

<b>Singing, alone and with others, a varied repertoire of music.</b>
1.1 Sing, alone or with others, a varied repertoire, covering cultural traditions, history, current events, holidays and school studies.
1.2 Demonstrate proper breath, posture and diction in singing.
1.3 Sing expressively using dynamics, phrasing, and creative interpretation.
1.4 Perform publicly at least once.
1.5 Sing rounds, ostinatos and partner songs.
<b>Performing on instruments, alone and with others, a varied repertoire of music.</b>
2.1 Play pitched and unpitched classroom instruments demonstrating correct technique.
2.2 Play expressively using dynamics, phrasing and creative interpretation.
2.3 Play a pitched classroom instrument with melodic and rhythmic notation.
<b>Improvising melodies, variations, and accompaniments.</b>
3.1 Improvise short rhythmic and melodic patterns by singing or playing on classroom instruments.
3.2 Improvise a short melody using the pentatonic scale.
<b>Composing and arranging music within specified guidelines.</b>
4.1 Compose short musical patterns and phrases within specified guidelines.
<b>Reading and notating music.</b>
5.1 Read and perform rhythmic patterns containing paired eighth notes, quarter notes, quarter rests, half notes, half rests, triplets, sixteenth notes, whole notes, whole rests, dotted half notes, single eighth notes, single eighth rests, dotted quarter notes, and syncopation.
5.2 Read Curwen hand signs and perform melodic patterns containing <i>so-mi, so-mi-la, mi-re-do, do-re-mi-so, do-so</i> ↓-do, <i>do-re-mi-fa-so, so</i> ↓- <i>la</i> ↓- <i>ti</i> ↓-do, and <i>la</i> ↓-do.
5.3 Read and perform music with symbols and traditional terms, (e.g. crescendo, decrescendo, repeat signs, fermatas).
<b>Listening to, analyzing, and describing music.</b>
6.1 Identify simple music forms such as verse/refrain, AB, ABA, rondo, and theme and variations when presented aurally.
6.2 Demonstrate listening skills by moving, by answering questions about, and by describing aural examples of music.
6.3 Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances (e.g. meter, modes, Italian terms for describing dynamics and tempo, etc.).
6.4 Identify the sounds of a variety of instruments, including many band and orchestra instruments, and instruments from various cultures, as well as children’s voices, and male and female adult voices.
6.5 Respond through purposeful movements (e.g. swaying, skipping, and dramatic play) to selected prominent music characteristics or to specific music events (e.g. meter changes, dynamic changes, same/different sections) while listening to music.
<b>Evaluating music and music performances.</b>
7.1 Create and apply criteria for evaluating performances and compositions.
7.2 Explain their personal preferences for specific musical works and styles using appropriate music terminology.
<b>Understanding relationships between music, the other arts, and disciplines outside the arts.</b>
8.1 Identify similarities and differences in the meanings of common terms used in the various arts (e.g. the definition of “line” in art, music, drama, and dance).
8.2 Identify ways in which the concepts and subject matter of other disciplines taught in the school are interrelated with those of music (e.g. comparing fractions with rhythmic notation.)
<b>Understanding music in relation to history and culture.</b>
9.1 Identify by genre or style aural examples of music from various historical periods and cultures.
9.2 Describe how elements of music are found in musical examples around the world.
9.3 Identify various uses of music in their daily experiences and also describe characteristics that make certain music suitable for each use.
9.4 Identify and describe roles of musicians (e.g. conductor, folk singer, church organist, etc.) in various music settings and cultures.