

	<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>K - I</b>	1.1.1 Demonstrate vocally whispering, speaking, shouting, and singing voices.	2.1.1 Identify a steady beat.	3.1.1 Explore playing sounds non-rhythmically using body percussion.		
	GLE 1.1 Develop skill in singing simple songs.	2.1.2 Imitate a steady beat using body percussion or instruments.	3.2.1 Explore random vocal sounds.		
			3.3.1 Explore movement in response to a given song, poem, story, or listening example.		
<b>K - II</b>	1.2.1 Demonstrate, vocally, high and low pitches.	2.2.2 Imitate long/short and fast/slow sounds.	3.1.2 Explore playing sounds non-rhythmically using percussion instruments.	4.1.1 Explore a variety of sounds.	5.1.1 Recognize iconic notation for steady beat.
	1.2.2 Sing a so-mi pattern.	2.2.1 Identify long/short and fast/slow sounds.	3.2.2 Explore selected vocal sounds.		
	1.3.1 Create vocal sounds that move upward and downward in response to visual and movement cues.	2.3.1 Identify high and low sounds.	3.3.2 Explore movements in response to teacher-provided parameters.		5.1.3 Interpret iconic notation for beat and no beat.
<b>K - III</b>	1.3.2 Sing, with a group, short melodic patterns that move upward and downward.	2.1.3 Maintain a steady beat independently.	3.1.3 Select appropriate sounds from teacher-provided instruments.	4.1.2 Create a composition using a variety of sounds.	5.1.2 Interpret iconic notation for steady beat.
	1.2.3 Singing, matching pitch, a so-mi pattern.		3.2.3 Improvise vocal sounds appropriate to the teacher-selected song, poem, or story.		5.2.1 Recognize iconic notation for melodic direction.
	1.1.2 Sing with others a simple song on pitch.	2.2.3 Choose and play long/short and/or fast/slow sounds appropriate for song, story, poem, or recorded selection.			
<b>K - IV</b>	1.1.3 Sing, alone, a simple song on pitch.	2.3.2 Perform high and low sounds from visual or verbal cues.	3.3.3 Improvise movements appropriate to teacher-selected song, poem, story, or listening example.	4.1.3 Create and demonstrate a composition using a variety of sounds.	5.2.2 Interpret and perform iconic notation for melodic direction.
		2.3.3 Choose and play high or low sounds appropriate for song, story, poem, or recorded selection.			5.2.3 Interpret and perform iconic notation for high and low sounds.
	1.3.3 Sing, with a group, a simple song that moves upward and downward.				

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 Recognize that music has a beginning and an ending.	7.2.1 Discuss appropriate audience behaviors during a performance.	8.1.1 Experience music and dance, theatre, and/or visual art.		echo	What is music?
6.2.1 Identify a sound as a voice or an instrument.		8.2.1 Experience music and language arts.		sing speak shout whisper	
6.2.2 Recognize the difference between one voice or instrument and many voices or instruments.				beat instrument	
6.3.1 Demonstrate fast, slow, loud, and soft.	7.2.2 Demonstrate appropriate audience behaviors during a performance.	8.1.1 Experience music and dance, theatre, and/or visual art.	9.1.1 Explore musical examples from various historical periods and cultures.	fast slow	When do people make music?
6.3.2 Identify a selection as fast or slow. Identify a selection as loud or soft.		8.2.1 Experience music and language arts.	9.1.2 Experience songs and singing games from various historical periods and cultures.	high low	Where do people make music?
6.1.2 Respond to same and different within a musical selection.				long short loud quiet	Why do people make music?
6.1.3 Recognize same and different sections within a two-section musical selection. (form)	7.1.1 Discuss a musical performance using teacher-given criteria.	8.1.2 Explore common elements between music and dance, theatre, and/or visual art.		march	How do people make music?
6.2.3 Recognize differences between the voices of men, women, and children. Recognize selected instruments by sight and/or sound.		8.2.2 Explore common elements between music and language arts.		lullaby	
				pattern	
6.3.3 Identify a selection as fast or slow and loud or soft.	7.1.2 Discuss a musical performance using grade-appropriate music vocabulary.	8.1.3 Identify common elements between music and dance, theatre, and/or visual art.	9.1.3 Recognize that musical examples come from different historical periods and cultures.		Is music interesting? Why or why not?
	7.1.3 Discuss what students see and hear during classroom performances using grade appropriate vocabulary.	8.2.3 Identify common elements between music and language arts.			
	7.2.3 Evaluate audience behaviors exhibited during a performance.				