

	<b>1.0 Singing</b>	<b>2.0 Playing</b>	<b>3.0 Improvising</b>	<b>4.0 Composing</b>	<b>5.0 Reading/Notating</b>
<b>2 - I</b>	1.1.1 Sing pentatonic songs accurately.	2.1.1 Maintain a steady beat independently.	3.1.1 Improvise appropriate sounds using voice, body percussion, or classroom instruments within teacher-provided parameters to accompany a song, poem, or story.	4.1.1 Create and demonstrate a four-beat rhythm pattern.	5.1.1. Interpret and perform iconic notation for one sound on a beat, two sounds on a beat, or no sound on a beat.
	1.2.1 Exhibit correct singing posture.	2.2.1 Demonstrate correct technique for holding instruments and/or mallets.	3.2.1 Improvise vocal sounds and/or melodic phrases appropriate to a teacher-selected song, poem, or story.		5.2.1 Recognize and perform iconic notation for high, middle, and low sounds.
	1.3.1 Speak, in a group, a vocal ostinato to accompany a poem or song.		3.3.1 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.		5.1.2 Read and perform traditional notation for quarter note, paired eighth notes, and quarter rest.
<b>2 - II</b>	1.1.2 Sing pentatonic and diatonic songs accurately.	2.1.2 Play simple rhythm patterns in duple meter.	3.1.2 Improvise, on pitched instruments (pentatonic) and/or vocally, using a given rhythm pattern.	4.2.1 Create and demonstrate a composition using high and low sounds.	5.1.3 Read and perform traditional notation for quarter note, paired eighth notes, half notes, and quarter rest.
	1.2.2 Exhibit correct singing posture and open mouth.	2.2.2 Demonstrate correct technique for playing instruments.	3.3.2 Improvise, in a group, appropriate movements to show selected musical forms and/or expressive qualities.	4.2.2 Create and demonstrate a composition using so and mi.	5.2.2 Read and perform iconic notation for simple melodic patterns.
		2.3.1 Play a simple ostinato.			5.3.1 Notate, with iconic notation, rhythm patterns containing one sound on a beat, two sounds on a beat, and no sound on a beat.
<b>2 - III</b>	1.1.3 Sing pentatonic and diatonic songs accurately with good vocal technique (e.g., posture, breathing, blending).	2.1.3 Maintain a steady beat in group A while group B plays a simple rhythm.	3.1.3 Improvise, on pitched instruments (pentatonic) and/or vocally, using the rhythm of a song or poem.	4.1.2 Create and demonstrate a four-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.	
	1.3.2 Speak/sing, in a group, a vocal ostinato while the teacher speaks a poem or sings a melody.	2.3.2 Play a simple ostinato in a group to accompany a poem/song.	3.2.2 Improvise, vocally, short melodic phrases in response to simple musical questions.	4.2.3 Create and demonstrate a composition using so, mi, and la.	5.2.3 Read and perform traditional notation for simple melodic patterns.
					5.3.2 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, and quarter rest.
<b>2 - IV</b>	1.2.3 Exhibit correct singing posture, open mouth, and good tone.	2.2.3 Play instruments with correct technique producing a good tone.	3.2.3 Improvise a vocal phrase within teacher-given parameters.	4.1.3 Create and demonstrate an eight-beat rhythm composition using quarter notes, paired eighth notes, and/or quarter rests.	5.2.3 Read and perform traditional notation for simple melodic patterns. (Note names)
	1.3.3 Sing, in a group, a vocal ostinato while the teacher sings a melody.	2.3.3 Play a melodic ostinato to accompany a song.	3.3.3 Improvise, individually, appropriate movements to show selected musical forms and/or expressive qualities.	4.3.3 Create a simple introduction and coda for a given piece.	5.3.3 Notate, with traditional notation, rhythm patterns using quarter note, paired eighth notes, half note, and quarter rest.

6.0 Listening and Analyzing	7.0 Evaluating	8.0 Interdisciplinary Connections	9.0 Historical and cultural Connections	Essential Vocabulary	Essential questions
6.1.1 Respond to same and different within a musical selection.	7.2.1 Discuss appropriate audience behaviors during a performance.			piano forte dynamic	What is music?
6.2.1 Recognize individual instruments and identify how sound is produced.				improvise	Is there a difference between sound and music?
6.2.2 Recognize classroom instruments, by sight and sound, and classify into families.		8.2.1 Explore common elements between music and language arts.		melody	What is an audience?
6.1.2 Recognize as same and different sections within a two-section musical selection.	7.1.1 Discuss a musical performance using teacher-given criteria.	8.1.1 Explore common elements between music and dance, theatre, and/or visual art.	9.1.1 Perform songs and singing games from various historical periods and cultures.	fermata      staff line note      space note half note      half rest	Are there right and wrong ways to make sound on an instrument?
6.3.1 Describe how fast/slow and/or loud/soft affect the mood of music.		8.2.1 Explore common elements between music and language arts.		form      largo presto      tempo	Why do we read and write? (Music, stories, poems, songs)
6.4.1 Recognize phrases.				repeat sign ostinato classical	Why and how do we improvise music?
6.3.2 Label tempo as fast/slow and dynamics as loud/soft.	7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.	8.1.2 Identify common elements between music and dance, theatre, and/or visual arts.	9.1.1 Perform songs and singing games from various historical periods and cultures.	crescendo decrescendo	What is a performance?
6.4.2 Recognize that phrases are same or different rhythmically. Recognize that phrases are the same or different melodically.	7.2.2 Demonstrate appropriate audience behaviors during a performance.	8.2.2 Identify common elements between music and language arts.	9.1.2 Recognize that musical examples come from different historical periods and cultures.	jazz	Why do people perform? Why do people attend performances?
6.4.3 Recognize that phrases are the same or different rhythmically and melodically.				compose	
6.1.3 Recognize as same or different sections within extended musical selections (e.g., ABA form, rondo).	7.1.3 Discuss classroom performances (visually and aurally) using grade appropriate vocabulary.	8.1.3 Recognize similarities and differences between music and dance, theatre, and/or visual arts.	9.1.1 Perform songs and singing games from various historical periods and cultures.	coda      patriotic introduction      verse refrain	How can two sounds with the same pitch sound different?
6.2.3 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.	7.2.3 Evaluate audience behaviors exhibited during a performance.	8.2.3 Recognize similarities and differences between music and language arts.	9.1.3 Discuss and understand the cultural/historical context of a musical example.	treble clef      percussion string      woodwind brass	
6.3.3 Identify and use musical terminology to describe expressive qualities.					