Q2 - Music

K	1	2	3	4	5
Explore high vs. low in singing and icon notation.	Compose and improvise using simple body percussion.	Perform accompaniments (ostinati) including broken bordun.	Perform accompaniments (ostinati) including crossover bordun.	Improvise ostinati accompaniments.	Improvise melodies/rhythms of increasing complexity.
Identify sound vs silence.	Identify high vs. low in melodic patterns.	Identify melodic rhythm vs. steady beat.	Sing in round/canon formats.	Sing with proper posture and healthy vocal technique.	Sing in two part harmony.
Sing as part of an ensemble.	Recognize and perform simple rhythmic patterns.	Classify, count, and perform rhythms.	Read and notate rhythm patterns including sixteenth notes.	Classify, perform, and count rhythms including syncopation (single eighth, quarter, single eighth) and sixteenth/eighth note combinations.	Classify, perform, and count rhythms including dotted quarter note followed by a single eighth note.
Compose and Improve music with simple movement.	Brainstorm during the creative music process.	Describe the creative music process.	Brainstorming during the creative music process	Use music and movement to enhance stories and poems.	Create theme and variations through movement.
Ask questions about the creative process of music.	Respond to music with movement.	Respond to music with movement.	Perform dances of varying genres and cultures.	Perform dances of varying genres and cultures.	Perform dances of varying genre and cultures.
Identify how music is part of personal and community events.	Review solo singing and instrument technique.	The student will describe roles of music and musicians in communities.	Identify careers in music.	Identify musical skills that relate to other disciplines.	Recognize and describe various musical careers.
Identify how to work as a team while participating in musical experiences.	Identify collaboration and communication skills for music rehearsal and performance.	Identify collaboration and communication skills for music rehearsal and performance.	Identify and apply collaboration and communication skills for music rehearsal and performance.	Explore criteria for evaluating music and identify how this differs between people and communities.	Explore criteria for evaluating music and identify how this differ between people and communities.
Identify technology for making music.	Identify technology for making music.	Identify technology for making music.	Identify technology for making music.	Use digital notation to create and share music.	Use digital notation to create and share music.
Recognize relationships between music and other fields of knowledge.	Recognize relationships between music and other fields of knowledge.	Recognize relationships between music and other fields of knowledge.	Describe relationships between music and other fields of knowledge.	Describe relationships between music and other fields of knowledge.	Describe relationships between music and other fields of knowledge.
Identify classroom instruments visually and aurally.	Classify pitched and non-pitched instruments by sound.	Identify classroom and orchestral instruments visually and aurally.	Use terminology of dynamics and tempo to describe music.	Identify rondo form (ABACA) and explore tonality.	Explore theme and variation form
Explore cultural and historical aspects of music.	Explore cultural and historical aspects of music.	Explore cultural and historical aspects of music.	Explore cultural and historical aspects of music.	Explore cultural and historical aspects of music.	Explore cultural and historical aspects of music.