

Colorado Academic Standards for Music

adopted Dec. 10, 2009

Preschool GRADE Expectations at a glance		
Expression of Music	Perform expressively Respond to rhythmic patterns and elements of music using expressive movement	
2. Creation of Music	Improvise movement and sound responses to music	
3. Theory of Music	Describe and respond to musical elements Recognition of a wide variety of sounds and sound sources	
4. Aesthetic Valuation of Music	Demonstrate respect for music contributions Express feeling responses to music Recognition of music in daily life	

K GRADE Expectations at a glance		
Expression of Music	Perform independently Respond to music with movement	
2. Creation of Music	Create music through a variety of experiences Identify simple musical patterns	
3. Theory of Music	Comprehension of musical opposites Comprehension of basic elements of musical form Identify different vocal and instrumental tone colors Identify simple rhythmic patterns	
4. Aesthetic Valuation of Music	Demonstrate respect for the contribution of others in a musical setting Respond to musical performance at a basic level Identify and discuss music and celebrations in daily life	

1st GRADE Expectations at a glance		
Expression of Music	Expressively perform in groups or independently Perform basic rhythmic and melodic patterns	
2. Creation of Music	Demonstrate creation of short, independent musical phrases and sounds alone and with others Identify musical patterns	
3. Theory of Music	Comprehension of gradual changes in dynamics and tempo Aurally identify components of musical form Comprehension of basic vocal and instrumental tone colors Comprehension of basic rhythmic and melodic patterns	
4. Aesthetic Valuation of Music	Demonstrate respect for the contributions of self and others in a musical setting Comprehension of basic components of music and musical performance at a beginning level Identify music as an integral part of everyday life	

2n GRADE Expectations at a glance

Expression of Music	Expressively perform simple songs in small groups or independently Perform simple rhythmic, melodic, and harmonic patterns	
2. Creation of Music	Create musical phrases in the form of simple questions and answers alone and in small groups Identify rhythmic and melodic notation patterns	
3. Theory of Music	Comprehension and use of appropriate vocabulary for dynamics, tempo, meter and articulation Comprehension of beginning notational elements and form in music Comprehension of vocal and instrumental tone colors Comprehension of beginning melodic and rhythmic patterns	
4. Aesthetic Valuation of Music	Demonstrate respect for individual, group, and self-contributions in a musical setting Articulate reactions to the elements and aesthetic qualities of musical performances using musical terminology and movement Demonstrate increased awareness of music in daily life or special events	

3rd GRADE Expectations at a glance

Expression of Music	Perform from memory and use simple traditional notation Perform extended rhythmic, melodic, and harmonic patterns	
2. Creation of Music	Short musical phrases and patterns Notate music using basic notation structure	
3. Theory of Music	Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary Analyze simple notational elements and form in music Identify vocal and instrumental tone colors Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
4. Aesthetic Valuation of Music	Identify personal preferences for specific music Respond to, and make informed judgments about, music through participation, performance, and the creative process Articulate music's significance within an individual musical experience	

4th GRADE Expectations at a glance

Expression of Music	Perform using accurate production techniques Perform a variety of rhythmic, melodic, and harmonic patterns Perform extended melodies from the treble staff using traditional notation
2. Creation of Music	Improvise simple musical phrases Notate simple musical selections
3. Theory of Music	Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples Identify and aurally recognize melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning

FIFTH GRADE Expectations at a glance

Expression of Music	Perform using enhanced musical techniques Perform more complex rhythmic, melodic, and harmonic patterns Perform melodies using traditional notation
2. Creation of Music	Improvise simple musical phrases Notate simple musical selections
3. Theory of Music	Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples Identify and aurally recognize melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning

6th GRADE Expectations at a glance

Expression of Music	Perform using enhanced musical techniques Perform more complex rhythmic, melodic, and harmonic patterns Perform melodies using traditional notation
2. Creation of Music	Improvise simple musical phrases Notate simple musical selections
3. Theory of Music	Application and demonstration of the use of more advanced dynamics, tempo, meter, and articulation using appropriate music vocabulary Identification of aural and visual notations of basic musical forms Analyze vocal and instrumental examples Identify and aurally recognize melodic, rhythmic, and harmonic patterns
4. Aesthetic Valuation of Music	Explain personal preferences for specific music Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning

MUSICPLAY CORRELATIONS TO Colorado Academic Standards for Music

adopted Dec. 10, 2009

PRESCHOOL	
Concepts and skills students master: 1. Perform expressively	
Use voices expressively when speaking, chanting, and singing (DOK 1-3)	Examples: MP-PreK #2 Three Little Monkeys #14 One Potato #26 Eensy Weensy Spider #30 Little Miss Muffet
Sing a variety of simple songs and singing games (DOK 1-2)	Examples: songs: #1 Time for Music, #4 Monkeys, #8 Play and Stop games: #28 Follow Me Game, #42 Ring Around the Rosie, #80 Valentine Game
Demonstrate fundamental performance skills such as correct posture and behavior (DOK 1-2)	teacher assessment item
Concepts and skills students master: 2. Respond to rhythmic patterns and elements of music using expressive movement	
Move to music of various tempos, meters, dynamics, modes, genres, and styles (DOK 1-2)	Examples: #4 Monkeys, #9 Brandenburg (Bach), #19 Fall Leaves, #33 Bony Skeletons
Move or use body percussion to demonstrate awareness of beat and tempo (DOK 1-2)	Examples: songs: #1 Time for Music, #20 Open Shut Them, Beat Chant (see #1)
Match movement to rhythmic patterns (DOK 1-2)	#19 Fall Leaves, #20 Open Shut Them (clap, clap, clap) #24 Hey Everybody (shake, shake, shake)
Concepts and skills students master: 1. Improvise movement and sound responses to music	
Improvise sound effects to accompany play activities (DOK 2)	Ex: 2 Three Little Monkeys fingerplay,
Use improvised movement to demonstrate musical awareness (DOK 2-3)	#19 Fall Leaves #61 Snowflakes are Falling
Concepts and skills students master: 1. Describe and respond to musical elements	
Use an individual vocabulary to describe music (DOK 1-2)	#20 Open Shut Them #21-Loud and Quiet Sounds #25 Slowly Quickly, #43 Long Short Sounds, #37 I Like Puppies
Use body movement to respond to dynamics and tempo (DOK 1-2)	#19 Fall Leaves #61 Snowflakes are Falling, #65 Elephant from Carnival, #67 Fin the Fish, Ballet of Unhatched Chicks, Paganini Theme, Trepak
Concepts and skills students master: 2. Recognition of a wide variety of sounds and sound sources	
Use personal vocabulary to describe sources of sound (DOK 1-2)	Mystery Box activity
Use invented symbols to represent musical sounds and ideas (DOK 1-2)	Loud Quiet Center (PreK 2), Fast Slow Center (PreK 2), High Low Center (PreK 2)
Concepts and skills students master: 1. Demonstrate respect for music contributions	
Describe appropriate listening during a musical selection, live or recorded (DOK 1-2)	teacher assessment item

PRE-SCHOOL

Concepts and skills students master:

2. Express feeling responses to music

Create movements in response to music (DOK 1-2)	#19 Fall Leaves #61 Snowflakes are Falling,#65 Elephant from Carnival, #67 Fin the Fish, Ballet of Unhatched Chicks, Paganini Theme, Trepak
Participate freely in music activities (DOK 1-2)	teacher assessment item Kids demo movies demonstrate that children do this.
Talk about expressing feeling in music (DOK 1-3)	#83 Surprise Symphony, #125 Five Little Ducks

Concepts and skills students master:

3. Recognition of music in daily life

Use examples such as music from cartoons, computer games, community, and home events (DOK 1- 2)	teacher assessment item
Use a personal vocabulary to describe music from diverse cultures (DOK 1-2)	Units Online: Chinese New Year, St. Patrick's Day

Concepts and skills students master: Kindergarten 1. Perform independently	
Distinguish between speaking and singing voice (DOK 1)	#7 This is my Speaking Voice - poem, interactive activity
Sing a variety of simple songs and singing games (DOK 1-2)	Examples: Songs: #2 Put your Finger, #6 You've Got to Sing #18 Gingerbread Man Games: #16 Andy Pand, #12 Hickey Tickety, #8 Cookie Jar
Echo and perform simple melodic and rhythmic patterns (DOK 1-2)	Online - Rhythm Practice section, echo patterns, echo body percussion
Demonstrate basic performance skills and behaviors (DOK 1-2)	teacher's guide: #2, #3
Concepts and skills students master: 2. Respond to music with movement	
Move to music, demonstrating awareness of beat, tempo, dynamics, and melodic direction, reflecting	#25, 26 (Bach), #29 I Get a Happy Feeling (beat) Movement Activities 1-9 #89. Musical Priest
Move to music, differentiating between sound and silence (DOK 1-2)	48a. Movement Activity 5
Concepts and skills students master: 1. Create music through a variety of experiences	
Improvise sound effects and simple songs to stories or poems (DOK 2-3)	Stories: #16 Andy Pand, #18 Gingerbread Man #80 Pretty Princess, #115 Three Billy Goats Gruff, #130 Old Mr Rabbit, #133 Rain Rain, #145 On a Log, #159 See Saw #163 Naughty Kitty Cat
Use movement to demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat (DOK 1-2)	#11 Vivace (loud/quiet), #13 Loud Voice, Quiet Voice - excellent interactive activity four loud/quiet #20 I am a Pizza (high/low) #25, 26 (Bach - fast/slow) Online games: beat/no beat, quiet/loud, fast/slow, #146 Scie le bois (tempo)
Concepts and skills students master: 2. Identify simple musical patterns	
Use icons or invented symbols to represent beat (DOK 1-2)	Examples: #15 online interactive beat/rhythm, #23 Hey Hey - online, print pointing page, #37 Pumpkin Fat
Concepts and skills students master: 1. Comprehension of musical opposites	
Use their own vocabulary to describe musical opposites (DOK 1-2)	#13 Loud Voice, Quiet Voice - excellent interactive activity four loud/quiet, #21 Autumn Leaves (up, down, same interactive, #84 Page's Train (fast/slow) Online games: beat/no beat, quiet/loud, fast/slow
Demonstrate loud/soft, fast/slow, high/low, sound/silence, and beat/no beat (DOK 1-2)	#13 Loud Voice #21 Autumn Leaves #84 Page's Train (fast/slow) 25, 26 (Bach, fast/slow),

Concepts and skills students master: 2. Comprehension of basic elements of musical form	
Aurally identify same/different patterns and phrases (DOK 1-2)	6b Movement, #50 Teddy Bear #72 Old Mother Brown, #99 If You're Happy, #109 Burnie Bee #126 Easter Bunny, #138 Bluebird #146 Scie le Bois
Use body movement to interpret musical phrases (DOK 1-3)	#50 Teddy Bear, #72 Old Mother Brown, #99 If You're Happy #126 Easter Bunny # 138 Bluebird #146 Scie le Bois
Concepts and skills students master: Kindergarten 3. Identify different vocal and instrumental tone colors	
Identify male/female voices (DOK 1)	#13 Loud Voice, #60 Curly Joe
Describe vocal and instrumental sounds using personal vocabulary (DOK 1-2)	#7 This is my Speaking Voice #12 Hickety Tickety #13 Loud Voice, #60 Curly Joe 45a Movement Activity 4
Concepts and skills students master: 4. Identify simple rhythmic patterns	
Move to demonstrate steady beat (DOK 1-2)	#3 Count and Go, #11 Vivace, #15 Walk to School, #23 Hey Hey Look at Me #89. Musical Priest
Identify short/long and strong/weak beats (DOK 1-2)	#122 Pass the Shoe
Use icons or invented symbols to represent beat (DOK 1-2)	#23 Hey Hey #37 Pumpkin Fat #50 Teddy Bear
Concepts and skills students master: 1. Demonstrate respect for the contributions of others in a musical setting	
Describe appropriate audience behavior at a live or recorded musical performance (DOK 1-2)	#25/26, #66 He'll be Comin, #174 She'll be Comin' Round
Describe musical preferences in their own words and at an appropriate level (DOK 1-3)	#105a, #128 German Dance
Concepts and skills students master: 2. Respond to musical performance at a basic level	
Create movements that correspond to specific musical moods and styles (DOK 2-4)	#9 Follow Me, #128 German Dance, #147/148 Great Gate of Kiev, Mendelssohn Symphony #154 Move to the Instrument #157 Listen to the Water
Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.) (DOK 1-2)	#77 Sailor Song #81 Cheer for 100 #87 Groundhog #89. Musical Priest (discuss music in society)
Concepts and skills students master: 3. Recognize and discuss music and celebrations in daily life	
Explain the use of music in sources such as cartoons, computer games, community, and home events (DOK 1-2)	#89. Musical Priest (discuss music in society) #107 Proud Horseman #108 Connaughtman's Rambles
Listen and respond to various musical styles (such as marches and lullabies) (DOK 1-2)	#11 Vivace, #25/26, #107 Proud Horseman, #112 Leprechaun March, #89. Musical Priest
Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and general cultural associations (DOK 1-2)	Ame Ame (Japan) Arroz con leche (Spanish) Debajo del Boton (Spanish) Hotaru Koi (Japan) Kumbayah (African) Los Pollitos (Spanish) Sambalele (Brazil) San Severino (Spanish) Scie le bois (French) Tingalayo (West Indian)
Use developmentally appropriate movements in responding to music from various genres, styles, and periods (rhythm and melody) (DOK 1-2)	#11 Vivace, #25/26, #107 Proud Horseman, #112 Leprechaun March, #89. Musical Priest







Concepts and skills students master: Grade 1	
1. Expressively perform using simple techniques in groups and independently	
Use the head voice to produce a light, clear sound (DOK 1-2)	#2, #9 Choo Choo Train, #10 I Don't Know - excellent choir model of head voice #78 Bee Bee Bumblebee, #81 TE: pg 48 - Spooky hellos
b. Maintain steady beat (DOK 1-2)	#3 Little Red Wagon, #4 Snail Snail, #5 Sam the Robot Listening 1 #2, #9 Choo Choo Train, #13 Hickory Dickory, etc.
c. Respond to cues of a conductor for stopping and starting (DOK 1-2)	Listening 1 - #28 Balletmusik, #30, #38, Conductor of the Day, Musicplay 1, #1 Dooby Doo,
2. Perform basic rhythmic and melodic patterns	
a. Perform four-beat patterns that include sol-mi-la or mi-re-do pitches and ♩ ♪ ♫ (DOK 1-2)	Online site: Solfa Practice section so-mi-la, mi-re-do Online site: Rhythm Practice section echo, read, listen and clap ♩ ♪ ♫
b. Play simple patterns (DOK 1-2)	Online site: Rhythm Practice section, play along
1. Demonstrate creation of short, independent musical phrases and sounds alone and with others	
a. Create instrumental and vocal sounds to accompany poems, rhymes, and stories (DOK 1-3)	Stories: page 16 Mortimer pg 76 Goldilocks and the Three Bears pg. 178 Chicken Little Poems: 6a. 3 Little Monkeys, 9a - Grandma's Glasses, 18a - Queen Caroline
b. Improvise short phrases using the l-sm or m-r-d tone-set (DOK 2-3)	pg 26 TE, pg 28 TE, pg 122 TE, #55 Strawberry Shortcake, pg 194 - online UNITS section - St. Patrick's Day Leprechaun improvisation activity
c. Use movement to demonstrate grade level concepts such as changes in dynamics, AB form, etc. (DOK 1-3)	#66 Rig a Jig Jig AB form #69 Tick Tock - AB form #74 We Are Dancing AB #75 Pussywillow - move to show high/low Listening 1 - #11 Kangaroo - move to show separated/smooth, high/low
1. Identify musical patterns	
a. Create patterns using known rhythms and pitches (DOK 1-3)	Rhythms: TE pg 112, #74 We Are Dancing, #78 Bee Bee, #89 Bunny, #94 Apple Tree Melodies: TE pg 146, 155
b. Use iconic notation within the treble staff (DOK 1-2)	#55 Strawberry Shortcake, 110 #60 Little Tommy, #69 Tick Tock, #71 Mr. Potato, #74 We Are Dancing, #78 Bee, #89 Bunny, #90 Hurry Easter Bunny, #94 Apple Tree, #101 How Many
1. Comprehension of gradual changes in dynamics and tempo	
a. Use vocabulary for getting louder/softer and getting faster/slower (DOK 1-2)	Listening 1 - #4 Loud/Soft, #30 Balletmusik, #6 Lions #31 At the Cradle, Grieg song #20: Bye Low #43 Fais Do Do Tempo: 7 The Grand Old Duke of York 61 Head and Shoulders Knees and Toes 95 Sing a Country Song
b. Demonstrate getting louder/softer and getting faster/slower using movement, voice, and instruments (DOK 1-2)	#77a John the Leprechaun #89 Bunny Hides Basket 8a. Mortimer moving - #6 Lions (Listening 1), #28 Balletmusik, #30 Balletmusik, #32 Galliard, #38 Minuet
2. Aurally identify simple components of musical form	
a. Aurally identify introduction (DOK 1-2)	TE pg 111, TE pg 161 #90, pg 168 #94 Apple Tree, #111 You're a Grand Old Flag,
b. Aurally identify phrase (DOK 1-2)	#9 Choo Choo Train, #12 Counting Song, #17 Hop Old Squirrel*, #32 Peace in my Heart*, #34 Bounce the Ball*, #37 Lucy Locket, #46 Hanukkah Fun, #53 Mary Had a Baby, #60 Little Tommy, #64 Un Deux Trois*, #70 Haul Away Joe, #74 We Are Dancing #90 Hurry #101 How Many Fingers*,
c. Aurally and visually identify AB form (DOK 1-2)	#34 Bounce the Ball, #55 Strawberry, #66 Rig a Jig, #69 Tick Tock #72 Wishy #74 We Are Dancing, #78 Bee #94, #101 Listening Resource 1: #28, 29, 30, 40, 42 TE: pg 36

d. Visually identify staff and repeat signs (DOK 1)	Online site: staff lesson
3. Comprehension of basic vocal and instrumental tone colors	
a. Identify pitched and non-pitched classroom instruments using sight and sound (DOK 1)	TE: pg 3, #51 Bells on the Sleigh Online lessons
b. Identify and demonstrate singing, speaking, whispering, and shouting voices (DOK 1-2)	2b. Melody the Elephant Online interactive activity: #30 Monster Walk, #38 Bear Hunt
4. Comprehension of basic rhythmic and melodic patterns	
a. Demonstrate steady beat, strong/weak beat, difference between beat, and rhythm (DOK 1-2)	Interactive Beat and Rhythm: Online # 4, 12 20, 34, 37, 41, 47, 55, 74, 78, 94, 96, 4, 12 20, 34, 37, 41, 47, 55, 74, 78, 94, 96
b. Aurally recognize and demonstrate going up/going down, and sol-mi-la (or mi-re-do) pitches (DOK 1-2)	Up, Down, Same: #15, 45, 58, 70, 75, 81 So-mi: 9, 12, 20, 36, 41, 47 sol-mi-la: 4.34.37.55.60.69.74.94 mrd: 17
c. Identify and notate using ♩ ♪ ♫ ♬ (DOK 1-2)	4, 12 20, 34, 37, 41, 47, 55, 74, 78, 94, 96, 4, 12 20, 34, 37, 41, 47, 55, 74, 78, 94, 96
d. Discriminate between same/different rhythmic and melodic patterns (DOK 1-2)	Online: Which Rhythm activity Online: Which Melody activity (coming very soon)
1. Demonstrate respect for the contributions of self and others in a musical setting	
a. Participate appropriately in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others (DOK 1-2)	#25, #53, 61, TE: pg xii
b. Reflect on the performance of others (DOK 1-3)	#33 Just One Candle, #53 I noticed,
c. Demonstrate audience behavior appropriate for the context and style of music performed (DOK 1-2)	#25, #53, 61,
2. Comprehension of the basic components of music and musical performances at a beginning level	
a. Create movements to music that reflect focused listening (DOK 2-4)	#5 Sam the Robot, #14, #27, #77, Listening 1: #11 Kangaroo #13 Long Eared, #18 Swan, #36
b. Describe how ideas or moods are communicated through music (DOK 1-2)	#1 Listening 1: Listening Log
3. Identify music as an integral part of everyday life	
a. Identify, discuss, and respond to music written for specific purposes such as holiday, march, lullaby) (DOK 1-2)	Lullaby: #20 Bye Low, #43 Fais do do work song: #70 Haul Away Joe Holiday Songs: see TE: pg 198
b. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations (DOK 1-2)	TE: pg 197 multicultural and non-English songs Examples: #19 - Kye Kye Koolay, #57 - Vive le Compagnie, #64 - Un, Deux, Trois, #100 - Savez vous, #43 - Fais dodo, #31 Juanito, #56 - Pimpon, #102 - La Vibora, #103 - El Coqui,
c. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form) (DOK 1-2)	The Listening Resource 1 and Online resource includes the complete Carnival of the Animals and Peter and the Wolf and 12 additional selections in varied styles and genres for movement.





Concepts and skills students master: Grade 2	
1. Expressively perform simple songs in small groups or independently	
Perform two-part rounds using speech, body percussion, singing, movement, and instruments (DOK 1-3)	#18 Falling Leaves, #42 Holiday Round, #87 Row Row
Follow conductor's cues demonstrating dynamic changes, tempo changes, and fermata (DOK 1-3)	#9 I've Been Working - fermata dynamics: #11 John Jacob #21 What's That Creature #62 Cat Came Back - dynamics and tempo #67 Lollipop Tree - dynamics and tempo (see YouTube performance)
2. Perform simple rhythmic, melodic, and harmonic patterns	
Perform four- and eight-beat patterns that include do, re, mi, sol, la pitches (pentatonic scale) and , , , and (DOK 1-2)	Online Rhythm Practice section - 4 and 8 beat flash cards and playalong. Online Solfa Practice section - sm, lsm, s m d, mrd, and ls mrd flashcards, read hand signs, listen and sing, assess.
Play tonic chord accompaniments in simple keys (DOK 1-2)	Orff accompaniments for songs: 4, 5,10,13,16,18,20,22,25,27, 32,36,37,39,41,46,47,49,52,54,59,6,71,73,75,82,86,88,95,96,97,
1. Create musical phrases in the form of simple question-and-answer alone and in small groups	
Improvise short instrumental phrases using the l-s-m-r-d tone-set (DOK 2- 3)	Orff arrangements suggest improvisation for these songs: #4 Engine #9, #13 Icka Backa, #18 Falling Leaves, #75 Find the Easter Basket, #41 Who's That, #47 Trampin, #97 Let Us Chase the Squirrel, #60 Circle 'Round the Zero,
Improvise question-and-answer phrases (DOK 2-3)	#24 Witch's Stew #54 Pass the Stick TE: pg 31, 49, 73, 76, 86,96, 134,
Create movements to express pitch, tempo, form and dynamics in music (DOK 2-4)	Listening Resource 2 - #3 Gigue (tempo), #4 Grave (tempo) , #5 Galliard (call-response - see finger puppet demo online! dynamics) #6 Personages (high/low), # 7 Wild Horseman AABA form (move with stick horses)#8 Hungarian Dance no. 5 (ABCA, tempo), #9 Autumn (beat, tempo), #12 Fossils (rondo), #12, #21, 23 (rondo), 25 (dynamics), 27 (dynamics), 28 (pitch), 29, 30 Kangaroos - Aquarium, (articulation), 33, repeats,
Improvise instrumentally and/or vocally over the I chord in simple keys (DOK 2-3)	Orff arrangements suggest improvisation for these songs: #4 Engine #9, #13 Icka Backa, #18 Falling Leaves, #75 Find the Easter Basket, #41 Who's That, #47 Trampin, #97 Let Us Chase the Squirrel, #60 Circle 'Round the Zero,
2. Identify rhythmic and melodic notation patterns	
Create patterns using learned rhythms on a treble clef staff (DOK 1-3)	Create patterns with word rhythms or notation online with corresponding worksheets: 4, 5, 10, 12, 13, 16, 18, 20, 21, 23, 25, 27, 36, 41, 46, 47, 49, 54, 59, 64,
Create patterns using learned pitches in a treble clef staff (DOK 1-3)	TE: pg 177, 178, 184, 185 Worksheets will be added to online for all solfa songs.
1. Comprehension and use of appropriate music vocabulary for dynamics, tempo, meter and articulation	
Use vocabulary for piano/forte, crescendo/decrescendo, and smooth/connected when describing music (DOK 1-2)	#75 Find the Easter Basket Listen 2 #29, 30 - Listening 2 smooth/connected Online game: smooth or separated, Loud Quiet
Demonstrate piano/forte, crescendo/decrescendo, and smooth/connected using movement, voice, and instruments (DOK 1-2)	#75 Find the Easter Basket (dynamics) Listen 2 #29, 30 - Listening 2 smooth/connected , #5 Galliard (call-response - see finger puppet demo online! dynamics) 25 (dynamics), 27 (dynamics)

Demonstrate accent, duple/triple meter, and fermata using movement, voice, and instruments (DOK 1-2)	TE: pg 44, 149 - Accents and movement to show 2/4, 3/4, 4/4 #10 Bounce High, #20 Icka Backa - see online interactive beat/rhythm/accent activity #27 Starlight (2), #35 On Top of Spaghetti (3) #58 The More (3) 68a. poem John the Leprechaun, #82 Johnny One Hammer (4) #90 Chinese Fan (3) Duple with Orff arrangements: #27 Starlight, #32 Doggie Triple with Orff: #59 I See the Moon 3/4, #22 Birds and Bats 6/8, #52 Oliver Twist 6/8 Movement: #52 Oliver Twist
Concepts and skills students master: Grade 2	
2. Comprehend beginning notational elements and form in music	
Aurally identify ABA form and verse/refrain (DOK 1-2)	#7 Okkitokiunga , (AABA) #55 Love Grows Under (ABA) #3 Ridin' that New River Train (verse/chorus) Songs 44, 50, 62, 63, 67, 74, 92 in Musicplay 2 use verse-chorus form.
Identify notated examples of bar lines, double bar lines, and measures (DOK1)	#20 Icka Backa #27 Starlight TE: pg 44, 149 Online - Staff Lesson
Aurally identify coda (DOK 1-2)	
3. Comprehension of vocal and instrumental tone colors	
Identify vocal sound groupings (high voices, low voices) (DOK 1)	
Identify instrumental sound groupings (woodwinds, percussion, strings) (DOK 1)	TE: pg 172-175 Listening Resource 2 - pg 12-15 Strings: #3, 4, 25, 26, 30, 6, 8 Woodwinds: #15, 16, 17, 21 Brass: 5, 13, 17 Percussion: 10, 11, 14 Piano: 7, 12, 22 Harpsichord: 9
4. Comprehension of beginning melodic and rhythmic patterns	
Identify and use step/skip/repeat, do, re, mi, sol, la pitches (pentatonic scale) (DOK 1-2)	Solfa: s m: 4, 5, 25, 27 ls m: 13, 32, 36, 66 d m sl: 16, 20, 37 s m d: 39, 46, 49, 54, 82 drm s: 41, 88, 96, 97 drm sl: 71, 95 mrd: 47, 73, 78
Identify and notate, using ♩ - ○ - (DOK 1-2)	Rhythm Reading Songs: ♩ 5, 18, 21, 23, 41, 59 ○ 8, 14 Online Rhythm Practice section: ♩ - ○ -
Visually identify a chord (space-spacespace or line-line-line) (DOK 1)	
1. Demonstrate respect for individual, group, and self-contributions in a musical setting	
Recognize and demonstrate appropriate audience behavior in a live performance (DOK 1-2)	TE: pg 18, 47, 84,
Contribute to a group effort by of listening to and discussing music (DOK 1-3)	TE: pg 47
Contribute to a group effort by of making music and reflecting on the performance (DOK 1-3)	TE: pg 47
Articulate ideas about holding and respecting musical preferences (DOK 1-2)	Listening Resource 2: Listening Log
2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement	
Use specific music terminology in discussing individual preferences for music (DOK 1-2)	Listening Resource 2: Listening Log

Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music (DOK 2-4)	Listening Resource 2 - #3 Gigue (tempo), #4 Grave (tempo), #5 Galliard (call-response - see finger puppet demo online! dynamics) #6 Personages (high/low), # 7 Wild Horseman AABA form (move with stick horses)#8 Hungarian Dance no. 5 (ABCA, tempo), #9 Autumn (beat, tempo), #12 Fossils (rondo), #12, #21, 23 (rondo), 25 (dynamics), 27 (dynamics), 28 (pitch), 29, 30 Kangaroos - Aquarium, (articulation), 33, repeats,
Identify how musical elements communicate ideas or moods (DOK 1-2)	Listening Resource 2: Listening Log
3. Demonstrate increased awareness of music in daily life or special events	
Recognize and demonstrate interest in creating, performing, and moving to music (DOK 1-2)	TE: pg 21, self evaluation
Recognize and demonstrate interest in listening to several types of music (DOK 1-2)	Listening Resource 2: Listening Log
Describe music from various cultures in general terms (DOK 1-2)	Songs from different cultures: Africa: #12, USA: 2a Canada: 2, 34, 92 French: 33, 89 Hungary: 49 Japan: 48, 85, 91 Native American: 56, 80 Spanish: 84 Spiritual: 88 Sea Chanteys: 34, 53, 63
Explain their own cultural and social interests in music (DOK 1-3)	#9 I've been Working on the Railroad TE: pg 24 - Music in our lives

Concepts and skills students master: Grade 3	
1. Perform from memory and use simple traditional notation	
Use correct vocal and instrumental techniques when singing and playing instruments (DOK 1-2)	Examples of evaluating performance: #1 I like Singin, #30 Children Together, #50 Donkeys love carrots
Recognize and follow conductor's beat patterns and gestures (DOK 1-3)	Assessment - TE pg 81
Perform expressively for peers in a large or small group setting (DOK 1-3)	Assessment - TE pg 80, 81 #54, #55, #56 (#55-56 good examples), #63
Play and sing simple notated melodies (DOK 1-2)	<u>s m</u> #7 No Robbers <u>m sl</u> #6 Plainsies Clapsies <u>d m s</u> #2 Concentration #10 Turkey Lurkey #12 Pass a Beanbag #16 Bells in the Steeple <u>d m sl</u> #43 King's Land <u>drm</u> #17 Seven Up #22 Closet Key #23 Trampin' #31 Long Legged Sailor <u>drm s</u> #69 Old Blue #78 Rabbits #92 Someone's Tapping <u>m sl d'</u> #73 Stella Ella Olla <u>drm sl</u> #9 Rocky Mountain #29 I'm an Acorn #33 Playin' On the Washboard #56 New Shoes #66 Shiny Penny #83 Find the Basket <u>drm sl d'</u> #8 Whoopee Cushion #52 Tideo <u>s,l, drm</u> #28 Old Brass Wagon #36 Shake Them 'Simmons #70 Dinah #88 Inuit Lullaby <u>s,l, drm sl</u> #25 Nothing but Peace #95 Chicken on the Fence Post <u>l,t,d</u> #49 In the Land of Oz <u>s, drms d'</u> #50 Donkeys Love Carrots
2. Perform extended rhythmic, melodic, and harmonic patterns	
Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and  ,  . (DOK 1-2)	<u>drm</u> #17 Seven Up #22 Closet Key #23 Trampin' #31 Long Legged Sailor <u>drm s</u> #69 Old Blue #78 Rabbits #92 Someone's Tapping <u>m sl d'</u> #73 Stella Ella Olla <u>drm sl</u> #9 Rocky Mountain #29 I'm an Acorn #33 Playin' On the Washboard #56 New Shoes #66 Shiny Penny #83 Find the Basket <u>drm sl d'</u> #8 Whoopee Cushion #52 Tideo <u>s,l, drm</u> #28 Old Brass Wagon #36 Shake Them 'Simmons #70 Dinah #88 Inuit Lullaby <u>s,l, drm sl</u> #25 Nothing but Peace #95 Chicken on the Fence Post <u>l,t,d</u> #49 In the Land of Oz <u>s, drms d'</u> #50 Donkeys Love Carrots
Perform more complex patterns that include do, re, mi, sol, la, high do, low sol, and low la (extended pentatonic scale) and  ,  . (DOK 1-2)	 28 Old Brass Wagon (tim-ka) 41 Paw Paw Patch 52 Tideo 60 Love Somebody 70 Dinah 92 Someone's Tapping 95 Chicken on the Fence Post  16 Bells in the Steeple 62 Austrian Went Yodeling, 64 E Papa, 65 Eating is Fun
Perform rhythmic and melodic ostinati in small groups (DOK 1-3)	Melodic: #1 I like Singin #2 Number Concentration (I-V), #16 Bells in the Steeple, #17 Seven Up, #22 Closet Key, #23 Trampin, #31 Long Legged #43 Kings Land #63 Donkey Riding, #67 Coy Malindo #77 I Love the Mountains Rhythmic: #5 Missus Tong , #6 Plainsies(rhythm) see TE pg 13, 17, #24 Pass the Broom, TE pg 56 Three Little Pigs Story, #56 New Shoes #56 Love Somebody #66 Shiny Penny
Perform a steady beat while contrasting rhythms are being played (DOK 1-2)	#90 "Kaaniiskina Online: Beat/rhythm switch game is given for all reading songs
1. Create short musical phrases and patterns	
Improvise four measures within a musical selection (DOK 2-3)	In Orff arrangement: #16 Bells in the Steeple, #88 Inuit Lullaby, #75 Land of Oz, #12 Pass a Beanbag, #43 Kings Land #52 Tideo, #29 I'm an Acorn, #8 Whoopee Cushion, #36 Shake them Simmons
Create short rhythmic and melodic ostinati in question-and-answer form (DOK 2-4)	TE: pg 27, 36, 37, 89, 121, 157, (search for Question-Answer)
2. Notate music using basic notation structure	
Create phrases using learned rhythms and pitches on a treble clef staff (DOK 2-4)	Online: St. Patrick's Day composition

Apply teacher-defined criteria to determine accuracy of notation (DOK 1-2)	Online: St. Patrick's Day composition
1. Apply and demonstrate use of basic dynamics, tempo, meter, and articulation using appropriate music vocabulary	
Apply vocabulary for pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples (DOK 1-2)	Dynamics: #1 I Like Singing #5 Missus tong, ##13 Dynamics (describe) 21 Old Woman, #22 Closet Key, #22a In a Dark Dark Room #39 Children Together #53 Pirate Song #76 The Wind #83 Find the Basket, #89 Tinga Layo TE pg 33, 69 Listening Resource 3 #Bouree, Handel #5 March of the Boyars, 29 Contradance Legato, Staccato: #40 Donkey Riding, #54 Sakura Listening examples: #27 "La jongleuse, Op. 52 staccato. #18 "Sarabande" by Johann Pezel legato
Demonstrate pianissimo/fortissimo, largo/allegro, and legato/staccato using movement, voice, and instruments (DOK 1-2)	Dynamics: #1 I Like Singing #5 Missus tong, ##13 Dynamics (describe) 21 Old Woman, #22 Closet Key, #22a In a Dark Dark Room #39 Children Together #53 Pirate Song #76 The Wind #83 Find the Basket, #89 Tinga Layo TE pg 33, 69 Listening Resource 3 #Bouree, Handel #5 March of the Boyars, 29 Contradance Legato, Staccato: #40 Donkey Riding, #54 Sakura Listening examples: #27 "La jongleuse, Op. 52 staccato. #18 "Sarabande" by Johann Pezel legato Online: Games - Loud Quiet and Smooth Separated Pop Quiz - dynamics
Explain the function of the top number of a time signature involving two, three, and four beats. (DOK 1)	#6 Plainsies (2/4, 3/4, 4/4 Lesson) #27, 36 Bonhomme (6/8) #61 Ton Moulin (lesson)
2. Analyze simple notational elements and form in music	
Visually identify line and space notes and notate pitches on the treble clef staff (DOK 1)	Online - Staff lesson attached to songs 1-6, Staff lesson worksheets Online - all reading songs have note naming activity UNITS - St. Patrick's Day - composition activity
Aurally identify question-and-answer phrases (DOK 1)	TE: pg 27, 36, 37, 89, 121, 157, (search for Question-Answer)
Aurally identify rondo form (DOK 1-2)	#11 Shake the Papaya, #33 Playin on the Washboard #89 Tinga Layo Listening Resource 3: #2 Viennese Musical Clock
Accurately interpret first and second endings (DOK 1-2)	#26 Remember Flanders (student book) #30 Children Together (student book)
Concepts and skills students master: Grade 3	
3. Identify vocal and instrumental tone colors	
Identify families of instruments visually and aurally (DOK 1)	Online: Introduction to the Instruments of the Orchestra Student Edition: Woodwind Family SE pg. 21, Brass Family SE pg 31 Percussion Family SE pg 33, String Family Page 44 Brass Family - pg 31 SE Listening Resource 3: worksheets pg 14-17 Audio examples: Strings #10, Woodwinds #8, 3, 4, 10, 7, 28 Brass #17, 18 Percusion #29
Differentiate male and female voices in choral settings (DOK 1)	#3 Nothing, TE: pg 33, pg 69 #56 identify voices by timbre

4. Identify and aurally recognize simple melodic, rhythmic, and harmonic patterns	
Identify and demonstrate do, re, mi, sol, la, high do, low sol, and low la pitches (extended pentatonic scale) (DOK 1-2)	s m #7 No Robbers m sl #6 Plainsies Clapsies d m s #2 Concentration #10 Turkey Lurkey #12 Pass a Beanbag #16 Bells in the Steeple d m sl #43 King's Land drm # 17 Seven Up #22 Closet Key #23 Trampin' #31 Long Legged Sailor drm s #69 Old Blue #78 Rabbits #92 Someone's Tapping m s l d' #73 Stella Ella Olla drm sl #9 Rocky Mountain #29 I'm an Acorn #33 Playin' On the Washboard #56 New Shoes #66 Shiny Penny #83 Find the Basket drm sl d' #8 Whoopee Cushion #52 Tideo s,l drm #28 Old Brass Wagon #36 Shake Them 'Simmons #70 Dinah #88 Inuit Lullaby s,l drm sl #25 Nothing but Peace #95 Chicken on the Fence Post l,t,d #49 In the Land of Oz s, drmf s d' #50 Donkeys Love Carrots
Identify and notate using  and  . (DOK 1-2)	 28 Old Brass Wagon (tim-ka) 41 Paw Paw Patch 52 Tideo 60 Love Somebody 70 Dinah 92 Someone's Tapping 95 Chicken on the Fence Post  16 Bells in the Steeple 62 Austrian Went Yodeling, 64 E Papa, 65 Eating is Fun
Aurally and visually recognize I-V chords (DOK 1-3)	#5 Missus Tong, 9 Rocky Mountain, #23 Trampin, #27 Three Blind Mice, #29 I'm an Acorn, #38 A Sailor, #41 Paw Paw Patch, #62 Austrian, #67 Coy Malindo, #69 Old Blue #74 Alouette, #78 Rabbits, #91 El Burrito, #97 The Provinces Online: Ukulele section
1. Identify personal preferences for specific music	
Use simple terms to describe preferences (DOK 1-2)	Listening Resource 3: Listening Log, Response Journal Online: Listening Log
Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. (DOK 1-3)	#30 Children Together Listening Resource 3: Listening Log
Demonstrate respect for the music preferences and opinions of others (DOK 1-2)	Listening Resource 3: Listening Log
2. Respond to and make informed judgments about music through participation, performance, and the creative process	
Select and use specific criteria in making judgments about the quality of a musical performance (DOK 1-3)	Listening Resource 3: Listening Log
Create developmentally appropriate movements to express pitch, tempo, form, and dynamics (DOK 2-4)	Listening Resource 3 #12 Waltz of Flowers, #19 Emperor Waltz, #20 Roses from the South, #30 Andante,
Describe how specific musical elements communicate particular ideas or moods in music (DOK 1-3)	Listening Resource 3: Listening Log #7 Tendre, #8 Leger, #14 Ode to Joy,
Explain the function of a music synthesizer and some of its capabilities (DOK 1-2)	planned unit for online site - in development
3. Articulate music's significance within an individual musical experience	
Explain how music speaks to every person in unique ways (DOK 1-3)	Listening Resource 3: Listening Log
Develop and articulate an understanding of the aesthetic qualities of music performed or heard (DOK 1-4)	Listening Resource 3: Listening Log
Identify differences and commonalities in music from various cultures (DOK 1-3)	TE: pg 38 #19 Ceremonial Dance, #21 Trampin, #39 It's a Holiday
Discuss reasons that different kinds of music are important to people (DOK 1-2)	TE: pg 38 #19 Ceremonial Dance, #21 Trampin, #39 It's a Holiday


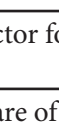


Concepts and skills students master: Grade 4	
1. Perform using accurate production techniques	
Perform three-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3)	#10 Thanksgiving Round, #29 Scale Round, #37 Christmas is Coming, #47 Kookabura, #52 Make New Friends, #58 Let's Catch a Rooster, #75 I Love the Mountains, #76 Tulip Round, #85 Sing Sing Together
Watch the conductor and follow meter patterns, tempo, and dynamic changes (DOK 1-3)	Teacher's Edition (TE) 4/4 pg 143, 144, 3/4 #22 Ma Ku Ay, #90 Daisy #73 - Plant a Tree (conduct 3/4, 4/4), #76
Perform using correct posture, breathing, and diction (DOK 1-2)	Assessment, TE pg 226
2. Perform a variety of rhythmic, melodic, and harmonic patterns	
Perform patterns that include do, re, mi, fa, sol, la, ti, high do, low sol, low la pitches and ♩. ♪, ♪♪ rhythms (DOK 1-2)	sm: #64 Categories, ism #9 Jolly, #7 Pizza smd #5 Good Morning drm s #86 Old Blue drm sl: #12 Black Snake, #26 Pass the Pumpkin, #69 Wallflowers, #82 Billy Billy, #89 Built my Lady low la: #15 Canoe Song, #30 Land of Silver Birch low so: #9 Jolly Rhythm, #21 Bats, #50, I've been to London, #53 My Gal, #58 Let's Catch a Rooster, #49 Nobody Likes, #62 Scotland's Burning #68 Old Dan Tucker #93 Crawdad Hole high do: #25 There Was an Old Witch #34 Stella, #39 Sarasponda, #44 Clock Round, #49 Cucu ti: #17 Miss Mary Mac, #45 Toc, #74 Under the Chestnut fa: #4 Frere Jacques #22 Ma Ku Ay #28 Cut the Cake #52 Make New Friends #91 Bidy Bidy scale: #29 Scale Round #76 Tulip Round ♩. ♪ #52 Make New Friends ♪♪ #55 Gens du pays #75 I Love the Mountains #77 Compost #84 Flunky Jim #85 Sing, Sing
Perform I-IV-V accompaniments in simple keys (DOK 1-2)	I-IV-V songs #3 This Little Light, #16 Little Old Sod Shanty, #36 What did Delaware, #39 Sarasponda, #46 Forty Below, #53 My Gal #60 Grandpa's Whiskers #65 Feller from Fortune #68 Old Dan Tucker #83 Whacky Music #87 Happy is the Miller #88 There's a Hole in my Bucket #93 Crawdad Hole #95 Camping Song #96 Loo La Online - Ukulele section
Perform melodic and rhythmic ostinati individually (DOK 1-2)	melodic - #4 Frere Jacques #23 Synco-copation #51 Upward Trail #70 Toembaii #75 I Love the Mountains #77 Compost #85 Sing, Sing Together rhythmic: #12 Black Snake, #15 Canoe Song #30 Land of the Silver Birch #39 Sarasponda
3. Perform extended melodies from the treble staff using traditional notation	







<p>Play and sing simple notated melodies (8 to 12 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3)</p>	<p>#1 Wake Me - TE explains rote process Teacher Edition (TE) pg 24 sm: #64 Categories, lsm #9 Jolly, #7 Pizza smd #5 Good Morning drm s #86 Old Blue drm sl: #12 Black Snake, #26 Pass the Pumpkin, #69 Wallflowers, #82 Billy Billy, #89 Built my Lady low la: #15 Canoe Song, #30 Land of Silver Birch low so: #9 Jolly Rhythm, #21 Bats, #50, I've been to London, #53 My Gal, #58 Let's Catch a Rooster, #49 Nobody Likes, #62 Scotland's Burning #68 Old Dan Tucker #93 Crawdad Hole high do: #25 There Was an Old Witch #34 Stella, #39 Sarasponda, #44 Clock Round, #49 Cucu ti: #17 Miss Mary Mac, #45 Toc, #74 Under the Chestnut fa: #4 Frere Jacques #22 Ma Ku Ay #28 Cut the Cake #52 Make New Friends #91 Bidy Bidy</p>
<p>Play and sing simple songs in major keys (DOK 1-2)</p>	<p>sm: #64 Categories, lsm #9 Jolly, #7 Pizza smd #5 Good Morning drm s #86 Old Blue drm sl: #12 Black Snake, #26 Pass the Pumpkin, #69 Wallflowers, #82 Billy Billy, #89 Built my Lady low so: #9 Jolly Rhythm, #21 Bats, #50, I've been to London, #53 My Gal, #58 Let's Catch a Rooster, #49 Nobody Likes, #62 Scotland's Burning #68 Old Dan Tucker #93 Crawdad Hole high do: #25 There Was an Old Witch #34 Stella, #39 Sarasponda, #44 Clock Round, #49 Cucu ti: #17 Miss Mary Mac, #45 Toc, #74 Under the Chestnut fa: #4 Frere Jacques #22 Ma Ku Ay #28 Cut the Cake #52 Make New Friends #91 Bidy Bidy</p>
<p>1. Improvise simple musical phrases</p>	
<p>Improvise completion of a given rhythmic or melodic phrase (DOK 2-3)</p>	<p>#5 Good Morning - improvise B section (Q&A) #18 Cheki Morena #19 Al Tambor #30 Land of the Silver Birch TE: Pg. 87 improvise on recorder</p>
<p>Improvise short phrases using the pitches of the diatonic scale (DOK 2-3)</p>	<p>Orff Source 1: #89 Built my Lady #15 Canoe Song, #30 land of Silver Birch, #21 Bats, #62 Scotland's Burning, #50 I've Been to London, Orff Source 2: #22 Pass the Pumpkin, #87 Happy is the Miller, #88 Hole in the Bucket, #68 Old Dan Tucker, #45 Toc Toc, #93 Crawdad Hole,</p>
<p>2. Notate simple musical selections</p>	
<p>Create 4- to 8-measures using known rhythms and pitches on a treble clef staff (DOK 2-4)</p>	<p>TE: pg 98 compose melody for a poem, pg. 227, 228 Online: St. Patrick's Day Unit</p>
<p>Follow prescribed criteria when notating (DOK 1)</p>	<p>Online: St. Patrick's Day Unit</p>
<p>Concepts and skills students master: Grade 4 1. Application and demonstration of the use of more advanced dynamics, tempo, meter and articulation using appropriate music vocabulary</p>	
<p>Apply vocabulary for mezzopiano/mezzo-forte, andante, presto, and accelerando/ritardando in describing musical examples (DOK 1-2)</p>	<p>Dynamics: #12 Black Snake (taught) Online - pop quiz, loud quiet Tempo: #6 Chester Online - pop quiz</p>
<p>Demonstrate mezzo-piano/mezzoforte, andante, presto, and accelerando/ritardando using movement, voice, and instruments (DOK 1-2)</p>	<p>Dynamics: #12 Black Snake (taught) Online - pop quiz, loud quiet Tempo: #6 Chester Online - pop quiz</p>

Explain the function of the top and bottom numbers of a time signature in duple and triple meter (DOK 1)	#22 Ma Ku Ay #40 Huron Carol #55 #73 Plant a Tree #83 Whacky Music (conducting) #94 My Hat
2. Identification of aural and visual notations of basic musical forms	
Aurally identify theme and Variations form (DOK 1-2)	Listening Resource 4: #13, 14 Recorder Unit: #8 Hot Cross Buns variations
Aurally identify interlude (DOK 1-2)	
Visually identify and apply D.C. al Fine, D.S. al Coda (DOK 1-2)	D.S. al Coda #42 Pack the Sleigh #81 J'entends le moulin
3. Analyze vocal and instrumental examples	
Aurally and visually identify specific instruments of the band and orchestra (DOK 1)	#99 String Family, #100 Percussion, #101 Woodwind, #102 Brass Listening Resource 4: Strings:#4, 12, 13, 14 Woodwinds: 18, 7, 17, Brass: 2, 3 Percussion: 22, 23, 21 Online: Introduction to the Instruments Unit
Aurally identify music performed in two or more parts (DOK 1-2)	#11 Old Joe Clark, #33 Two Canadian Folk Songs,#41 Hallelujah Chorus #80 Lost My Partner Listening Resource 4: Hallelujah Chorus
Aurally identify music from various periods in history (DOK 1-2)	Listening Resource 4: Renaissance: #17, 23 Baroque:: #2, 4, 5, 9, 12, 13, 14, 11, 15, 16 Classical: 7, 8, 22 Romantic: 6, 10, 18, 19, 20, 21 20th C: 1, 3

4. Identify and aurally recognize melodic, rhythmic, and harmonic patterns	
Identify and use do, re, mi, fa, sol, la, ti, high do, low sol, and low la pitches (diatonic scale) (DOK 1-2)	sm: #64 Categories, lsm #9 Jolly, #7 Pizza smd #5 Good Morning drm s #86 Old Blue drm sl: #12 Black Snake, #26 Pass the Pumpkin, #69 Wallflowers, #82 Billy Billy, #89 Built my Lady low la: #15 Canoe Song, #30 Land of Silver Birch low so: #9 Jolly Rhythm, #21 Bats, #50, I've been to London, #53 My Gal, #58 Let's Catch a Rooster, #49 Nobody Likes, #62 Scotland's Burning #68 Old Dan Tucker #93 Crawdad Hole high do: #25 There Was an Old Witch #34 Stella, #39 Sarasponda, #44 Clock Round, #49 Cucu ti: #17 Miss Mary Mac, #45 Toc, #74 Under the Chestnut fa: #4 Frere Jacques #22 Ma Ku Ay #28 Cut the Cake #52 Make New Friends #91 Bidy Bidy
Identify and use ♩, ♪ and ♪♪ (DOK 1-2)	♩ ♪ #52 Make New Friends ♪♪ #55 Gens du pays #75 I Love the Mountains #77 Compost #84 Flunky Jim #85 Sing, Sing
Notate four-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3)	Online - Rhythm Practice Section, Rhythm dictation
Aurally recognize IV chord in a I-IV-V pattern (DOK 1-3)	I-IV-V songs #3 This Little Light, #16 Little Old Sod Shanty, #36 What did Delaware, #39 Sarasponda, #46 Forty Below, #53 My Gal #60 Grandpa's Whiskers #65 Feller from Fortune #68 Old Dan Tucker #83 Whacky Music #87 Happy is the Miller #88 There's a Hole in my Bucket #93 Crawdad Hole #95 Camping Song #96 Loo La Online - Ukulele section

Aurally distinguish between major and minor tonalities (DOK 1-2)	Online: Major Minor game Listening Resource 4: Listening Log
1. Explain personal preferences for specific music	
Use appropriate music terminology to explain preferences (DOK 1-3)	Listening Resource 4: Listening Log 18. Did you like this piece? Explain why or why not using musical terminology. TE: Pg 224 Personal response to music
Describe and demonstrate characteristics of effective personal participation in ensembles (DOK 1-2)	TE: pg 151, #89 Built my Lady pg 153
Discriminate between musical and nonmusical factors in individual music preference (DOK 1-2)	Listening Resource 4: Listening Log TE: Pg 224 Personal response to music
2. Comprehend and respect the musical values of others considering cultural context as an element of musical evaluation and meaning	
Demonstrate respect for diverse local and regional opinions regarding music preferences (DOK 1-2)	TE: pg 225 Cultural Awareness Worksheet
Identify prominent Colorado styles and musicians (DOK 1)	Online - unit to be developed
Compare differences in sources of meaning and standards of evaluation within the contexts of local and regional musical styles (DOK 1-3)	TE: pg 225 Cultural Awareness Worksheet

Concepts and skills students master: Grade 5	
1. Perform using enhanced musical techniques	
Perform four-part vocal and/or instrumental rounds, using movement, and speech (DOK 1-3)	12 For Health & Strength 24 Raindrops Round 45 Early to Bed 50 Music Alone Shall Live 74 Haida 82 Hey Ho 85 Come Follow 90 Come and Sing
Respond to the conductor for phrasing and dynamics (DOK 1-3)	#7 When I Believe 18a. In a Dark Dark Wood 24a. Thunderstorm Soundscape 44. Snowflakes 81c. Rain Soundscape
Demonstrate proper care of voice and instruments (DOK 1-2)	#9 Liza Jane (explains how to help children find head voice)
2. Perform more complex rhythmic, melodic, and harmonic patterns	
Perform patterns that include the following rhythms:  , and ties (DOK 1-2)	 #54 I've a Car, #83 Drunken Sailor #80 Drill Ye Tarriers  #54 I've a Car, #74 Haida, #80 Drill Ye Tarriers  #15 Alabama Gal, #19 Whistle Daugher, #54 Tom Dooley, #59 Rainbow Color, #74 Haida, #75 Funga Alafia ties #39 Charley Marley, Recorder Unit #10 This Little Light, #20 Do Lord
Perform patterns that include the pitches of the major scale (DOK 1-2)	Scale: #12 For Health, #30 Sing the Scale, #38 Winter is Here, #39 Charley Marley #65 Chumbara, #90 Come and Sing, #94 Ball Go Round
Perform I-IV-V chords in the keys of C, F, and G (DOK 1-2)	1 Mama Don't Allow, 13 Button , 39 Charley Marley 42 Christmas Shopping Blues, 49 George Washington Bridge, 50 Music Alone Shall Live, 64 Johnny Lost a Quarter, 70 Deep and Wide, 72 I am Slowly Going Crazy, 84 Ship Titanic, 86 Riel's Farewell
3. Perform melodies using traditional notation	
Play and sing notated melodies (12 to 16 measures) with attention to pitch, rhythm, and expressive qualities (DOK 1-3)	#1 Mama Don't Allow - Rote teaching explained Melody Reading Songs: 8, 2, 6, 58, 79, 13, 54, 20, 10, 15, 28, 34, 57, 62, 96, 3, 9, 24, 75, 77, 21, 19, 52, 12, 30, 38, 39, 65, 90, 94
Play and sing simple melodic notation in treble clef in major and minor keys (DOK 1-2)	Melody Reading Songs: 8, 2, 6, 58, 79, 13, 54, 20, 10, 15, 28, 34, 57, 62, 96, 3, 9, 24, 75, 77, 21, 19, 52, 12, 30, 38, 39, 65, 90, 94
1. Improvise question and answer and basic musical phrases	
Improvise completion of a given rhythmic or melodic phrase, giving attention to similarities of question and answer in length of phrase, meter, mood, etc. (DOK 2-3)	Orff Source: # 59 John Kanaka, Ho Ho Watanay, Lady in the Graveyard, Old Woman, Rainbow Color, Hey Ho
Improvise instrumentally and vocally using I-IV-V chords in 12 bar blues form (DOK 2-3)	#4. School Day Blues 42 Christmas Shopping Blues
2. Notate simple compositions	
Create an eight-measure melody using the treble staff (DOK 2-4)	TE: pg 44, 115, 151, TE: pg 203 Recorder composition
Reproduce notated 8-measure melody provided by the teacher, using the treble staff (DOK 1-2)	Online - Solfa or Note Name challenge

Concepts and skills students master: Grade 5	
1. Analyze and apply dynamics, tempo, meter, and articulation using appropriate music vocabulary	
Apply vocabulary for largo, moderato, diminuendo, and slur when describing music (DOK 1-2)	tempo: #17 Ronald McDonald Dynamics 18a. In a Dark, Dark Wood, 24a. Thunderstorm Soundscape 44 Snowflakes, 77 Old Woman, 81c Rain Soundscape
Demonstrate largo, moderato, diminuendo, and slur using movement, voice, and instruments (DOK 1-2)	Tempo: #17 Ronald McDonald Dynamics 18a. In a Dark, Dark Wood, 24a. Thunderstorm Soundscape 44 Snowflakes, 77 Old Woman, 81c Rain Soundscape
2. Analyze, aurally and visually, notation and form in music	
Visually identify line and space notes and notate pitches on the bass clef staff (DOK 1)	Online: Pop Quiz
Aurally identify 12-bar blues form (DOK 1-2)	#4. School Day Blues 42 Christmas Shopping Blues
3. Analyze more complex instrumental and vocal examples	
Aurally and visually identify various world instruments (DOK 1)	#11 Steel Drum, #60 Chinese Temple, #67 Didgeridoo #98 Flamenco
Aurally identify soprano, alto, tenor, and bass voices (DOK 1)	#36 Banks of the Don
Aurally identify music from various historical periods and cultures (DOK 1- 3)	Listening Resource 5: Renaissance: #22,23, 24, 25, 26, 12 Baroque: #1, 2, 3, 4, 5, 9, 16 Romantic: #6, 10, 11, 13, 14, 18, 19, 20, 21 20th Century: #7, 8, 15, 17
4. Comprehension and application of melodic, rhythmic, and harmonic patterns	
Identify and notate, using  ,  , and  and ties (DOK 1-2)	 #54 I've a Car, #83 Drunken Sailor #80 Drill Ye Tarriers  #54 I've a Car, #74 Haida, #80 Drill Ye Tarriers  #15 Alabama Gal, #19 Whistle Daughter, #54 Tom Dooley, #59 Rainbow Color, #74 Haida, #75 Funga Alafia ties #39 Charley Marley, Recorder Unit #10 This Little Light, #20 Do Lord
Notate eight-beat rhythmic patterns and four-beat melodic patterns dictated by the teacher (DOK 1-3)	Online - Rhythm Practice Section, assesment
Aurally and visually identify I, IV, V chords in the keys of C, F, and G (DOK 1-3)	1 Mama Don't Allow, 13 Button , 39 Charley Marley 42 Christmas Shopping Blues, 49 George Washington Bridge, 50 Music Alone Shall Live, 64 Johnny Lost a Quarter, 70 Deep and Wide, 72 I am Slowly Going Crazy, 84 Ship Titanic, 86 Riel's Farewell Online - Ukulele and/or Guitar sections
Identify the position of whole and half steps in a major scale (DOK 1)	#30 Sing the Scale TE: pg 178 Scale worksheet
Identify and demonstrate the use of accidentals (sharp, flat, and natural signs) (DOK 1-2)	Online: pop quiz, accidentals Recorder: Bb, F#
1. Explain and defend personal preferences for specific music	
Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works (DOK 1-4)	Listening Resource 5: Listening Log Online - Listening 5 Listening log
Discuss the difference between preference for and quality of musical works (DOK 1-3)	Listening Resource 5: Listening Log

2. Articulate the meaning in music according to elements, aesthetic qualities, and human responses

Identify and analyze differences in tempo and dynamics in contrasting music selections (DOK 1-3)	Listening Resource 5: Listening Log
Explain how people in a particular culture use and respond to specific musical works from that culture (DOK 1-3)	TE: pg 15 #35 Ninaskamon #67 Didgeridoo #76 African drumming TE: pg 96, 120 Identify the culture
Describe the means used to describe images or evoke feelings and emotions in musical works from various cultures (DOK 1-3)	Listening Resource 5: Listening Log
Discuss criteria used to make evaluations of musical works and performances (DOK 1-3)	Listening Resource 5: Listening Log
Discuss elements of performance in observational and evaluative way, using appropriate music terminology (DOK 1-3)	Listening Resource 5: Listening Log

<p>Concepts and skills students master: Grade 6</p> <p>1. Perform music in unison and two parts accurately and expressively at the minimal level of 1 on the difficulty rating scale</p>	
<p>Sing or play in unison and two parts (level 1) with correct body/instrument position (DOK 1-3)</p>	<p>Teacher's Edition (TE) pg 18 - checklist to assess singing, including posture.</p>
<p>Respond to conductor's cues of tempo; dynamics; and 2/4, 3/4, and 4/4 time (DOK 1-3)</p>	<p>#13,14,15 Telemann Sonata - conduct 3/4, 4/4, 2/4 Worksheets 13 and 14 review dynamic and tempo terms in relation to the song, "In Flanders Fields" where students are taught to respond to cues of tempo and dynamics.</p>
<p>2. Perform music accurately and expressively at the minimal level of 0.5 on the difficulty rating scale at the first reading</p>	
<p>Sight-read, observing all musical symbols, tempo indications, expressive indications, and technical indications (DOK 1-2)</p>	<p>Songs in Musicplay 6 to sing expressively include Barges, I Love This Country, Song For The Mira, Wild Mountain Time, Mary Mac, She's Like The Swallow, A Great Big Sea, Hymn To Freedom (Oscar Peterson), Gypsy Rover, Build A Bridge, Nova Scotia Song, Take Time, Siyahamba, Hineh Ma Tov -</p>
<p>Maintain consistent tone quality, intonation, balance, blend, and phrasing when sight reading (DOK 1-3)</p>	<p>Choral repertoire in Musicplay 6 to work on tone, intonation, balance, blend and phrasing includes: Barges, I Love This Country, Song For The Mira, Wild Mountain Time, Mary Mac, She's Like The Swallow, A Great Big Sea, Hymn To Freedom (Oscar Peterson), Gypsy Rover, Build A Bridge, Nova Scotia Song, Take Time, Siyahamba, Hineh Ma Tov -</p>
<p>3. Demonstrate understanding of major and minor scales</p>	
<p>Sing or play two major scales in keys appropriate for their instrument or voice (DOK 1-2)</p>	<p>Barges - C Scale Dollar - C Scale Now We'll Make - F Dona Nobis - F Scale Suo Gan - F Scale RWho Did - G Scale Le Divin Enfant - G scale COFFEE Entendez Vous - F Scale A Ram Sam - F Scale Student worksheet #8 teaches scales in C, F, G</p>
<p>Sing or play one minor scale in keys appropriate for their instrument or voice (DOK 1-2)</p>	<p>Oh My Love - Major/Minor (Round And Round Dorian) Student worksheet 16 - change a song from major to minor</p>
<p>1. Create melodic and rhythmic patterns</p>	
<p>Notate a combination of simple melodic patterns with structured parameters using current technology with or without tonal accompaniment (DOK 1-3)</p>	<p>Student Worksheet 39: Create a Melody in 4/4 Student Worksheet 40: Create a Melody in 3/4</p>
<p>Notate a combination of simple rhythmic patterns with structured parameters using current technology with or without tonal accompaniment (DOK 1-3)</p>	<p>TE: pg x, pg 1 - notate rhythm patterns Online - Rhythm Practice Section - assess rhythm dictation has 15 levels including 6/8 and 5/4</p>
<p>2. Improvise call-and-response patterns</p>	
<p>Demonstrate preparatory improvisations using a two- to fournote call and response rhythmically (DOK 1-2)</p>	<p>#47 Here's a Song that's really neat - improvise response on Boomwhackers to a sung call. Musicplay 6 Digital Resources, Boomwhacker improvisation demo. Orff Source 3, Rhythm Improvisation: Four White Horses, Tell my Ma (spoons) Call and Response rhythmic improvisation is being added to the online site, Rhythm Practice section.</p>
<p>Demonstrate preparatory improvisations using a two- to fournote call and response melodically. (DOK 1-2)</p>	<p>Orff Source 3, Melodic Improvisation: Above a Plain, Angels, Take Time in Life, Tum Balalaika, Suo Gan, Call and Response melodic improvisation is being added to the online site, Solfa Practice section.</p>

Concepts and skills students master: Grade 6	
1. Identification of rhythmic and melodic patterns in musical examples	
Identify and demonstrate rhythms within musical examples that incorporate eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meter signatures (DOK 1-2)	identify Rhythms: #1, 2, 5, 6, 16, 19, 25, 31, 32, 37, 38, 42, 46, 56, 59, 63, 65, 68, 74, 76, 97, 99, 101, 112
Demonstrate alteration of written rhythms within musical examples, using pp/ff, largo/allegro, legato/staccato and application of accents as found in a beginning level composition (DOK 1-2)	Worksheet #16 - Change an Element Worksheets 13-14 - describe tempo/dynamics in #27 "In Flanders Fields"
2. Notation of level .5 compositions using appropriate clef for instrument and/or voice	
Identify and transcribe or demonstrate notes in alto, bass, or treble clefs in appropriate instrumental and vocal settings; can also include guitar tablature identification (DOK 1-2)	Worksheet 5 - treble clef note name review Worksheets 35-36 - bass clef note names Worksheet 46 - read melodies in bass clef Worksheet 47 - Create a melody
Notate a major scale and its relative minor (DOK 1)	Worksheet 8 - key signatures
3. Analysis of a beginning level composition or performance using musical elements	
Describe, using a minimum of two markings (dynamic and tempo) when analyzing a musical example (DOK 1- 2)	Worksheets 13-14 - describe tempo/dynamics in #27 "In Flanders Fields"
Analyze articulation, dynamics and tempo during performances (DOK 1-3)	#71 Gypsy Rover - Worksheets 13-14 - describe tempo/dynamics Worksheet 38 - discuss articulations #96 Senviak #101 Take Time in Life Student Worksheet 10 - analyze pieces as homophonic, monophonic, polyphonic Student Worksheet 11 - analyze timbre of pieces Worksheets 13-14 - describe tempo/dynamics
Using current classroom repertoire, identify I, IV, V chords (DOK 1-2)	-IV-V Songs 3 Rufus Rustus 26 La Bamba 32 Hagdalena 38 Angels 42 Le Divin Enfant 43 Snowflakes 44 Christmas at Hop 45 Christmas Dance 47 Here's a Song 48 It's a Whacky 52 Hockey Song 55 A Great Big Sea 57 Love Somebody 58 Hi Ho Rattlin' Bog 62 Wai Bamba 64 John B Sails 68 Black Socks 78 She Waded 100 Sippin' Milkshakes 101 Take Time in Life 102 Siyahamba 108 Squid Jiggin 119 Blood on Saddle 120 Home on Range
1. Determination of strengths and weaknesses in musical performances according to specific criteria	
Identify criteria used in evaluating various kinds of musical performances (DOK 1-2)	TE: pg 6, 7, 30, 40, 49 TE: pg 105, students assess performance in large ensemble Student Worksheet 45: Concert Review
Employ basic specific music terminology related to elements of performance and evaluation to discuss a music performance (DOK 1-4)	TE: pg 8 Assess Orff performance TE: pg 45 - self-assess student performance in winter concert TE: pg 101 discuss Senviak performance TE: pg 105, students assess performance in large ensemble Student Worksheet 45: Concert Review

2. Description of music's role in the human experience and ways music is used and enjoyed in society	
Relate and discuss how various aesthetic qualities communicate images, feelings, or emotions in specific musical works (DOK 1-4)	TE: pg 85 (discuss emotions in Gypsy Rover) TE: pg 101 - discuss how Senviak makes you feel TE: pg 119 - discuss how lyrics of song Cockles and Mussels conveys feelings TE: pg 14 I Love this Country - Discuss how the contextual elements that affect the composer can affect the music that he or she writes: time, location, current events, social climate. Worksheet 24: Mood in Music - Describe how the elements of music are used in each to create the different moods
Discuss potential influence of music on emotions and behavior (DOK 1-3)	TE: pg 85 (discuss emotions in Gypsy Rover) TE: pg 101 - discuss how Senviak makes you feel TE: pg 119 - discuss how lyrics of song Cockles and Mussels conveys feelings Worksheet 24: Mood in Music - Describe how the elements of music are used in each to create the different moods
Categorize a listening library of music literature and repertoire that represents various styles and cultures from a span of musical eras (DOK 1-2)	Worksheet 11: Timbre or Tone Color compares Cello Concerto, Bach, Syrinx for flute by Debussy, Telemann Sonata, Shekres Worksheet 25/26 - Compare Baroque and Classical styles See the lists below of listening selections and multicultural listening and song selections.

**Listening selections in Musicplay 6
(Musicplay for Middle School)**

Cello Concerto	Baroque
Syrinx - flute	20th C
Telemann Sonata 1	Baroque
Telemann Sonata 2	Baroque
Telemann Sonata 3	Baroque
Scarborough Fair	Renaissance
Greensleeves	Renaissance
Minuet - Mozart	Classical
Haydn String Quartet	Classical
Eine Kleine	Classical
Beethoven String Quartet	Romantic
Jubilate	Renaissance
Senviak	20th C

**Multicultural
Listening**

Celtic 1
Celtic 2
Tsiftelli
Tzamiko
Zembekiko
Raga 7
Raga 19
Samba
6/8 Afro 1
Shekres
2/2 Bata
Calypso

Multicultural to Sing

La Bamba
Suo Gan
Hineh Ma Tov
Le Divin Enfant
Paper Scissors
De Colores
Wai Bamba
Wade in the Water
Japanese Clap Game
Fillimiooriay
OO'Kat
Entendez Vous
Tumbalalaika
A Ram Sam
Gerakina
Take Time in Life
Siyahamba
Mi Gallo