

	<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>4 - I</b>	1.1.1 Sing a melody with accurate pitch and rhythm.	2.1.1 Perform basic rhythmic patterns (half notes, quarter notes, paired eighth notes, quarter rests) in duple meter on non-pitched instruments using proper technique.	3.1.1 Improvise an eight-beat melody using a pentatonic scale within teacher-given parameters.	4.1.1 Create and demonstrate a four-measure melodic question/answer composition.	5.1.1 Identify meters (duple and triple), note names on a treble clef staff, note values (half notes, quarter notes, paired eighth notes), and quarter rests.
	1.3.1 Sing partner songs (two songs) in small and/or large groups.	2.2.1 Perform, alone, simple melodies on a pentatonic scale (four-measure minimum).	3.1.2 Improvise an eight-beat melody using a pentatonic scale.	4.1.2 Create and demonstrate a four-measure melodic composition in AB form.	5.1.2 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 rest, quarter rests).
		2.1.2 Perform basic rhythmic patterns (half notes, dotted half notes, quarter notes, paired eighth notes, quarter rests) in duple and triple meters on non-pitched instruments using proper technique.	3.2.1 Improvise an eight-beat rhythm pattern consisting of half notes, quarter notes, paired eighth notes and quarter rests.	4.1.3 Create and demonstrate a four-measure melodic composition in ABA form.	5.3.1 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) within a given music selection.
<b>4 - II</b>	1.1.2 Sing a melody with accurate pitch, rhythm, and dynamics.	2.4.1 Demonstrate tempo changes and dynamics when playing a music example.	3.1.3 Improvise, on a variety of instruments, an eight-beat melody using a pentatonic scale.	4.2.1 Create and demonstrate a four-measure melody based on a pentatonic scale.	5.2.1 Demonstrate pitch understanding using teacher-given solfege symbols.
	1.2.1 Exhibit, within a large group setting, good posture, grade-appropriate diction, breath control, and tone in head and/or chest voice.	2.2.2 Perform, alone or in groups, melodies based on selected major scales including steps, skips, leaps, and repeated notes (four-measure minimum).	3.2.2 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes and/or quarter rests while maintaining a steady tempo.	4.2.2 Create and demonstrate a four-measure melody based on a given pentatonic or major scale.	5.3.2 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo) and tempo markings (e.g., andante, largo, presto, ritardando) within a given music selection.
	1.3.2 Sing partner songs (two or three songs) in small and/or large groups.	2.3.1 Perform a basic accompaniment in duple meter on pitched (two-note chords, broken two-note and three-note chords) and on non-pitched (steady beat) instruments.	3.4.1 Improvise a simple four-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.		
<b>4 - III</b>	1.2.2 Exhibit, in a group setting, good posture, grade-appropriate diction, breath control, and tone in both head and chest voice.	2.1.3 Perform rhythmic patterns (half notes, dotted half notes, quarter notes, eighth notes, half rests, and quarter rests) in duple and triple meters on non-pitched instruments using proper technique.	3.3.2 Improvise, with a partner, a four- or eight-beat question and answer using body percussion or non-pitched instruments.	4.2.3 Create and demonstrate a four-measure melody based on a given major or minor scale.	5.1.3 Compare and contrast meters (duple and triple); identify note names on a treble clef staff, note values (dotted half notes, half notes, quarter notes, paired eighth notes, sixteenth notes), and rest values (half rests, quarter rests).
	1.3.3 Sing partner songs and rounds and/or canons in small and/or large groups.	2.3.2 Perform an accompaniment in duple and/or triple meter using basic rhythms on pitched instruments (two-note chords, broken two-note chords, three-note chords, and/or arpeggios), and an accompaniment in duple and/or triple meters using varying rhythm patterns (dotted half notes, half notes, quarter notes, paired eighth notes, quarter rests) on non-pitched instruments.	3.2.3 Improvise an eight-beat pattern using half notes, quarter notes, paired eighth notes, quarter rests and/or half rests while maintaining a steady tempo.	4.3.1 Create and demonstrate a short introduction and coda for a given melody.	5.2.2 Demonstrate pitch understanding using solfege (or other teacher-provided) symbols.
		2.4.2 Demonstrate dynamics, phrasing and tempo changes when playing a music example.	3.3.1 Improvise an answer to a teacher-given eight-beat question using body percussion or non-pitched instruments.		
<b>4 - IV</b>	1.1.3 Sing a melody with accurate pitch, rhythm, dynamics, and tempo.	2.2.3 Perform melodies based on selected major and/or minor scales.	3.3.3 Improvise, with a partner, a four- or eight-beat question and answer on pitched instruments (may include recorder).	4.3.2 Create and demonstrate a short introduction, interlude, and coda for a given melody.	5.2.3 Demonstrate an understanding of treble clef pitches by singing intervals using both solfege and letter names or by playing intervals on an instrument.
	1.2.3 Demonstrate, alone, proper posture, grade-appropriate diction, breath control, and tone in both head and chest voice.	2.3.3 Perform an accompaniment on pitched and non-pitched instruments using a score that includes varying rhythms, pitches and parts.	3.4.2 Improvise a simple eight-beat accompaniment on body percussion or non-pitched instruments within teacher-given parameters.	4.3.3 Create and demonstrate a two- to four-measure interlude for a given melody.	5.3.3 Identify and demonstrate dynamic markings (e.g., fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, decrescendo), tempo markings (e.g., andante, largo, presto, ritardando), and articulation markings (e.g., staccato, marcato, accents) within a given music selection.
		2.4.3 Demonstrate expressive qualities in performance (e.g., dynamics, balance, tempo changes, phrase markings).	3.4.3 Improvise a simple eight-beat accompaniment on non-pitched or 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 complex forms (e.g., rondo, theme and variations) using manipulatives.	7.1.1 Discuss a music selection or student performance using grade-appropriate music vocabulary and teacher-given criteria.	8.2.1 Demonstrate an ability to enhance a story with the addition of singing, vocal or instrumental sounds, and relate it to the language arts curriculum and/or relate the study of rhythms to the mathematics curriculum.		tonguing	What is music?
6.1.3 Create movement patterns to demonstrate different sections of complex forms of music.	7.2.1 Discuss and demonstrate appropriate audience member behavior in a classroom setting.			andante	What is a musician? How can a person be a better musician?
6.3.3 Describe a listening example using correct music vocabulary.				dotted-half note	
6.2.1 Recognize selected orchestral, band, folk, and/or ethnic instruments and classify into families.		8.1.1 Discuss similarities between music and dance and visual art.	9.1.1 Describe music characteristics of selected cultures using teacher-given parameters.		How is music the same and different among various cultures and musical styles?
6.4.1 Describe stylistic characteristics of selected regional, national, and/or global styles and/or genres (e.g., lullaby, march, jazz, folk song, patriotic, work song, spiritual, Tennessee song, ethnic music) of music using teacher-given parameters.					How does an individual affect the musicianship of the group? How can one person have a positive effect? How can one person have a negative effect?
6.3.1 Describe a listening example using teacher-given characteristics.					
6.1.2 Create a pictorial representation of different sections of complex forms (e.g., rondo, theme and variations) of music.	7.1.2 Develop a criteria, with teacher guidance and using grade-appropriate music vocabulary, to evaluate a performance.	8.1.2 Demonstrate similarities between music and dance (movement) and theatre (dramatizations).	9.1.2 Discuss characteristics of selected cultures within a musical and/or historical context using teacher-given parameters.	eighth note (single)	How can one demonstrate good musicianship on their recorder?
6.2.2 Identify, visually, teacher-selected orchestral instruments and group into families.	7.2.2 Demonstrate appropriate audience behavior in a formal performance setting.	8.2.2 Describe the literary characteristics of song lyrics.			How is singing partner songs/rounds/canons different from singing in unison?
6.4.2 Classify styles and/or genres of music using teacher-given vocabulary.					
6.2.3 Identify, through listening examples, teacher-selected instruments, individually and as families.	7.1.3 Evaluate, in a group, a student or professional performance using student developed criteria.	8.1.3 Perform, combining aspects of music, dance, and theatre.	9.1.3 Demonstrate an understanding of selected cultures and/or historical periods through music performance (vocal and/or instrumental).	accent	What role will music play in your life once you leave elementary school?
6.3.2 Classify the elements of music using teacher-given vocabulary.	7.2.3 Evaluate one's own audience behavior.	8.2.3 Demonstrate the relationship of music to literature, mathematics, science, and/or social studies.		staccato	How is music similar and different from other subjects you study in school? (Compare and contrast)
6.4.3 Analyze teacher-given styles and/or genres of music.					