

# Kinder

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
All Year		<b>K.3 A</b>							
		Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music							
		<b>K.1; K.2; K.3; K.4</b>							
		Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable							
		<b>K.2 A, K.2 B, K.3 A</b> Experience folk songs from diverse cultures (Local, American, World) through singing, movement and games		<b>K.4 B</b> Identify <b>steady beat</b> in musical performances				<b>K.4 A</b> Practice sitting still and quiet during short live performance-applaud at appropriate time	
		<b>K.3</b> Experience 6/8 meter						<b>K.2 C</b> Experience, Label and Practice locomotor movements such as: Walk, Jog, Hop, Jump, Leap, Skip, Gallop, Slide, March and Crawl	

# Kinder



Fall Semester	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
	<b>K.1 D</b> Melodic contour (move hands directionally to corresponding sound)		<b>K.2 A</b> Practice <b>steady beat</b> while singing	<b>K.2</b> Create a new text to a known song	<b>K.2 D</b> Experience, Label, Practice <b>same/different</b>	<b>K.2 E</b> Experience, Label, Practice <b>fast/slow</b>	<b>K.1 A&amp;C</b> Label voice types ( <b>speaking, singing, whispering, inner, calling</b> )	<b>K.2 C</b> Experience non-locomotor (axial) and Locomotor to <b>steady beat</b>
	<b>K.1 E</b> Experience two tone and three tone melodies		<b>K.2 A</b> Perform a <b>steady beat</b> in a group with a Teacher model	<b>K.2 D</b> Explore Iconic Composition as appropriate		<b>K.2 E</b> Experience, Label, Practice <b>loud/soft</b>	<b>K.1 A</b> Experience various vocal sounds	<b>K.2 C</b> Experience simple body percussion
	<b>K.2 E</b> Experience combinations of <b>loud/soft</b> with <b>fast/slow</b>		<b>K.2 A</b> Perform <b>steady beat</b> independently				<b>K.1 A , K.2 A</b> Experience different instrumental sounds both pitched and unpitched	<b>K.2 C</b> Experience, Label, Practice making a circle and line, finding own personal and shared space
	<b>K.1 B</b> Encourage vocal recognition of classmates in singing games		<b>K.1 D</b> Aurally and physically demonstrate <b>fast/slow</b>				<b>K.2 A</b> Mallet Exploration-Bounce in the middle of the bar	<b>K.2 C</b> Experience/Practice starting and stopping, following a cue
	<b>K.2 A</b> Encourage tuneful singing with an appropriate range		<b>K.4 C</b> Experience, Label, Practice <b>same/different</b>				<b>K.2 A</b> Correct instrument technique on unpitched percussion	<b>K.2 C</b> Experience structured and creative movements
	<b>K.1 D</b> Experience, Label, Practice <b>loud/soft</b> both vocally and on pitched instruments		<b>K.2 A</b> Label <b>steady beat</b>					<b>K.3 B</b> Develop social skills (taking turns, making choices, respecting peers and teachers)
	<b>K.1 D</b> E/L/P <b>fast/slow</b> both vocally and on pitched instruments Experience <b>same/different</b>							
	<b>K.2 E</b> E/L/P <b>high/low</b>							




# 1st GRADE

	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement	
All Year	<b>1.3 A</b>								
	Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music								
	<b>1.1; 1.2; 1.3; 1.4</b>								
	Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable								
		<b>1.5 A</b> Experience folk songs from diverse cultures (Local, American, World) through singing, movement and games		<b>1.6 C</b> Practice steady beat  Practice beat vs. rhythm			<b>1.6 A</b> Practice sitting still and quiet during short live and recorded performances- applaud at appropriate times	<b>1.1 A</b> Practice the 5 known voices	<b>1.3 C</b> Practice fine and gross motor skills  Experience locomotor and non-locomotor
		<b>1.3 A&amp;B</b> Sing tunefully and play instruments including melodic and rhythmic patterns from diverse cultures alone or in a group		<b>1.3 A&amp;B</b> Sing tunefully and play instruments including melodic and rhythmic patterns from diverse cultures alone or in a group				<b>1.3 A&amp;B</b> Sing tunefully and play instruments including melodic and rhythmic patterns from diverse cultures alone or in a group	<b>1.3 C</b> Practice Start/ Stop on cue  Practice circle and line
			<b>1.3</b> Experience 6/8 meter				<b>1.3 A&amp;B</b> Practice steady beat with mallets  Practice mallet exploration using hands together	<b>1.3 C</b> Experience, Label and Practice different <b>levels</b> of movement (High, Medium, Low)	
								<b>1.3 C</b> Experience various <b>chase games</b>	

# 1st GRADE

	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement	
Fall Semester	<b>1.2 B</b> Experience /Label / Practice <b>sol/mi</b>	<b>1.1 D</b> Experience simple partwork (beat vs. rhythm)	<b>1.2 A</b> Label <b>quarter note,</b> <b>paired eighth notes,</b> experience <b>quarter</b> <b>rest</b>	<b>1.4 A</b> Create short patterns using known rhythms/pitches	<b>1.1 D</b> Label repetition and contrast in simple songs (AB, AABA, ABAC)	<b>1.1 C</b> Experience changes in tempo  Label <b>allegro</b> and <b>largo</b>	<b>1.1 A</b> Practice distinguishing <b>adult</b> <b>vs. child</b> singing voices	<b>1.3 C</b> Practice using personal space and shared space	
	<b>1.2 B &amp; 1.6 C</b> Experience <b>sol/mi</b> using Curwen hand signs on a 2 line staff (connect this to High/Low)		<b>1.2 A</b> Practice reading rhythm patterns using <b>quarter note, paired</b> <b>eighth notes</b>  				<b>1.1 C</b> Experience changes in dynamics  Label <b>forte</b> and <b>piano</b>	<b>1.1 B</b> Label and practice identifying classroom instrument families (Wood, Metal, Skins) by sight and sound	<b>1.6 D</b> Use movement to demonstrate understanding of beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
	<b>1.2 B</b> Experience <b>sol/mi/la</b>		<b>1.2 A</b> Practice writing rhythm patterns using <b>quarter</b> <b>notes, paired eighth</b> <b>notes</b>  				<b>1.3</b> Explore expressive speech	<b>1.3 B</b> Practice Chord Bordun	<b>1.3 C</b> Experience structured, creative, and improvised movement
			<b>1.2 A</b> Reproduce rhythm patterns using quarter notes, paired eighth notes, in a variety of ways such as echoing or dictation using manipulatives						<b>1.3 C</b> Experience, Label and Practice locomotor movements using different <b>pathways</b> , such as straight, curved, and combinations



# 1st GRADE

	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
Spring Semester	<b>1.2 B</b> Practice (Read, write, and reproduce) melodic patterns, including <b>sol/mi/la</b> from the pentatonic scale	<b>1.1 D</b> Experience simple partwork, including beat vs. rhythm, rhythmic ostinati, and vocal exploration	<b>1.4 A</b> Label <b>quarter rest</b> , practice known rhythms  	<b>1.4 A</b> Create short rhythm patterns using known rhythms	<b>1.1 D</b> Practice recognizing repetition and contrast in simple songs	<b>1.3 E</b> Practice using tempo, including <b>allegro/largo</b>	<b>1.4 C</b> Experience new musical ideas (concepts) using classroom instruments	<b>1.6 D</b> Respond through movement to short musical examples
	<b>1.4 B</b> Create <b>sol/mi/la</b> patterns using a 2 line staff	<b>1.1 D</b> Experience poetry ostinati	<b>1.6 B</b> Identify <b>quarter note, eighth note pair, quarter rest</b> in simple songs	<b>1.4 B</b> Create <b>Sol/Mi/La</b> patterns on two line staff	<b>1.1</b> Label phrase	<b>1.3 E</b> Practice using dynamics, including <b>forte/piano</b>	<b>1.1 B</b> Continue to experience classroom instrument families using pitched and un-pitched instruments	<b>1.3 C</b> Experience simple body percussion
	<b>1.6 B</b> Find <b>sol/mi, sol/mi/la</b> patterns in simple songs					<b>1.4 C</b> Experience new musical ideas (concepts) using singing voice and classroom instruments		<b>1.3 C</b> Experience structured, creative and improvised movement activities
								<b>1.3 C &amp; 1.6 D</b> Walk, skip, hop steady beat while singing

# 2nd GRADE


	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
All Year	2.3 A							
	Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music							
	2.1; 2.2; 2.3; 2.4							
	Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable							
	2.6 C Practice known melodic elements in simple aural examples, using known terminology	2.3 Experience canons	2.3 Experience 6/8 meter		2.3 Experience and label <b>call and response</b>	2.6 C Distinguish between known pitches, rhythms, patterns, dynamics, and tempos in musical examples	2.3 A,B Experience multiple unpitched percussion instruments	2.6 D Respond verbally and move to short musical examples
	2.5 A Experience folk songs from diverse cultures (Local, American, World) through singing, movement and games					2.6 A Practice appropriate audience behavior, during short live or recorded performances		2.3 C Explore a variety of dances as applicable to developmental skills of grade level
					2.3 Experience minor		2.3 C Experience movement using known rhythms/melodic patterns and known tempos	
							2.3 C Experience structured, creative and improvised movement	

# 2nd GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>1st 9 Weeks</b>	<b>2.2 B</b> Practice reading and writing SML patterns			<b>1.3 D</b> Review Beat vs. Rhythm	<b>2.2 B</b> Create SML patterns	<b>2.6 B</b> Label and Practice phrases in simple songs	<b>2.1 C</b> Review Piano/Forte
<b>2.2 B</b> Experience SML on a 3 line staff				<b>2.4 A</b> Read/ Write/ Reproduce Simple Patterns: Quarter Note, Eighth Note, Quarter Rest 		<b>2.1 D</b> Practice <b>ab phrase structure</b>	<b>2.1 C</b> Experience/Label <b>pianissimo/fortissimo</b>		<b>2.3 C</b> Experience various partner games
<b>2.2 B</b> Experience do				<b>2.2 A</b> Experience <b>half note &amp; half rest</b> 		<b>2.1 D</b> Experience <b>aaba and abac phrase structure</b>	<b>2.1 C</b> Review Largo and Allegro		



# 2nd GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>2nd 9 Weeks</b>	<b>2.2 B</b> Experience singing & playing in <b>Pentatonic (drmsl)</b>	<b>2.3 A</b> Experience playing Tone Clusters	<b>2.2 A</b> Label <b>half notes &amp; half rests</b> 	<b>2.2 A</b> Create in <b>2/4</b> meter using known rhythms; (measure, time signature)	<b>2.1 D</b> Label <b>aaba and abac phrase structure</b>	<b>2.1 C</b> Label <b>andante, moderato, presto</b>	<b>2.3 A</b> Play in Do <b>pentatonic</b> on various instruments (drmsl)
<b>2.2 B</b> Label <b>do</b>			<b>2.2 B</b> Read-Write in <b>2/4 meter</b> using known rhythms ( <b>measure, time signature</b> )	<b>2.3 A</b> Simple Improvisation with instruments both pitched and unpitched			<b>2.3 B</b> Play instruments independently or in a group from diverse cultures and styles	<b>2.3 A</b> Move and conduct to <b>2/4 meter</b>	
<b>2.2, 2.6 C</b> Label ascending/ descending melodic direction			<b>2.2</b> Label <b>bar line, double bar lines, and repeat signs</b>					<b>2.3 C</b> Experience various partner games	

## 2nd GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>3rd 9 Weeks</b>	<b>2.2 B</b> Label/Practice re	<b>2.3 D</b> Experience simple part-work, including rhythmic ostinati and vocal exploration ( <b>ostinato</b> )	<b>2.2 A</b> Practice 2/4 meter using <b>half note &amp; half rest</b> (reading, writing, reproducing)	<b>2.4 A</b> Create short patterns using known rhythms and pitches	<b>2.1 D</b> Practice <b>aaba and abac phrase structure</b>	<b>2.1 C</b> Practice <b>andante, presto &amp; moderato</b>	<b>2.1 B</b> Identify classroom instruments aurally/visually
<b>2.2 B</b> Label/Practice <b>do-pentatonic</b> Scale in order to read, write, reproduce it on the staff	<b>2.3 D</b> Sing simple partner songs and canons						<b>2.1</b> Experience crescendo/decrescendo		

## 2nd GRADE

4th 9 Weeks		Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills	<b>2.3 D</b> Experience level <b>borduns</b>	<b>2.3 C</b> Label <b>locomotor &amp; non-locomotor</b> Movements


# 3RD GRADE

	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
All Year	<b>3.3 A</b>							
	Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music							
	<b>3.1; 3.2; 3.3; 3.4</b>							
	Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable							
	<b>3.2 B, 3.4 B</b> Practice reading writing and reproducing pentatonic melodic patterns using standard <b>staff</b> notation	<b>3.3 D</b> Experience/Label/ Practice 2-part <b>canon</b>	<b>3.3 A</b> Practice singing and playing with accurate rhythm	<b>3.4 A</b> Practice improvising and composing rhythmic phrases		<b>3.6 A</b> Practice appropriate audience etiquette during live and recorded performances	<b>3.3 B</b> Experience/label diverse music from varying genres, styles, periods, and cultures	<b>3.3 C</b> Practice locomotor, non-locomotor
	<b>3.5 A</b> Experience folk songs from diverse cultures (Local, American, World) through singing, movement and games	<b>3.3 D</b> Experience partner songs (teacher vs. class)	<b>3.6 B</b> Label rhythmic elements of aural examples using music vocabulary	<b>3.4 B</b> Practice improvising and composing melodic phrases		<b>3.6 C</b> Label qualities of aural music examples such as timbre, form, tempo or dynamics with specific music vocabulary		<b>3.3 C</b> Experience movement with tempo vocabulary
<b>3.6 B</b> Label melodic elements of aural examples using music vocabulary		<b>3.3</b> Experience 6/8 meter	<b>3.4 C</b> Practice improvising and composing accompaniments		<b>3.6 E</b> Practice describing a variety of compositions in formal or informal music performances using music vocabulary		<b>3.2, 3.3, 3.4</b> Experience rhythmic and melodic patterns through movement	
<b>3.3 A</b> Practice tuneful singing and playing independently and in groups							<b>3.1.D, 3.6.D</b> Experience and perform movement in response to musical examples (improvised and in response to labeled form patterns)	






# 3RD GRADE


		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>3rd 9 Weeks</b>	<b>3.2 B, 3.4 B</b> Experience <b>low sol</b>	<b>3.3.D</b> Practice <b>melodic</b> and <b>rhythmic ostinati</b>	<b>3.2.A</b> Experience <b>sixteenth notes</b>  	<b>3.4.A</b> Improve and compose rhythmic phrases using known rhythms	<b>3.1.D</b> Continue practicing known forms	<b>3.1.C, 3.2.C</b> Label/Practice <b>mezzo piano</b> and <b>mezzo forte</b>	
	<b>3.3 D</b> Experience partner songs and canons		<b>3.3</b> Experience 3/4 meter	<b>3.4.B</b> Improve and compose melodic phrases using <b>low la</b>				<b>3.3 C</b> Experience structured creative and improvised movement	
				<b>3.4.C</b> Improve and compose accompaniments					

# 3RD GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>4th 9 Weeks</b>	<b>3.2 B, 3.4 B</b> Label/Practice <b>low sol</b>	<b>3.3.D</b> Practice <b>melodic</b> and <b>rhythmic ostinati</b>	<b>3.2.A</b> Label and practice <b>sixteenth notes</b>  	<b>3.4A</b> Practice Improvising and composing rhythmic phrases using sixteenth notes	<b>3.1.D</b> Practice known forms	<b>3.1 C</b> Practice known dynamics as appropriate to literature being studied	<b>3.3 A</b> Experience, label and practice crossover bordun
				<b>3.4.B</b> Improvise and compose melodic phrases using <b>low Sol</b>		<b>3.1 C</b> Practice known tempos as appropriate to literature being studied		<b>3.3 C</b> Experience, Label, Praticice movement in canon	
				<b>3.4.C</b> Improvise and compose accompaniments					

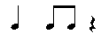





# 4th Grade



	Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement	
All Year	<b>4.3 A</b>								
	Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music								
	<b>4.1; 4.2; 4.3; 4.4</b>								
	Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable								
	<b>4.3 A, B, 4.5 A, B</b> Sing tunefully independently or in groups songs/games from diverse cultures	<b>4.3 E</b> Perform simple partwork including rhythmic and melodic ostinati	<b>4.2 A</b> Practice known rhythms 	<b>4.4 C</b> Create simple accompaniments		<b>4.6 A</b> Audience etiquette and attend a minimum of one live concert/performance per year	<b>4.1 B</b> Categorize and explain instruments by sight, sounds, and families	<b>4.3 C, D</b> Perform various folk dances and play parties	
	<b>4.5 A, B</b> Perform songs, movement, and musical games representative of American, American Indian, Hispanic, and Texas heritage including "Texas Our Texas"	<b>4.3 A</b> Perform canons and partner songs		<b>4.4</b> Improvise in pentatonic scale on classroom instruments		<b>4.5 D</b> Examine relationships between music and interdisciplinary concepts		<b>4.5 A, B</b> Perform songs, movement, and musical games representative of American, American Indian, Hispanic, and Texas heritage including "Texas Our Texas."	
<b>4.2 B</b> Practice <b>extended pentatonic</b> patterns using standard staff notation					<b>4.6 E, F</b> Describe a variety of compositions and justify personal preference for specific musical works/styles using known music vocabulary		<b>4.3 C</b> Structured and creative movement to a variety of musical examples to reinforce melody, rhythm, form and expression		
<b>4.3 A</b> Practice tuneful singing and playing independently and in groups					<b>4.5 C</b> Label music from diverse genres, styles, periods and cultures		<b>4.3 D</b> Circle Double Circle Longways Set		




# 4TH GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		2nd 9 Weeks	<b>4.1 C, 4.2 B, 4.6 B</b> Label/Practice high <b>do</b>		<b>4.2 A</b> Practice known rhythms   	<b>4.4 A</b> Create rhythmic phrases	<b>4.1 D</b> Review previous phrase structures ab, aba, abac	<b>4.3 F</b> Label <b>crescendo and decrescendo</b>	<b>4.1 A</b> Label <b>soprano</b> and <b>alto</b> adult voices
<b>4.2 B, 4.4 B, 4.6 B</b> Practice reading and writing <b>high do</b>			<b>4.2 A</b> Experience 	<b>4.4 A</b> Improve and compose using known rhythms and melodic phrases	<b>4.1 D</b> Review previous large forms such as AABA, AB, ABA rondo	<b>4.3 F</b> Label <b>staccato and legato</b>	<b>4.3 A</b> Recorder BAG		
<b>4.2 B</b> Label absolute pitch names			<b>4.2 A</b> Experience <b>3/4 meter</b>			<b>4.3 F</b> Experience <b>accelerando/ritardando</b>			
			<b>4.2 A</b> Label separated eighth notes						

# 4TH GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>3rd 9 Weeks</b>	<b>4.2 B</b> Practice absolute pitch names			<b>4.2 A</b> Label/Practice  		<b>4.1 D</b> Review previous phrase structures ab, aba, abac	<b>4.3 F</b> Practice <b>crescendo and decrescendo</b>
<b>4.5 A, B</b> Experience/Label/ Practice our state song "Texas Our Texas"				<b>4.2 A</b> Label <b>3/4 meter</b>		<b>4.1 D</b> Review previous large forms such as AABA, AB, ABA rondo	<b>4.3 F</b> Practice <b>staccato and legato</b>		
				<b>4.2 A</b> Experience <b>dotted half note</b>  			<b>4.2</b> Experience dynamic, tempo, and form markings as found in recorder repertoire (such as d.c. al fine, ds, first and second endings)		

# 4TH GRADE



		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>4th 9 Weeks</b>	<b>4.2 B</b> Practice songs with high do			<b>4.2 A</b> Label/Practice <b>dotted half note</b>  		<b>4.1 D</b> Review previous phrase structures ab, aba, abac	
					<b>4.1 D</b> Review previous large forms such as AABA, ABA, AB rondo				

# 5TH GRADE

Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
<b>5.3 A</b>							
Explore/Listen/Respond to a variety of art songs, classical, popular and seasonal music							
<b>5.1; 5.2; 5.3; 5.4</b>							
Use developmentally appropriate <b>technology</b> to support music concepts as available/applicable							
<b>5.3 A</b> Sing tunefully and play classroom instruments, independently or in groups, advanced songs/musical games from diverse cultures	<b>5.4 C</b> Exeperience/Label/ Practice accompaniment vs. melody	<b>5.3 A</b> Sing and play classroom instruments, independently or in groups, advanced songs/musical games from diverse cultures	<b>5.4</b> Improvise in pentatonic using voice, recorders and other classroom instruments	<b>5.1 D</b> Practice known forms	<b>5.6 A</b> Practice sitting still and quiet during short live and recorded performances- applaud at appropriate time- Demonstrate proper stage etiquette	<b>5.3 A</b> Demonstrate characteristic vocal tone with long, round, tall vowels, diction & articulation with appropriate posture & breath control	<b>5.3 D</b> Explore a variety of dance styles as applicable to developmental skills of grade level
<b>5.6 B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary		<b>5.6 B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	<b>5.3 B</b> Composition projects in groups using known rhythms and notes, on recorder, bars, unpitched percussion.	<b>5.1 D</b> Utilize known forms to reinforce melodic and rhythmic concepts	<b>5.6 E&amp;F</b> Use specific criteria for evaluating musical performances-discuss personal musical preferences using known musical terminology	<b>5.6 C</b> Continue to describe specific musical events, such as changes in timbre, musical expression, or meter	<b>5.6 D</b> Respond verbally and through movement to short musical examples
<b>5.6 B</b> Experience major and minor tonalities					<b>5.6</b> Attend a minimum of one live concert/ performance per year	<b>5.5 C</b> Identify and describe music from diverse genres, styles and periods using appropriate vocabulary	<b>5.3 D</b> Perform various folk dances and play parties from diverse cultures
					<b>5.6 C</b> Continue to describe specific musical events, such as changes in timbre, musical expression, or meter	<b>5.3 A</b> Continue to practice mallet skills	<b>5.5 A</b> Perform a variety of songs, movement, and musical games from diverse cultures
						<b>5.5 D</b> Explore the science of sound (vibrations, frequency, sound waves, instrument anatomy)	<b>5.3 C</b> Label and practice conducting as appropriate to repertoire being studied

All Year

# 5TH GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
1st 9 Weeks	<b>5.3 B, 5.5 B</b> Experience/Label/ Practice our national anthem, " <b>Star            Spangled Banner</b> "	<b>5.3 E</b> Practice melodic ostinati	<b>5.2 A</b> Continue reading known rhythms  	<b>5.4 A</b> Create rhythmic phrases using known rhythms by improvising and composing	<b>5.1 D</b> Experience <b>theme and            variations</b>	<b>5.1 C, 5.2 C</b> Continue to label/practice appropriate expressive qualities (tempo, dynamics etc.) as appropriate to repertoire being studied.	<b>5.1 B</b> Continue to experience orchestral and world instruments	<b>5.3 C</b> Review movement terminology, review circle and double circle dances	
	<b>5.2 B</b> Experience and label <b>Fa</b>	<b>5.3 E</b> Experience simple <b>partner songs</b> (teacher vs. class)	<b>5.2 A</b> Experience/Label <b>syncopa</b> 	<b>5.4 B</b> Create melodic patterns using the extended pentatonic scale by improvising and composing		<b>5.3F</b> Experience <b>accelerando</b> and <b>ritardando</b>	<b>5.3 A</b> Review recorder notes BAG, low E and D	<b>5.3 C</b> Experience movement in <b>theme and            variations</b>	
	<b>5.2 B</b> Read, write and reproduce extended pentatonic from/on music staff		<b>5.2 A</b> Read, write, and reproduce patterns using known rhythms from music staff in 2/4, 3/4 and 4/4						<b>5.3 C</b> Experience movement in conjunction with tempo vocabulary
									<b>5.3 C</b> Explore rhythmic and melodic patterns through movement as appropriate to curriculum being studied

# 5TH GRADE


		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		2nd 9 Weeks	5.2 B Practice <b>Fa</b>	5.3 E Label/Practice <b>partner songs</b> (class vs. class)	5.2 A Practice reading, writing, playing, and improvising with known rhythms, including <b>syncopa</b>	5.4 B Create melodic patterns using the extended pentatonic scale by improvising and composing	5.1 D Label/Practice <b>theme and variations</b>	5.3 F, 5.1 C, 5.2 C Practice known dynamics and tempos as appropriate to grade level literature being studied	5.3 A Recorder; high C and D
5.2 B Experience <b>ti</b> and <b>diatonic melodic patterns</b>	5.3 E Experience <b>counter-melody</b> and two part songs		5.1 C Experience/Label 6/8 meter ( <b>simple vs. compound</b> ) patterns	5.4 A Create rhythmic phrases using known rhythms by improvising and composing	5.1 Continue to identify and practice forms as appropriate to repertoire being studied	5.3F Label/practice <b>accelerando</b> and <b>ritardando</b>	5.1 A Practice identifying soprano/alto voices	5.3 C Experience movement in 6/8 meter ( <b>simple vs. compound</b> )	
							5.1 A Experience identifying <b>tenor/bass</b> voices	5.3 C Experience movement in conjunction with tempo vocabulary	
								5.3 C Explore form patterns through movement as appropriate to curriculum being studied	



# 5TH GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>3rd 9 Weeks</b>	<b>5.2 B</b> Label/Practice <b>Ti</b> (full <b>diatonic scale</b> )	<b>5.3 E</b> Label/Practice <b>counter-melodies</b> and simple two-part music	<b>5.2 C</b> Label/practice 6/8 ( <b>simple vs. compound</b> ) patterns	<b>5.4 B</b> Create melodic phrases using <b>diatonic melodic patterns</b> by improvising and composing	<b>5.1</b> Continue to identify forms as appropriate to repertoire being studied	<b>5.3 F, 5.1 C, 5.2 C</b> Continue to label/practice expressive qualities as appropriate to repertoire being studied	<b>5.1 A</b> Label <b>tenor/bass</b> voices
	<b>5.3 E</b> Experience chord progressions/12 Bar Blues		<b>5.2 C</b> Experience mixed meter (5/4, 7/8, etc.)	<b>5.4 C</b> Create simple accompaniments			<b>5.1 B</b> Continue work with pitched and unpitched instruments-emphasis on mallet technique	<b>5.3 C</b> Explore rhythm and melody patterns through movement as appropriate to curriculum being studied	
			<b>5.2 C</b> Experience dotted quarter eighth rhythms				<b>5.3 A</b> Review recorder skills	<b>5.3 C</b> Explore form patterns through movement as appropriate to curriculum being studied	

# 5TH GRADE

		Melody	Harmony	Rhythm	Composition/ Improvisation	Form	Expressive Qualities	Timbre	Movement
		<b>4th 9 Weeks</b>	Continue to practice learned skills	<b>5.3 E</b> Experience/Label/ Practice I IV V chord progressions	<b>5.2 C</b> Label <b>mixed meter</b>	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills	Continue to practice learned skills
			<b>5.2 C</b> Experience/label triplets 						
			<b>5.2 C</b> Label dotted quarter eighth 