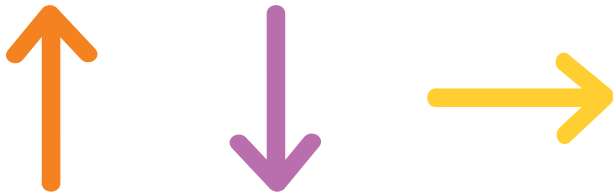


WHAT WE LEARN IN KINDERGARTEN MUSIC

ELEMENTS OF MUSIC: PITCH

I can

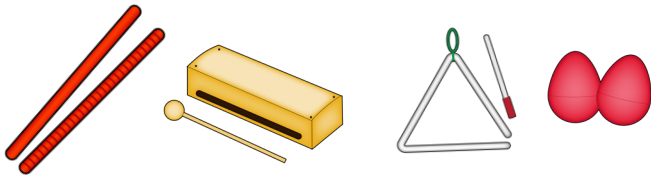
- show high, medium or low sounds.
- show how melodies go up, down or stay the same.



ELEMENTS OF MUSIC: TIMBRE

I can identify and use

- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scrapes, drums.



ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

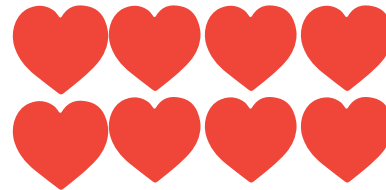
- loud and quiet
- fast and slow
- smooth or separated



ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can

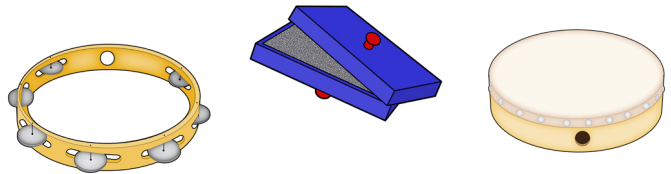
- tell when there's a beat and when there's no beat.
- I can move to and play a steady beat.



ELEMENTS OF MUSIC: FORM

I can

- show phrases.
- tell if phrases are the same or different.
- move to show different sections of the music.



VOCABULARY

<i>beat</i>	<i>woods</i>
<i>rhythm</i>	<i>metals</i>
<i>high/low</i>	<i>shakes/scrapes</i>
<i>loud/quiet</i>	<i>drums</i>
<i>fast/slow</i>	<i>solo</i>
<i>smooth/separated</i>	<i>repeat</i>

CREATE

I can

- create and play patterns using loud/quiet or picture word rhythms.
- improvise melodies (Q/A, Melody Elephant).

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

RESPOND

I can

- tell or show with movement how music makes me feel.

CONNECT

I can

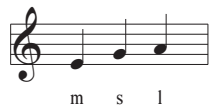
- listen to music and sing songs and tell about the places they're from.

WHAT WE LEARN IN GRADE 1 MUSIC

ELEMENTS OF MUSIC: PITCH

I can

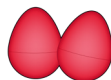
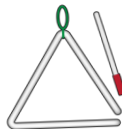
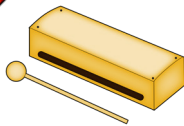
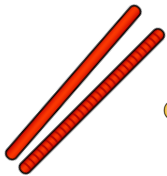
- show high, medium or low sounds
- show how melodies go up, down or stay the same
- sing, read, and write these notes: mi so and la



ELEMENTS OF MUSIC: TIMBRE

I can identify and use

- speaking, whispering, calling, and singing voices.
- many classroom instruments when I see them or hear them.
- woods, metals, shakes/scrapes, drums.



ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

- loud and quiet
- fast and slow
- smooth or separated



ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can

- tell when there's a beat and when there's no beat.
- move to and play a steady beat.
- tell when there is



one sound on a beat



two sounds on a beat



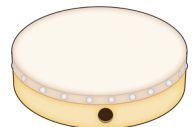
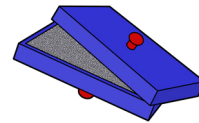
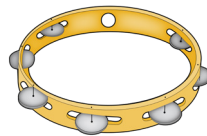
no sound on a beat

- read these rhythms: 

ELEMENTS OF MUSIC: FORM

I can

- show phrases with arm motions.
- tell if phrases are the same or different.
- move to show different sections of the music.



VOCABULARY

beat

woods

rhythm

metals

high/low

shakes/scrapes

loud/quiet

drums

fast/slow

solo

smooth, separated

repeat

CREATE

I can

- create and play rhythm patterns.
- create and sing melodies.

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- be a good listener.

RESPOND

I can

- tell or show with movement how music makes me feel.

CONNECT

I can

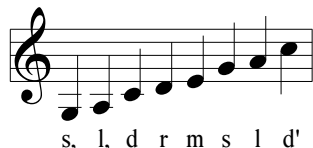
- listen to music and sing songs and tell about the places they're from.

WHAT WE LEARN IN GRADE 3 MUSIC

ELEMENTS OF MUSIC: PITCH

I can

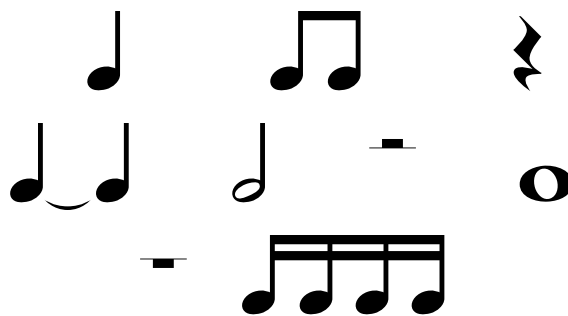
- sing, read and write these notes so, la, do re mi so la do'



ELEMENTS OF MUSIC: BEAT AND RHYTHM

I can

- read these rhythms:



ELEMENTS OF MUSIC: TIMBRE

I can

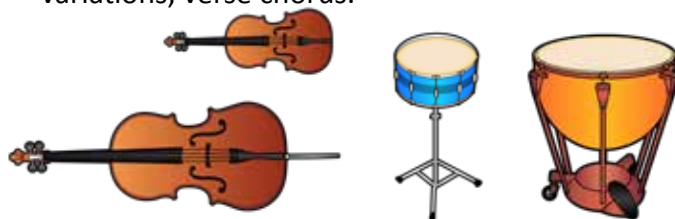
- identify and classify classroom instruments by sight and sound.
- describe the families of instruments in the orchestra: woodwind, brass, strings, percussion.



ELEMENTS OF MUSIC: FORM

I can

- describe phrase form.
- define and use repeat signs, 1st and 2nd endings.
- describe ABA, AABA, rondo, theme and variations, verse chorus.



ELEMENTS OF MUSIC: EXPRESSION

I can identify and perform

- *pp p mp mf f ff*
- crescendo, decrescendo
- adagio, andante, moderato, allegro, presto, prestissimo, fermata
- staccato, legato and accent

VOCABULARY

beat, rhythm
staff
treble clef
solo
divisi
canon
round

rondo
theme & variations
timbre
time signature
tempo
dynamics
form

CREATE

I can improvise, create and play

- rhythm patterns, melodies, new verses, and sound effects for stories and poems.

PERFORM

I can

- sing, move, and play instruments.

As an Audience I can

- describe and demonstrate good performance and concert etiquette.

RESPOND

I can

- write about or show with movement how music makes me feel.

CONNECT

I can

- listen to music and sing songs and tell about the places they're from.