

Kindergarten

1st Nine weeks

What are we working on?

- *(1) Sing simple songs.
- (1) Demonstrate various voices.
- (2) Listen and play steady beat.
- (3/8) Explore sounds and movements.
- (6) Recognize same and different in music.
- (7) Discuss appropriate audience behavior.

What are possible assessments?

- Singing
- Playing instruments

What can you do at home to help?

- Discuss ways to use the voice: whisper, speak, sing, and shout. Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Encourage your child to move to or pat the beat when listening to music. Ask your child what instruments they play at school. Ask them to show you what they learn using pats, claps, etc.

*Number indicates the specific national standard with which the skill correlates.

Kindergarten

2nd Nine weeks

What are we working on?

- *(1) Sing simple songs with high and low patterns.
- (2) Listen and play in different ways with steady beat.
- (3/4/8) Explore sounds and movements.
- (5) Recognize that pictures can represent steady beat.
- (6) Identify and respond to same and different in music.
- (7) Discuss appropriate audience behavior.
- (9) Experience songs and games from various time periods and cultures.

What are possible assessments?

- Singing
- Recognizing steady beat from pictures
- Identifying same and different in music
- Demonstrating appropriate audience behavior

What can you do at home to help?

- Discuss ways to use the voice: whisper, speak, sing, and shout. Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Encourage your child to count items using a steady beat while pointing to the items.
- Listen to various kinds of music and talk about it. Point out differences: high and low, fast and slow, or long and short sounds.
- Discuss and practice paying attention at appropriate times. Practice sitting still for short periods of time (for example: while reading a book).

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Kindergarten

3rd Nine weeks

What are we working on?

- *(1) Sing simple songs correctly.
- (2/5/6) Listen, read, and play in different ways with steady beat.
- (3/8) Improvise sounds and movements.
- (4) Create a simple song.
- (6) Identify and respond to same and different in music.
- (6) Recognize select instruments by sight and/or sound.
- (7) Discuss musical performance.

What are possible assessments?

- Singing
- Playing instruments
- Improvising vocal sounds
- Interpreting steady beat from pictures

What can you do at home to help?

- Discuss ways to use the voice: whisper, speak, sing, and shout. Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Encourage your child to move to or pat the beat when listening to music. A
- Ask your child what instruments they play at school. Ask them to show you what they learn using pats, claps, etc.
- Encourage your child to experiment with vocal sounds, singing sentences that would normally be spoken. Encourage your child to create other musical sounds. Read a book to your child, having them add sound effects.
- Encourage your child to count items using a steady beat while pointing to the items.

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Kindergarten

4th Nine weeks

What are we working on?

- *(1) Sing simple songs alone and with others.
- (2/5) Read and play in different ways with steady beat.
- (3) Improvise movements.
- (4) Create a simple song.
- (6) Identify and respond to same and different in music.
- (7) Evaluate musical performance and appropriate audience behavior.
- (9) Recognize that songs come from various cultures and historical periods.

What are possible assessments?

- Singing alone
- Reading and playing high and low sounds
- Improvising movements
- Identifying same and different

What can you do at home to help?

- Discuss ways to use the voice: whisper, speak, sing, and shout. Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Ask your child to teach you instrument parts they learn in class. Listen to various kinds of music and talk about it. Point out differences in high and low sounds.
- Move with your child while listening to different kinds of music. Encourage your child to create their own movements.
- Listen to various kinds of music and talk about it. Point out differences: high and low, fast and slow, or long and short sounds.

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First Grade

1st Nine weeks

What are we working on?

- *(1) Sing simple songs with high, middle, and low patterns.
- (2) Play on instruments with a steady beat, simple patterns and different speeds.
- (3/8) Explore movements and sounds using songs, poems, stories, voices, and instruments.
- (5) Begin reading notes.
- (6) Recognize and respond to same and different in music.
- (7) Discuss appropriate audience behavior.

What are possible assessments?

- Recognizing same and different
- Singing

What can you do at home to help?

- Discuss differences in common things throughout your home. Listen to music and talk about when and how the music changes. Point out repeating parts, places that are faster or slower, voices or instruments, etc.
- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.

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First Grade

2nd Nine weeks

What are we working on?

- *(1) Sing simple songs with high, middle, and low patterns.
- (2) Play on instruments simple patterns with a steady beat.
- (3/8) Explore movements and sounds using songs, poems, stories, voices, and instruments.
- (4) Create a simple song.
- (5) Read notes.
- (6) Recognize and respond to same and different in music.
- (7) Demonstrate appropriate audience behavior.
- (9) Experience songs from various time periods and cultures.

What are possible assessments?

- Playing short rhythm patterns
- Reading notes
- Recognizing same and different
- Singing
- Demonstrating appropriate audience behavior

What can you do at home to help?

- Encourage your child to play with patterns using claps, snaps, and stomps.
- Ask your child to show you what they learn about notes.
- Listen to various kinds of music and talk about it. Point out different instruments, styles, overall feeling, cultural influences, etc.
- Encourage your child to listen as they sing. Ask your child to teach you about posture, breathing, saying words clearly, and vocal sound.
- Discuss and practice paying attention at appropriate times. Practice sitting still for short periods of time (for example: while reading a book).

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First Grade

3rd Nine weeks

What are we working on?

- *(1/3) Sing songs accurately with various patterns.
- (2) Play on instruments with steady beat simple patterns at various speeds.
- (4) Create a simple song.
- (5) Read notes.
- (6) Recognize and respond to same and different in music and instruments.
- (7) Discuss a musical performance.

What are possible assessments?

- Singing
- Creating a simple song
- Reading notes

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you about posture, breathing, saying words clearly, and vocal sound.
- Encourage your child to experiment with vocal sounds, singing sentences that would normally be spoken. Encourage your child to create other musical sounds.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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First Grade

4th Nine weeks

What are we working on?

- *(1) Sing songs accurately with various patterns.
- (2/5) Read notes and play instruments.
- (3/6) Recognize and respond to same and different in music and instruments.
- (4) Create a simple song.
- (5) Read notes.
- (6) Discuss the mood of various musical selections.
- (7) Discuss a musical performance.
- (7) Evaluate appropriate audience behavior.
- (9) Recognize that songs come from various cultures and historical periods.

What are possible assessments?

- Singing
- Creating a short song
- Reading notes

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you about posture, breathing, saying words clearly, and vocal sound.
- Encourage your child to experiment with vocal sounds, singing sentences that would normally be spoken. Encourage your child to create other musical sounds.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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Second Grade

1st Nine weeks

What are we working on?

- *(1) Sing simple songs correctly and with proper singing technique.
- (1) Speak short repeated patterns to go with songs or poems.
- (2) Play a steady beat on instruments with proper technique.
- (3) Improvise various sounds (vocal and instrumental) and movements to go with songs, stories, or poems.
- (4) Create short rhythm patterns.
- (4) Create a beginning and an ending for a given song.
- (5) Read basic notes.
- (6) Listen to songs and find same and different sections.
- (6) Identify classroom instruments and sort into groups.
- (7) Discuss appropriate audience behaviors.
- (8) Explore similarities between music and language arts.

What are possible assessments?

- Singing
- Reading notes

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn. Ask your child to teach you about singing correctly. Encourage your child to speak and sing expressively. Encourage your child to experiment with vocal sounds (animal sounds, environmental sounds, etc.)
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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Second Grade

2nd Nine weeks

What are we working on?

- *(1) Sing simple songs correctly and with proper singing technique.
- (2) Play simple repeated patterns on instruments with correct technique.
- (3) Improvise vocally, on instruments, and with movement.
- (4) Create a short song.
- (5) Read and write notes.
- (6) Listen to and discuss songs, focusing on patterns, volume, speed, and phrases.
- (7) Discuss musical performances.
- (8) Explore common elements between music and other subjects.
- (9) Perform music from different time periods and cultures.

What are possible assessments?

- Playing instruments
- Creating a short song

What can you do at home to help?

- Ask your child what instruments they play at school. Ask your child to show you what they learn using pats, claps, etc. Encourage your child to play with patterns using claps, snaps and stomps.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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Second Grade

3rd Nine weeks

What are we working on?

- *(1) Sing simple songs, correctly, with a group and with parts.
- (2) Play steady beat and rhythm patterns in groups, to go with a song.
- (3) Improvise high and low sounds vocally or on instruments.
- (4) Create and demonstrate a short song.
- (5) Read and write notes.
- (6) Listen to songs, focusing on patterns, volume, speed, and phrases.
- (7) Discuss a musical performance. Demonstrate appropriate audience behavior.
- (8) Identify common elements between music and other subjects.
- (9) Perform music from different time periods and cultures.

What are possible assessments?

- Singing
- Reading and writing notes
- Creating and demonstrating rhythm patterns
- Playing short repeated patterns on instruments
- Identifying songs from various time periods and cultures

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn. Ask your child to teach you about singing correctly. Encourage your child to speak and sing expressively. Encourage your child to experiment with vocal sounds (animal sounds, environmental sounds, etc.)
- Ask your child to teach you notes they learn. Check out the website page for additional resources.
- Encourage your child to play with patterns using claps, snaps and stomps.
- Ask your child what instruments they play at school. Ask your child to show you what they learn using pats, claps, etc.
- Listen to various kinds of music and talk about it.

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Second Grade

4th Nine weeks

What are we working on?

- *(1) Sing simple songs correctly with a group and with parts.
- (2) Play simple repeated patterns on instruments, with correct technique.
- (3) Improvise vocal sounds and movements to go with songs.
- (4) Create a short song.
- (4) Create a beginning and ending for a given song.
- (5) Read and write notes.
- (6) Listen to songs and identify complex patterns, instruments, volume, and speed.
- (7) Discuss classroom performances. Describe audience behaviors.
- (8) Recognize common elements between music and other subjects.
- (9) Perform and identify music from different time periods and cultures.

What are possible assessments?

- Singing correctly
- Reading and writing notes
- Identifying complex patterns
- Improvising movements

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn. Ask your child to teach you about singing correctly. Encourage your child to speak and sing expressively. Encourage your child to experiment with vocal sounds (animal sounds, environmental sounds, etc.)
- Ask your child to teach you notes they learn. Check out the website page for additional resources.
- Encourage your child to play with patterns using claps, snaps and stomps. Discuss various sections (same and different) of a song.
- Move with your child while listening to different kinds of music. Encourage your child to create their own movements.

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Third Grade

1st Nine weeks

What are we working on?

- *(1) Sing songs with correct notes.
- (1) Speak a short repeated pattern in groups.
- (2/3) Play patterns and improvise on instruments.
- (4) Create and demonstrate short rhythm compositions to review notes.
- (5) Read and write notes, rests, volume and directional markings.
- (6/9) Identify patterns in music.
- (6) Identify classroom instruments by sight, sound and family.
- (7) Discuss appropriate audience behavior.

What are possible assessments?

- Identifying patterns
- Playing rhythms on instruments
- Singing
- Reading and writing notes

What can you do at home to help?

- Listen to music and talk about when and how the music changes. Point out repeating parts, different instruments, etc.
- Encourage practice. Ask your child what instruments they play at school. Ask them to show you what they learn using pats, claps, etc.
- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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Third Grade

2nd Nine weeks

What are we working on?

- *(1) Sing songs with correct notes and technique. Sing short repeated patterns.
- (2) Play instruments with steady beat and follow the conductor.
- (3) Improvise vocally or on instruments.
- (4) Create and demonstrate a short song with an introduction.
- (5) Read notes and demonstrate volume and directional markings.
- (6) Practice identifying various complex patterns in music.
- (6/7/9) Listen to and discuss songs, focusing on groups of instruments and styles from various time periods and cultures.
- (7) Discuss and demonstrate appropriate audience behavior.

What are possible assessments?

- Improvising short patterns
- Creating a short song
- Demonstrating appropriate audience behavior
- Singing
- Identifying songs from different cultures.

What can you do at home to help?

- Encourage your child to play with patterns using claps, snaps, and stomps.
- Encourage your child to experiment with vocal sounds, singing sentences that would normally be spoken. Encourage your child to create other musical sounds.
- Discuss and practice paying attention at appropriate times. Practice sitting still for short periods of time (for example: while reading a book).
- Encourage your child to listen as they sing.
- Listen to various kinds of music and talk about it. Point out different instruments, cultural influences, etc.

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Third Grade

3rd Nine weeks

What are we working on?

- *(1) Sing songs expressively with correct notes and technique.
- (2) Play short patterns expressively on instruments to go with a song.
- (3) Improvise vocally and on instruments.
- (4) Create and demonstrate a short song with an introduction, ending, and volume changes.
- (5) Read and write notes.
- (6) Identify orchestral instruments visually and sort into groups.
- (7) Demonstrate appropriate audience behavior during performances.
- (8) Improvise sounds to go with a story and discuss science of sound.
- (9) Describe music from different cultures.

What are possible assessments?

- Singing
- Playing short patterns expressively
- Reading and writing notes
- Demonstrating appropriate audience behavior
- Discussing the science of sound

What can you do at home to help?

- Encourage your child to listen as they sing. Ask your child to teach you about posture, breathing, saying words clearly, and vocal sound.
- Encourage your child to speak and sing expressively.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.
- Discuss and practice paying attention at appropriate times. Practice sitting still for short periods of time (for example: while reading a book).
- Research together how sound is made and travels.

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Third Grade

4th Nine weeks

What are we working on?

- *(1) Sing songs expressively with correct notes and technique alone and with parts.
- (2) Play more complex patterns expressively. Play recorder.
- (3) Improvise vocally and on instruments alone and with a partner.
- (4) Create and demonstrate a short song with an introduction, middle, and ending.
- (5) Read and write notes and rests. Compare various groups of beats.
- (6) Practice identifying complex patterns in music by creating pictures of the patterns.
- (7) Discuss student performance.
- (8) Describe song lyrics.
- (8) Demonstrate similarities between music, dance and theatre.
- (9) Discuss songs from various time periods and cultures.

What are possible assessments?

- Improvising with a partner
- Creating songs with multiple sections
- Playing BAG on recorder
- Creating pictures of patterns
- Describing song lyrics
- Listing historical or cultural characteristics of studied songs

What can you do at home to help?

- Ask your child to teach you partner activities from class.
- Encourage your child to practice the recorder.
- Listen to music and talk about the music changes. Draw pictures that represent the parts of the song.
- Discuss favorite song lyrics with your child.
- Listen to various kinds of music and talk about it. Point out different historical and cultural influences.

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Fourth Grade

1st Nine weeks

What are we working on?

- *(1) Sing songs with correct notes alone, with a group and with parts.
- (2/3) Play and improvise on instruments short patterns to review notes in different groupings of beats.
- (4) Create short songs that use different patterns.
- (5) Read and write notes, rests and volume markings.
- (6) Identify various complex patterns in music.
- (6/7) Describe and discuss songs using musical vocabulary.
- (7) Discuss and demonstrate appropriate audience behavior.
- (8) Add musical elements to story and/or relate rhythms to math curriculum.

What are possible assessments?

- Identifying complex patterns
- Playing instruments
- Singing
- Reading and writing notes

What can you do at home to help?

- Listen to music and talk about when and how the music changes. Point out repeating parts, places that are faster or slower, different instruments, etc.
- Encourage practice. Ask your child what instruments they play at school. Ask them to show you what they learn using pats, claps, etc.
- Encourage your child to listen as they sing. Ask your child to teach you the songs they learn.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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Fourth Grade

2nd Nine weeks

What are we working on?

- *(1) Sing songs with correct notes alone, with a group and with parts focusing on musical accuracy and proper singing technique.
- (2/3) Play and improvise on instruments short patterns that go with a song, expanding the number of notes used and changing speeds.
- (4/5) Read and write notes, rests, volume, and speed markings. Create short songs using different patterns and more notes.
- (6) Practice identifying various complex patterns in music.
- (6/7/9) Describe and discuss songs, focusing on instruments and styles from various cultures.
- (8) Discuss similarities between music, dance and visual art.

What are possible assessments?

- Creating complex rhythm patterns
- Creating a short song
- Describing song characteristics
- Singing

What can you do at home to help?

- Encourage your child to play with patterns using claps, snaps, and stomps.
- Encourage your child to experiment with vocal sounds, singing sentences that would normally be spoken. Encourage your child to create other musical sounds.
- Listen to various kinds of music and talk about it. Point out different instruments, styles, overall feeling, cultural influences, etc.
- Encourage your child to listen as they sing. Ask your child to teach you about posture, breathing, saying words clearly, and vocal sound.

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Fourth Grade

3rd Nine weeks

What are we working on?

- *(1) Sing songs with correct notes and with more complex parts.
- (2/3) Play correctly and improvise on instruments more complex patterns.
- (4/5) Read and write notes, rests, volume, and speed markings. Create short songs using different patterns and more notes.
- (6) Practice identifying complex patterns in music by creating pictures of the patterns.
- (6/7/9) Describe and discuss songs, focusing on instruments and styles from various time periods and cultures.
- (7) Discuss and demonstrate appropriate audience behavior and evaluate a performance.
- (8) Demonstrate similarities between music, dance and visual art.
- (8) Describe song lyrics.

What are possible assessments?

- Improvising short patterns
- Creating picture of patterns
- Demonstrating volume, phrasing and speed changes when playing a song
- Evaluating a performance
- Describing song lyrics

What can you do at home to help?

- Encourage your child to play with patterns using claps, , and stomps.
- Listen to music and talk about the music changes. Draw pictures that represent the parts of the song.
- Listen to music and talk about the volume and speed changes in the song. Encourage your child to speak and sing expressively.
- When seeing a performance on television or in person, discuss with your child what is good and what could be better. Ask questions such as, “Are there mistakes?” “Is it enjoyable to watch?”
- Discuss favorite song lyrics with your child.

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Fourth Grade

4th Nine weeks

What are we working on?

- *(1) Sing songs with correct notes and a good sound.
- (2/3) Play correctly and expressively more complex patterns on instruments.
- (2/4/5) Read and write notes, rests, volume, and speed markings. Create songs with multiple sections.
- (6/7/9) Describe and discuss songs, identifying instruments and styles from various time periods and cultures.
- (7) Discuss and demonstrate appropriate audience behavior and evaluate a performance.
- (8) Demonstrate similarities between music and other subjects.

What are possible assessments?

- Singing correctly and expressively
- Performing more complex parts on instruments
- Creating songs with multiple sections
- Reading music

What can you do at home to help?

- Encourage expressive speaking and singing.
- Ask your child to teach you instrument parts they learn in class.
- Discuss various sections (beginning, middle and end) of a song.
- Ask your child to teach you notes they learn. Check out the website page for additional resources.

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