

## MNPS Pacing Guide - Music: Kindergarten

<b>First Nine Weeks:</b>	<b>Second Nine Weeks:</b>
<p>(1) Sing Alone and with Others: Simple Songs</p> <p>(1) 4-Voices: Whispering, Speaking, Shouting, Singing</p> <ul style="list-style-type: none"> <li>- Demonstrate vocally</li> </ul> <p>(2) Listen and Play Steady Beat</p> <ul style="list-style-type: none"> <li>- Identify beat vs. no beat</li> <li>- Imitate steady beat</li> </ul> <p>(3/8) Explore Sounds/Movement Non-Rhythmically</p> <ul style="list-style-type: none"> <li>- Using songs, poems, stories               <ul style="list-style-type: none"> <li>- Explore body and non-pitched percussion</li> <li>- Explore vocal sounds</li> <li>- Respond to visual cues</li> </ul> </li> </ul> <p>(6) Recognize Same and Different in Music</p> <ul style="list-style-type: none"> <li>- Beginning and end</li> <li>- Voice or an instrument</li> <li>- One voice or many voices</li> </ul> <p>(7) Discuss Appropriate Audience Behavior</p>	<p>(1) Sing Alone and with Others: Simple Songs</p> <ul style="list-style-type: none"> <li>- (9) Incorporate songs from different cultures</li> <li>- high/low, so-mi patterns               <ul style="list-style-type: none"> <li>- Respond to visual cues</li> </ul> </li> </ul> <p>(2/5/6) Perform on Instruments /Interpret Iconic Notation/Visual Cues:</p> <ul style="list-style-type: none"> <li>-Fast/slow sounds</li> <li>- Long/short sounds</li> <li>- Steady beat</li> </ul> <p>(3/4/8) Improvise Sounds/Movement Non-Rhythmically, Create Composition</p> <ul style="list-style-type: none"> <li>- Using songs, poems, stories               <ul style="list-style-type: none"> <li>- Explore body and non-pitched percussion</li> <li>- Explore vocal sounds</li> <li>- Respond to visual cues</li> </ul> </li> </ul> <p>(6) Respond to/Identify Same and Different in Music</p> <ul style="list-style-type: none"> <li>- Fast/slow, loud/quiet</li> <li>- Label select (most used) musical instruments</li> </ul> <p>(7) Demonstrate Sitting Quietly During a Performance</p>
<b>Third Nine Weeks:</b>	<b>Fourth Nine Weeks:</b>
<p>(1) Sing Alone and with Others</p> <ul style="list-style-type: none"> <li>- (9) Explore songs from various historical periods</li> <li>- Experience/sing melodic patterns that move upward and downward</li> <li>- Sing so-mi (accurately matching pitch) - respond to visual cues</li> </ul> <p>(2/5/6) Perform on Instruments / Interpret Iconic Notation/Visual Cues:</p> <ul style="list-style-type: none"> <li>- Fast/slow, long/short sounds - less teacher-lead, more student choice</li> <li>- High/low, quiet/loud sounds - less teacher-lead, more student choice</li> <li>- Steady beat - maintain independently</li> </ul> <p>(3/4/8) Improvise Sounds/Movement, Create and Demonstrate Composition</p> <ul style="list-style-type: none"> <li>- Using songs, poems, stories - less teacher-lead, more student choice               <ul style="list-style-type: none"> <li>- Select appropriate sounds - body and non-pitched percussion</li> <li>- Improvise vocal sounds</li> <li>- Respond to iconic notation/visual cues</li> </ul> </li> </ul> <p>(6) Recognize/Identify Same and Different in Music</p> <ul style="list-style-type: none"> <li>- Fast/slow, loud/quiet</li> <li>- Men, women, children's voices</li> <li>- Visually and aurally identify - select (most used) musical instruments</li> </ul> <p>(7) Discuss a Musical Performance</p>	<p>(1) Sing Alone and with Others</p> <ul style="list-style-type: none"> <li>- (9) Explore songs from various cultures and historical periods</li> <li>- Sing simple songs that move upward and downward</li> <li>- Sing simple songs - accurately matching pitch</li> </ul> <p>(2/5) Perform on Instruments / Interpret Iconic Notation/Visual Cues:</p> <ul style="list-style-type: none"> <li>- Fast/slow, long/short sounds - introduce more student choice</li> <li>- High/low, quiet/loud sounds - introduce more student choice</li> <li>- Steady beat - maintain independently</li> </ul> <p>(3/4/8) Improvise Sounds/Movement, Create and Demonstrate Composition</p> <ul style="list-style-type: none"> <li>- Using songs, poems, stories - introduce more student choice               <ul style="list-style-type: none"> <li>- Students improvise vocal, percussion, and movement</li> <li>- Respond to iconic notation/visual cues</li> </ul> </li> </ul> <p>(6) Recognize/Identify Same and Different in Music</p> <ul style="list-style-type: none"> <li>- Fast/slow, loud/quiet</li> </ul> <p>(7) Discuss a Musical Performance</p> <ul style="list-style-type: none"> <li>- Identify one feature (e.g., fast/slow, loud/quiet, standing up straight)</li> </ul>

## MNPS Pacing Guide - Music: First Grade

<b>First Nine Weeks:</b>	<b>Second Nine Weeks:</b>
<p>(1) Sing Alone and with Others: Simple Songs            - Produce high, middle, and low pitches vocally</p> <p>(2) Imitate a Steady Beat - Body Percussion or Instruments            - Imitate long/short, fast/slow sounds            - Perform short rhythm patterns            - (6) Recognize differences in timbre - voices and classroom instruments</p> <p>(5) Read Stick/Traditional Notation            - One sound/two sounds on a beat</p> <p>(3/8) Explore Sounds/Movement            - Using songs, poems, stories            - Improve/play musical accompaniments            - Explore vocal and instrumental sounds            - (5/6) Respond to visual cues (iconic notation, form)</p> <p>(6) Recognize and Respond to Same and Different in Music            - Within a musical selection            - Voices/Instruments            - Within a two-section musical selection (AB)</p> <p>(7) Discuss Appropriate Audience Behavior</p>	<p>(1) Sing Alone and with Others: Simple Songs            - (9) Incorporate Songs from Different Cultures            - Sing so-mi patterns (accurately - matching pitch)            - (5) Respond to iconic notation</p> <p>(2/5) Perform on instruments / interpret iconic notation/visual cues:            - Maintain steady beat independently            - Explore upward and downward direction on instruments            - (5) Perform accurately short rhythm patterns</p> <p>(5) Read Traditional Notation for Quarter Note, Paired Eighth Notes            (3/4/8) Improvise Sounds/Movement, Create Composition            - Using songs, poems, stories            - Improvise with voices, body percussion, instruments            - Improvise movement            - Create 4-beat rhythmic composition (quarter notes, eighth notes)</p> <p>(6) Recognize and Respond to Same and Different in Music            - In simple rhythmic and melodic patterns or phrases            - Man, woman, child voice            - Label select (most used) classroom instruments by sight            - ABA form</p> <p>(7) Demonstrate Sitting Quietly During a Classroom Performance</p>
<b>Third Nine Weeks:</b>	<b>Fourth Nine Weeks:</b>
<p>(1) Sing Alone and with Others            - (9) Explore songs from various historical periods            - Sing upward and downward directions (melodic patterns) vocally            - Sing so-mi-la (accurately matching pitch)            - (5) Perform short melody using so-mi (following iconic notation)</p> <p>(5) Read/Perform Traditional Notation - Quarters, Paired Eighths, Quarter Rest            (2/5/6) Perform on Instruments / Interpret Iconic Notation/Visual Cues:            - Maintain a steady beat - varying tempos</p> <p>(3/4) Improvise Sounds/Movement, Create and Demonstrate Composition            - Using songs, poems, stories            - Improvise answers            - (2) Play glissandi            - Create short melodies (so-mi)</p> <p>(6) Recognize/Identify/Describe Same and Different in Music            - Label fast/slow - tempo, label loud/quiet - dynamics            - Men, women, children's voices            - Visually and aurally identify - select (most used) classroom instruments            - Rondo form</p> <p>(7) Discuss a Musical Performance</p>	<p>(1) Sing Alone and with Others            - (9) Perform songs from various cultures and historical periods            - Sing simple songs - accurately produce melodic direction            - Sing simple songs - accurately matching pitch (in an established key)</p> <p>(2/5/6) Perform on Instruments / Interpret Iconic Notation/Visual Cues:            - Play ascending and descending scale songs (pitched instruments)</p> <p>(3/4/8) Improvise Sounds/Movement, Create and Demonstrate Composition            - Using songs, poems, stories - (melodic and rhythmic compositions)            - Improvise answers            - Create visual of composition (use manipulatives)</p> <p>(6) Recognize/Identify/Describe Same and Different in Music            - Label fast/slow - tempo, label loud/quiet - dynamics            - Men, women, children's voices            - Discuss the mood of various musical selections</p> <p>(7) Discuss a Musical Performance            - Identify one feature (e.g., fast/slow, loud/quiet, standing up straight)</p> <p>(7) Demonstrate Sitting Quietly During a School-Wide Performance            - Applaud at appropriate times</p>

## MNPS Pacing Guide - Music: Second Grade

<b>First Nine Weeks:</b>	<b>Second Nine Weeks:</b>
<p>(1) Sing Alone and with Others: Simple Songs</p> <ul style="list-style-type: none"> <li>- Sing pentatonic songs accurately and exhibit correct singing posture</li> <li>- Speak, in a group, a vocal ostinato to accompany a (8) poem or song</li> </ul> <p>(2) Perform on Instruments:</p> <ul style="list-style-type: none"> <li>- Steady beat (independently)</li> <li>- Correct technique - holding instruments and mallets</li> </ul> <p>(3) Improvise - (8) Using Songs, Poems, and Story</p> <ul style="list-style-type: none"> <li>- Appropriate sounds using voice, body percussion, classroom instruments</li> <li>- Melodic phrases and (8) movements</li> </ul> <p>(4) Compose</p> <ul style="list-style-type: none"> <li>- 4-beat rhythm pattern, simple introduction/coda</li> </ul> <p>(5) Reading - Perform Iconic Notation</p> <ul style="list-style-type: none"> <li>- For one, two, no sounds on a beat and for high/middle/low sounds</li> </ul> <p>(6) Recognize Same/Different in Music and Recognize Classroom Instruments</p> <ul style="list-style-type: none"> <li>- Visually/aurally, classify instrument families</li> <li>- Identify how sound is produced</li> </ul> <p>(7) Discuss Appropriate Audience Behaviors - During Performance</p>	<p>(1) Sing Alone and with Others: Simple Songs</p> <ul style="list-style-type: none"> <li>- (9) Incorporate songs/(8)singing games from different cultures</li> <li>- Pentatonic and diatonic songs accurately, correct posture, open mouth</li> </ul> <p>(2) Perform on Instruments:</p> <ul style="list-style-type: none"> <li>- Play simple rhythm patterns (duple meter), using correct technique</li> <li>- Play a simple ostinato</li> </ul> <p>(3) Improvise</p> <ul style="list-style-type: none"> <li>- Using given rhythm patterns</li> <li>- To show musical form/expressive qualities (8)</li> </ul> <p>(4) Create and Demonstrate Composition, Using High/Low Sounds, So-Mi</p> <p>(5) Reading and Notating</p> <ul style="list-style-type: none"> <li>- Read iconic notation, simple melodies</li> <li>- Read traditional notation - quarters, paired eighths, quarter rest</li> <li>- Notate, iconic notation - one, two, no sounds on a beat</li> </ul> <p>(6) Recognize Same/Different in Music - Different Phrases/Sections (AB)</p> <ul style="list-style-type: none"> <li>- Describe mood of music - fast/slow and/or loud/soft - affect mood?</li> </ul> <p>(7) Discuss Musical Performance - Use Teacher-Given Criteria</p>
<b>Third Nine Weeks:</b>	<b>Fourth Nine Weeks:</b>
<p>(1) Sing Alone and with Others: Simple Songs</p> <ul style="list-style-type: none"> <li>- (9) Incorporate songs/singing games from different historical periods</li> <li>- Sing pentatonic and diatonic songs accurately, good vocal technique</li> <li>- Speak/sing, in a group, a vocal ostinato</li> </ul> <p>(2) Perform on Instruments:</p> <ul style="list-style-type: none"> <li>- Maintain a steady beat against a simple rhythm patterns (duple meter)</li> <li>- Play a simple ostinato, in a group - accompany a poem/song</li> </ul> <p>(3) Improvise</p> <ul style="list-style-type: none"> <li>- On pitched instruments, use rhythm of song, (8) poem, or story</li> <li>- Vocally short melodic phrases, response to musical questions</li> </ul> <p>(4) Create and Demonstrate</p> <ul style="list-style-type: none"> <li>- 4-beat rhythm composition, using quarters, paired eighths, quarter rest</li> <li>- Composition, using so-mi-la</li> </ul> <p>(5) Read, Perform, Notate - Traditional Notation</p> <ul style="list-style-type: none"> <li>- Quarters, paired eighths, half notes, quarter rests, simple melodies</li> </ul> <p>(6) Recognize Phrases are Same/Different - Rhythmically/Melodically</p> <p>(7) Discuss a Musical Performance and Demonstrate Audience Behavior</p> <p>(8) Explore Common Elements - Music/Dance/Theatre/Visual Arts/Language</p>	<p>(1) Sing Alone and with Others: Simple Songs</p> <ul style="list-style-type: none"> <li>- (9) Recognize songs/singing games -different cultures/historical periods</li> <li>- Exhibit correct singing posture, open mouth, good tone</li> <li>- Sing, in a group, a vocal ostinato, while teachers sings melody</li> </ul> <p>(2) Perform on Instruments:</p> <ul style="list-style-type: none"> <li>- Play instruments with correct technique, good tone</li> <li>- Play a melodic ostinato, accompany song</li> </ul> <p>(3) Improvise Individually</p> <ul style="list-style-type: none"> <li>- Vocal phrase, within teacher-given parameters</li> <li>- Move/show musical form (ABA, rondo)/expressive qualities</li> </ul> <p>(4) Create and Demonstrate</p> <ul style="list-style-type: none"> <li>- 4-beat rhythm composition, using quarters, paired eighths, quarter rest</li> <li>- Simple introduction and coda, for given piece</li> </ul> <p>(5) Traditional Notation - Rhythm Patterns</p> <ul style="list-style-type: none"> <li>- Quarters, paired eighths, half notes, quarter rests</li> <li>- Introduction to note names - treble staff</li> </ul> <p>(6) Recognize Same/Different - Extended Selections (e.g. ABA Form, Rondo)</p> <p>(7) Discuss Classroom Performances (Visually/Aurally)</p> <p>(7) Evaluate Audience Behaviors Exhibited During a Performance</p> <p>(8) Explore Common Elements - Music/Dance/Theatre/Visual arts/Language</p>

## MNPS Pacing Guide - Music: Third Grade

<b>First Nine Weeks:</b>	<b>Second Nine Weeks:</b>
<p>(1) Sing a Melody with Accurate Rhythm and Pitch</p> <p>(1) Speak Simple Ostinati in Small and/or Large Groups</p> <p>(2/3) Play Patterns and Improvise an 8-Beat Pattern: Non-Pitched Inst. - Use quarters, paired eighths, quarter rests, half notes</p> <p>(2) Demonstrate: Basic Accompaniment (Steady Beat) - Non-Pitched Inst.</p> <p>(3) Improvise 4-beat Answer and Accompaniment - Use body percussion/non-pitched instruments</p> <p>(3) Improvise 8-beat Rhythm, Use Body Percussion/Non-Pitched Instruments</p> <p>(4) Create and Demonstrate - 4-measure Rhythmic Composition - Use known rhythmic elements</p> <p>(5) Identify - Note names on treble clef staff, directional markings dynamic markings</p> <p>(5) Notate Rhythm - Traditional Notation</p> <p>(6/9) Demonstrate an Understanding of Form and Discuss Listening Examples - AB, ABA, Rondo</p> <p>(6) Identify Classroom Instruments by Sight, Sound and Family</p> <p>(7) Discuss Appropriate Audience Behavior - Classroom Setting</p>	<p>(1) Sing: Exhibit Good Posture, Diction, and Breath Control - Simple ostinati in groups, use accurate rhythm, pitch, and dynamics - (6/7/9) Discuss styles and genres</p> <p>(2) Play Alone and with Others: Pentatonic Melodies with Steady Beat - Follow the conductor</p> <p>(3) Improvise 4-Beat and 8-Beat Melodies, Use Pentatonic Scale</p> <p>(3) Improvise 8-beat Rhythm Pattern</p> <p>(4) Create and Demonstrate - Vocally/instrumentally a 4-measure melody - An introduction</p> <p>(5) Read Solfege - Use Familiar Examples</p> <p>(5) Identify and Demonstrate: Dynamic and Directional Markings</p> <p>(6) Demonstrate an Understanding of Form and Discuss Listening Examples - AB, ABA, rondo, introduce theme and variation - (9) Use manipulatives to create a pictorial representation - teacher guided</p> <p>(6) Recognize a Variety of Instruments and Classify Families</p> <p>(7) Discuss/Demonstrate Appropriate Audience Behavior - Classroom Setting</p>
<b>Third Nine Weeks:</b>	<b>Fourth Nine Weeks:</b>
<p>(1) Sing: Exhibit Good Posture, Diction, Breath Control and Tone - (8) Use accurate rhythm, pitch, dynamics, and tempo - (9) Describe styles and genres</p> <p>(2) Play Basic Accompaniments: Pitched and Non-Pitched, Duple Meter -Introduce recorder - Follow the conductor, use various dynamics</p> <p>(3) Improvise 8-Beat Melody</p> <p>(3) Improvise on Non-Pitched Instruments or Body Percussion - 8-beat answer and a 4-beat accompaniment (ostinato) to a simple song</p> <p>(4) Create and Demonstrate - Vocally/instrumentally a 4-measure melody, use dynamics - An introduction and coda</p> <p>(5) Identify: Duple/Triple Meter, Note Names and Values</p> <p>(5) Notate and Demonstrate Rhythmic Patterns - Traditional Notation</p> <p>(6) Identify Visually Orchestral Instruments and Classify into Families</p> <p>(7) Demonstrate Appropriate Audience Behavior - Formal Setting</p> <p>(8) Improvise Sounds to Accompany a Story</p>	<p>(1) Sing: Exhibit Good Posture, Diction, Breath Control and Tone - Sing partner songs in groups - Classify styles, genres, and musical elements - (8/9) Discuss/demonstrate cultures within a musical (theatre)</p> <p>(2) Play Pitched and Non-Pitched Instruments in Duple and Triple Meter -Play B, A, and G on recorders - Use skips, leaps, and repeated notes - Use tempo and dynamic changes</p> <p>(3) Improvise on Non-Pitched Instruments, Body Percussion, or Vocally - 8-beat rhythm and an 8-beat accompaniment (ostinato) to a simple song</p> <p>(3) Improvise in Pairs - Questions and Answers</p> <p>(4) Create and Demonstrate an Introduction, Interlude, and Coda</p> <p>(5) Compare Duple/Triple Meter</p> <p>(5) Identify Note Names on Staff</p> <p>(5) Identify Values of Notes and Rests</p> <p>(6) Demonstrate an Understanding of Form and Discuss Listening Examples - Use manipulatives to create a pictorial representation</p> <p>(7) Discuss Student Performance</p> <p>(8) Describe Literary Characteristics of Songs and Lyrics</p>

## MNPS Pacing Guide - Music: Fourth Grade

First Nine Weeks:	Second Nine Weeks:
<p>(1) Sing Melodies</p> <ul style="list-style-type: none"> <li>- Accurate pitch and rhythm</li> <li>- Partner songs</li> </ul> <p>(2/3) Play and Improvise</p> <ul style="list-style-type: none"> <li>- 8-beat rhythmic and melodic patterns, duple and triple meter</li> <li>- Use known rhythm elements + dotted half notes</li> <li>- Recorders</li> </ul> <p>(4/5) Compose and Read/Notate</p> <ul style="list-style-type: none"> <li>- Create 4-measure compositions in the following forms: <ul style="list-style-type: none"> <li>- Question/answer, AB, ABA</li> </ul> </li> <li>- Identify note names, note and rest values, duple and triple meter</li> <li>- Demonstrate and identify dynamic markings <ul style="list-style-type: none"> <li>- ff, f, mf, mp, p, pp, crescendo, decrescendo</li> </ul> </li> </ul> <p>(6) Demonstrate Different Musical Forms, Use Manipulatives and Movement</p> <ul style="list-style-type: none"> <li>- Rondo, theme and variation</li> </ul> <p>(6/7) Describe and Discuss Musical Examples, Use Vocabulary</p> <p>(7) Discuss and Demonstrate Appropriate Audience Behavior</p> <p>(8) Add Musical Elements to Story and/or Relate Rhythms to Math Curriculum</p>	<p>(1) Sing Melodies</p> <ul style="list-style-type: none"> <li>- Accurate pitch, rhythm, and dynamics</li> <li>- Good posture, diction, breath control, and tone (in a group setting)</li> <li>- Partner songs</li> </ul> <p>(2/3) Play and Improvise - 4/8-Beat Patterns and Accompaniments</p> <ul style="list-style-type: none"> <li>- Use major and pentatonic scales (recorders and other pitched instruments)</li> <li>- Use known rhythm elements, duple and triple meters</li> <li>- Demonstrate steady tempo and tempo changes</li> </ul> <p>(4/5) Compose and Read/Notate</p> <ul style="list-style-type: none"> <li>- Create 4-measure compositions, use major and pentatonic scales</li> <li>- Read on solfege</li> <li>- Demonstrate and identify dynamic and temp markings <ul style="list-style-type: none"> <li>- ff, f, mf, mp, p, pp, crescendo, decrescendo</li> <li>- andante, large, presto, ritardando</li> </ul> </li> </ul> <p>(6) Demonstrate Different Musical Forms, Use Manipulatives and Movement</p> <ul style="list-style-type: none"> <li>- Rondo, theme and variation</li> </ul> <p>(6/7/9) Describe and Discuss Musical Instruments and Styles (Cultures)</p> <ul style="list-style-type: none"> <li>- Instruments: orchestral, band, folk, ethnic</li> <li>- Styles: lullaby, march, jazz, folk, patriotic, spiritual, work and TN songs</li> </ul> <p>(8) Discuss Similarities Between Music, Dance and Visual Art</p>
Third Nine Weeks:	Fourth Nine Weeks
<p>(1) Sing Melodies</p> <ul style="list-style-type: none"> <li>- Accurate pitch, rhythm, and dynamics</li> <li>- Good posture, diction, breath control, and tone (in a group setting)</li> <li>- Partner songs, rounds, and/or canons</li> </ul> <p>(2/3) Play and Improvise - Patterns, Accompaniments, Questions/Answers, Recorders</p> <ul style="list-style-type: none"> <li>- Use known rhythm elements, duple and triple meters, proper technique</li> <li>- Demonstrate phrasing, steady tempo, and tempo changes</li> </ul> <p>(4/5) Compose and Read/Notate</p> <ul style="list-style-type: none"> <li>- Create 4-measure compositions, use major and pentatonic scales</li> <li>- Compare and contrast meters</li> <li>- Identify note names and note values</li> <li>- Read on solfege</li> <li>- Demonstrate and identify dynamic and tempo markings <ul style="list-style-type: none"> <li>- ff, f, mf, mp, p, pp, crescendo, decrescendo</li> <li>- andante, large, presto, ritardando</li> </ul> </li> </ul> <p>(6) Demonstrate Different Musical Forms, Create Pictorial Representation</p> <ul style="list-style-type: none"> <li>- Rondo, theme and variation</li> </ul> <p>(6/9) Describe and Discuss Musical Instruments, Styles, and Cultures</p> <ul style="list-style-type: none"> <li>- Orchestral instruments: categorize into families</li> </ul> <p>(7) Demonstrate Appropriate Audience Behavior, Evaluate a Performance</p> <p>(8) Demonstrate Similarities Between Music, Dance and Visual Art</p> <p>(8) Describe Literary Characteristics of Song Lyrics</p>	<p>(1) Sing Melodies</p> <ul style="list-style-type: none"> <li>- Accurate pitch, rhythm, and dynamics</li> <li>- Good posture, diction, breath control, and tone (alone)</li> </ul> <p>(2/3) Play and Improvise - Patterns, Accompaniments, Questions/Answers</p> <ul style="list-style-type: none"> <li>- Use known rhythm elements, duple and triple meters, proper technique</li> <li>- Demonstrate phrasing, steady tempo, and tempo changes</li> <li>- Perform melodies based on major and minor scales</li> <li>- Recorders (B, A, G, low E, low D, high C, and high D)</li> </ul> <p>(4/5) Compose and Read/Notate</p> <ul style="list-style-type: none"> <li>- Create 4-measure compositions</li> <li>- Create a short introduction, interlude, and coda</li> <li>- Identify note names and note values</li> <li>- Read/sing on solfege - demonstrate understanding of intervals</li> <li>- (2) Demonstrate and identify dynamic, tempo and articulation markings <ul style="list-style-type: none"> <li>- ff, f, mf, mp, p, pp, crescendo, decrescendo</li> <li>- andante, large, presto, ritardando</li> <li>- Staccato, accents</li> </ul> </li> </ul> <p>(6/9) Describe and Discuss Musical Instruments, Styles, Genres, and Cultures</p> <ul style="list-style-type: none"> <li>- Orchestral instruments: categorize into families (identify by listening)</li> </ul> <p>(7) Evaluate a Performance, Evaluate one's own audience behavior</p> <p>(8) Demonstrate similarities between music and other subjects</p>

