

	1.0 Singing	2.0 Playing	3.0 Improvising	4.0 Composing	5.0 Reading/Notating
3 - I	1.1.1 Sing a melody with accurate rhythm and pitch (solfege and/or lyrics).	2.1.1 Demonstrate basic rhythmic patterns (quarter notes, paired eighth notes, quarter rests) on non-pitched instruments using proper technique.	3.4.1 Improvise a simple four-beat accompaniment on body percussion within teacher-given parameters.	4.1.1 Create and demonstrate a four-measure rhythmic composition consisting of quarter notes, paired eighth notes, and/or quarter rests.	5.1.1 Identify notes represented on lines and spaces on a treble clef staff.
	1.3.1 Speak simple ostinati in small and/or large groups.	2.1.2 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.	3.2.1 Improvise an eight-beat rhythm pattern consisting of quarter notes, paired eighth notes, and/or quarter rests using body percussion or non-pitched instruments.	4.1.2 Create and demonstrate a four-measure rhythmic composition consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.	5.2.1 Notate rhythmic patterns in traditional notation by using manipulatives.
		2.3.1 Demonstrate a basic accompaniment (steady beat) in duple meter on non-pitched instruments.	3.3.1 Improvise an answer to a teacher-given four-beat question using body percussion or non-pitched instruments.	4.1.3 Create and demonstrate a four-measure rhythmic composition that consists of half notes, quarter notes, paired eighth notes, and quarter rests.	5.3.1 Identify various dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda).
3 - II	1.1.2 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), and dynamics.	2.2.1 Perform, in small or large groups, basic melodies on a pentatonic scale (four-measure minimum).	3.1.1 Improvise a four-beat melody using a pentatonic scale within teacher-given parameters.	4.2.1 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale.	5.2.3 Demonstrate pitch understanding of solfege symbols used by the teacher.
	1.3.2 Sing simple ostinati in small and/or large groups.	2.2.2 Perform, alone, basic melodies on a pentatonic scale (four-measure minimum).	3.1.2 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.	4.2.2 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale while maintaining a steady tempo.	5.3.2 Identify and demonstrate dynamic markings (e.g., forte, mezzo forte, piano, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.
	1.2.1 Exhibit good posture, grade-appropriate diction, and breath control.	2.4.2 Maintain a tempo by following the conductor.	3.2.2 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes, and/or quarter rests.	4.3.1 Create and demonstrate a short introduction to a given melody.	
3 - III	1.1.3 Sing a melody with accurate rhythm, pitch (solfege and/or lyrics), dynamics, and tempo.	2.3.2 Demonstrate a basic accompaniment in duple meter on pitched (two-note chords, broken two-note chords and three-note chords) and non-pitched (steady beat) instruments.	3.3.2 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments.	4.2.3 Create and demonstrate, vocally or instrumentally, a four-measure melody based on a pentatonic scale, using dynamic contrast while maintaining a steady tempo.	5.1.2 Identify meters (duple and triple), note names on treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.
	1.2.2 Exhibit good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.	2.4.1 Use dynamic markings on a given melody or rhythm pattern.	3.4.2 Improvise a simple four-beat accompaniment, vocally or on body percussion, within teacher-given parameters.	4.3.2 Create and demonstrate a short introduction and coda to a given melody.	5.2.2 Notate and demonstrate rhythmic patterns in traditional notation by using manipulatives.
		2.1.3 Perform basic rhythmic patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.	3.1.3 Improvise an eight-beat melody using a pentatonic scale.		
3 - IV	1.3.3 Sing partner songs in small and/or large groups.	2.2.3 Perform, alone and/or in small or large groups, basic melodies based on a major scale including steps, skips, leaps, and repeated notes (four-measure minimum).	3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, and quarter rests.	4.3.3 Create and demonstrate a short introduction, interlude, and coda to a given melody.	5.1.3 Compare meters (duple and triple); identify note names on a treble clef staff, note values (whole notes, half notes, quarter notes, paired eighth notes), and rest values (half rests, quarter rests).
	1.2.3 Exhibit good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.	2.3.3 Demonstrate an accompaniment in duple and triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords and/or arpeggios) and varying rhythm patterns (half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.	3.3.3 Improvise, in pairs, a four- or eight-beat question and answer using body percussion or non-pitched instruments.		5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and directional markings (e.g., repeat sign, D. C., fine, coda) within a given music selection.
		2.4.3 Demonstrate tempo and dynamic changes.	3.4.3 Improvise a simple eight-beat accompaniment, vocally or on body percussion or non-pitched instruments within teacher-given parameters.		

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 Demonstrate an understanding of different sections of simple forms of music (e.g., AB, ABA) by using listening maps or through movement.		8.1.1 Discuss how music shares similarities with dance (e.g., movement).		mezzo forte	What is music?
6.2.1 Identify, by sight and sound, classroom instruments and classify into families.	7.2.1 Discuss appropriate audience member behavior in a classroom setting.			mezzo piano	What is a performer's role? What is the audience's role?
6.3.1 Discuss a listening example through teacher-guided questioning.				D.C. Fine	
6.1.2 Demonstrate an understanding of different sections of simple (e.g., AB, ABA) and/or complex music forms (e.g., rondo, theme and variations) by using manipulatives.	7.1.2 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.	8.1.2 Discuss how music shares similarities with dance and visual arts.	9.1.1. Distinguish between music of selected cultures using teacher-given parameters.	work song spiritual	Among different cultures and musical styles, describe how is music the same and different?
6.2.2 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.	7.2.2 Discuss and demonstrate appropriate audience member behavior in a classroom setting.			sixteenth notes	Why do we read and write? (Music, stories, poems, songs)
6.4.1 Discuss a variety of regional, national, and/or global styles and/or genres of music (e.g., lullaby, march, jazz, folk song, patriotic, work song, spirituals, various ethnic music).	7.1.1 Discuss a music selection or performance using teacher-given criteria.			theme and variation	Why do we improvise music?
6.2.3 Identify, visually, teacher-selected orchestral instruments and group into families.	7.2.3 Demonstrate appropriate audience behavior in a formal performance setting (live or recorded).	8.2.1 Demonstrate an understanding of acoustics through instrumental experiences.	9.1.2 Describe music characteristics of selected cultures using teacher-given parameters.	bar line measure	What is a musician? How can a person be a better musician?
6.3.2 Describe a listening example by using teacher-given characteristics.		8.2.2 Demonstrate ability to enhance a story with the addition of singing, vocal or instrumental sounds looking for commonalities between music and literature.		time signature	
6.4.2 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres of music experienced through teacher-given parameters.				allegro	
6.1.3 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations).	7.1.3 Discuss a student performance using grade-appropriate music vocabulary and teacher-given criteria.	8.1.3 Demonstrate how music shares similarities with dance (e.g., movement) and theatre (e.g., dramatization).	9.1.3 Discuss characteristics of a selected culture(s) within a musical and/or historical context.	pianissimo fortissimo	Are there right and wrong ways to make sound on an instrument? (Recorder)
6.3.3 Classify the elements of music, using teacher-given vocabulary, for a listening example.		8.2.3 Describe the literary characteristics of song lyrics.		whole note whole rest	How can music be simple? How can music be complex? Is one more interesting than the other?
6.4.3 Classify styles and/or genres of selected music using teacher-given vocabulary.				ritardando	