Kindergarten

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| Music Elements | Music Modality | Cultural Connections |
| Melody- High/Low  Rhythm-steady beat  In 2/4 and 6/8  Beat v. rhythm  Harmony- accompanied  Unaccompanied  Form- echo  Call/response  Question/answer  Same/different  Timbre-speak, sing,  Whisper, shout  Expression- fast/slow  Loud/quiet | Singing- Do, Re, Mi tunes  Match pitch  Unison  Independent singing  Vocal exploration  Head voice  Playing- body percussion  Rhythm instruments  Creating-improvise tunes  Improvise movements  Moving-mirror  Crossing midline  Left and Right  Explore personal space  Listening- melody, beat, timbre, rhythm, expression | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music |

1st Grade

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| Music Elements | Music Modality | Cultural Connections |
| Melody- High/Low  Rhythm-steady beat  In 2/4 and 6/8  Beat v. rhythm  Echo  improvise  Harmony- accompanied  Unaccompanied  Form- echo  Call/response  Question/answer  Same/different  AB, ABA  Timbre-speak, sing,  Whisper, shout  Non-pitched rhythm instruments  Expression- fast/slow  Loud/quiet  Changes dynamics and tempi | Singing- Do, Re, Mi, Sol tunes  Match pitch  Unison  Independent singing  Vocal exploration  Head voice  Playing- body percussion  Rhythm instruments  Ostinato  melody  Creating-improvise tunes  Improvise movements  Improvise simple patterns using voice  Moving-mirror  Crossing midline  Left and Right  Explore personal space  Listening- melody, beat, timbre, rhythm, expression | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music |

2nd Grade

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| Music Elements | Music Modality | Cultural Connections |
| Melody- High/Low  Melodic Direction  Repeat  Rhythm-steady beat  Unit 1, 2, 3 in 2/4 and 6/8 time  Harmony- accompanied  Unaccompanied  ostinato  Form- echo  Call/response  Question/answer  Rondo  ABA, AB, tutti, solo, duet  Timbre-head voice/chest voice  Non-pitched instruments  Barred instruments  Expression- forte/piano  Crescendo/descrescendo | Singing- Do, Re, Mi , So, La tunes  Match pitch  Unison  Independent singing  Vocal exploration  Decode  Improvise  decode  Playing- barred &  Rhythm instruments  Creating-improvise tunes  Improvise movements  Improvise and compose pentatonic rhythms  Moving-levels  Group/personal space  Listening- decode rhythms and three pitch melodies | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music  Singing Games  Play Parties |

3rd Grade

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| Music Elements | Music Modality | Cultural Connections |
| Melody- 5 line staff  Unit 5, 10  Transposition (key)  Rhythm-rest, half note, dotted rhythm  Unit 6-8  measure  Harmony- canon  Ostinato  Partner songs  Bordun (chord, simple, broken)  Form- 1st/2nd ending  Introduction, Prelude, Interlude, Coda, repeat  Timbre-barred instruments, recorders  Expression- forte/piano  Crescendo/descrescendo  Staccato/legato  tempi | Singing- Do, Re, Mi , Fa, So, La  Diatonic, Pentatonic  Decode  Playing- barred &  Rhythm instruments  recorder  Creating-improvise tunes  Improvise movements  Improvise and compose pentatonic rhythms  writing  Moving-form, dynamics, phrase  Listening- decode, transpose, major/minor | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music  Singing Games  Play Parties  Performance alone and with others  Critique Performances |

4th Grade

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| Music Elements | Music Modality | Cultural Connections |
| Melody- 5 line staff  Unit 10, 11, 12  Transposition (key)  Rhythm- dotted rhythm  Unit 9, 13  measure  Harmony- canon  Ostinato  Partner songs  Bordun (chord, simple, broken, arppegiated, octave)  Form- Symphony, Movement  Timbre-Instruments of the orchestra, woodwinds, brass, percussion, string  Expression- tempi | Singing- Do, Re, Mi , Fa, So, La  Diatonic, Pentatonic  Decode  Transpose  Playing- barred &  Rhythm instruments  Creating-improvise tunes  Improvise movements  Improvise and compose pentatonic rhythms  Writing  Moving bass  Moving-folk dance  Listening- decode, transpose, describe | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music  Singing Games  Play Parties  Performance alone and with others  Critique Performances |

5th Grade

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| Music Elements | Music Modality | Cultural Connections |
| Melody- 5 line staff  Unit 12  Transposition (key)  Rhythm- sixteenth notes  Harmony- canon  Ostinato  Partner songs  Bordun (chord, simple, broken, arppegiated, octave)  Form- world music  Timbre-chordophone, idiophone, membranophone, aerophone  Expression- major, minor, modes | Singing- Do, Re, Mi , Fa, So, La  Diatonic, Pentatonic  Decode  Transpose  Playing- barred &  Rhythm instruments  Creating-improvise tunes  Improvise movements  Improvise and compose pentatonic rhythms  Writing  Moving bass  Moving-folk dance  Listening- decode, transpose, describe | Demonstrate appropriate audience behavior  Art & Literature connections  Performance opportunities  Work with partners  World Music  Folk Music  Singing Games  Play Parties  Performance alone and with others  Critique Performances |