different music patterns: introduction, AB form.
4. recognize classroom percussion instruments.
5. recognize voices: whisper, call, speak and sing.

### Connections

1. experience all kinds of music.
2. show respectful audience behavior.

# First Grade Music Expectations

I can...

## Performance

1. echo rhythm patterns and pitches
2. sing in a group
3. play rhythms with long and short sounds and silences.
4. show difference between singing and speaking.
5. show difference between loud and soft, fast and slow, high and low melodies.
6. sing and play instruments fast and slow.
7. sing and play instruments loud and soft.
8. sing and play instruments high and low sounds.
9. sing melody patterns.
10. play percussion instruments
11. play a steady beat.

## Expressions and Creativity

1. move to a steady beat
2. move to rhythms with long and short sounds.
3. move to melodies that are fast and slow.
4. move to melodies with loud and soft sounds.
5. create a simple melody

## Music Literacy

1. identify rhythm and melody patterns.
2. recognize same and different musical patterns: AB form.
3. recognize percussion instruments: bass drum, snare drum, xylophone, etc.
4. recognize high and low singing voices.
5. identify high and low notes on the staff.
6. identify long and short notes and silence.

## Connections

1. experience all kinds of music.
2. show respectful audience behavior.

# Second Grade Music Expectations

I can...

## Performance

1. echo rhythm patterns and pitches.
2. sing melodies on pitch and in rhythm.
3. sing partner songs and rounds.
4. sing songs fast and slow.
5. sing and play instruments soft and loud.
6. play a steady beat.
7. play rhythm patterns.
8. play melody patterns on instruments.

## Expressions and Creativity

1. move to rhythm patterns.
2. move to melody patterns.
3. show control and body awareness while moving.
4. create rhythm and melody patterns.
5. move to melodies that are fast and slow.
6. move to melodies with loud and soft sounds.

## Music Literacy

1. identify rhythm and melody patterns.
2. identify the direction of the melody: up, down and stays the same.
3. recognize differences in music: melody vs. harmony, ABA form, and children's vs. adult voices.
4. recognize instruments in the string family: violin, cello, etc..
5. identify the music staff, treble clef, double bar, repeat sign and music "alphabet" (A-B-C-D-E-F-G).
6. recognize high and low pitches on the music staff.
7. identify eighth, quarter and half notes and quarter rest.

## Connections

1. explore music within cultures, times and places.
2. show respectful audience behavior.

## **Third Grade Music Expectation**

### **I can...**

#### **Performance**

1. sing melodies on pitch and in rhythm.
2. sing with appropriate posture and breath control.
3. sing harmonies: rounds & ostinatos.
4. play rhythms on instruments in beat patterns of two and three.
5. play melody and harmony (ostinato) patterns on instruments.
6. can sing a scale.
7. sing and play music with loud (forte-f) and soft (piano-p) dynamics and fast/slow tempos.

#### **Expressions and Creativity**

1. move to rhythm patterns.
2. move to melody patterns.
3. show control and body awareness while moving.
4. create rhythm and melody patterns.
5. create a musical piece showing ABA form.

#### **Music Literacy**

1. identify music patterns: repeating phrases, melodic direction.
2. identify differences in music: melody vs. harmony, ABA form, soprano vs. bass voices.
3. recognize instruments in the woodwind family: clarinet, flute, etc.
4. identify treble clef staff, double bar, repeat sign, bar line & measures.
5. identify space and line notes on the treble staff (f-a-c-e/e-g-b-d-f).
6. identify eighth, quarter, half, dotted half, whole notes and quarter and whole rests.
7. identify dynamic markings (f-forte, p-piano, <crescendo and >decrescendo).

#### **Connections**

1. explore music within cultures, times and places.
2. show respectful audience behavior.

# Fourth Grade Music Expectations

## I can...

### Performance

1. sing melodies on pitch and with accurate rhythm.
2. sing with appropriate tone, posture, and breathing.
3. sing harmonies (partner songs and counter melodies).
4. sing and recognize the pitches of the C major scale.
5. sing and play songs with appropriate dynamics, tempos and phrasing.
6. play rhythms on instruments in meters of two and three.
7. play melodies and harmonies with correct instrument technique (hand position, air support, posture, tone color, etc.).
8. play the notes 'd,e,g,a,b,c,d' on the recorder.

### Expressions and Creativity

1. move to music with a variety of tempos & meters.
2. move appropriately to various rhythms and melodies.
3. show control and body awareness while moving.
4. improvise, and compose rhythm and melody patterns.
5. create an accompaniment.
6. create a musical piece showing rondo form.

### Music Literacy

1. identify music patterns (phrases, melodic direction and rondo form).
2. recognize differences in music (staccato vs. legato, melody vs. harmony, major vs. minor).
3. recognize instruments of the orchestra, including the brass family (trumpet, etc.), and voices of the choir (soprano, alto, tenor and bass).
4. use music vocabulary to describe the quality of music performances.
5. read and write notes from middle C to high G on the treble staff.
6. recognize music symbols (bass clef, ritard., fermata, dynamic & phrase markings).
7. identify eighth, quarter, half, dotted half, & whole notes and quarter, whole, eight and half rests.

### Connections

1. identify styles of music (Rock, Classical, Gospel, Jazz, etc.).
2. identify music, composers and instruments from other cultures/periods of history.
3. recognize how other subjects (reading, math, science, etc.) are related to music.
4. show respectful audience behavior.

# **Fifth Grade Music Expectations**

## **I can...**

### **Performance**

1. sing on pitch and with accurate rhythm.
2. sing with appropriate tone, posture, breathing and diction.
3. sing and play melody and harmony parts.
4. sing and play the pitches of the C major scale.
5. perform music with a steady beat while changing dynamics and tempos.
6. play instruments in tune and with accurate rhythm.
7. play instruments with correct technique (hand position, posture, tone color, etc.).
8. perform music in groups, showing appropriate rehearsal and performance skills (following conductor, etc.).

### **Expressions and Creativity**

1. move to music with various tempos, meters and dynamics.
2. move appropriately to various styles of music.
3. demonstrate control and body awareness while moving to music.
4. improvise, compose and/or arrange rhythms and melodies.
5. create an accompaniment.
6. create an original musical piece.

### **Music Literacy**

1. identify music patterns (phrases, meter, theme and variations, etc.).
2. recognize differences in music (allegro vs. largo, staccato vs. legato, major vs. minor).
3. recognize voices and instruments in small and large performing ensembles.
4. evaluate own and other's performances.
5. read and write a C major scale and the notes on the treble staff.
6. recognize music symbols: bass clef/staff, chord symbols (I, IV, V), sharps/flats.
7. identify dynamic, meter and tempo markings.
8. identify eighth, quarter, half, dotted half, whole, dotted quarter, sixteenth notes and rests.

### **Connections**

1. identify and perform various styles of music.
2. identify and describe instruments and roles of composers/musicians from various settings and cultures.
3. recognize how other subjects (reading, math, science, etc.) are related to music.
4. show respectful behavior as a performer and audience member.