

**k-5 General Music**

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**Overview of Learning Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Responding and Connecting** | **Rhythm Skills** | **Melody Skills** |
| **Kindergarten** | A: Matches given rhythmic movement  B: Match vocalization within a given register  C: Create an expressive performance |  |  |
| **1st Grade** | A: Analyze musical elements  B: Create an expressive performance | A: Analyze rhythms within a given set |  |
| **2nd Grade** | A: Analyze musical elements  B: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **3rd Grade** | A: Analyze musical elements  B: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **4th Grade** | A: Analyze musical elements  B: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **5th Grade** | A: Analyze musical elements  B: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |

**Scope & Sequence**

KEY: **Bold – must experience** Not bold – can teach/students may experience \*\***ASSESSED\*\***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Topic: Melody** | **Topic: Rhythm** | **R & C:**  **Harmony/**  **Texture** | **R & C:**  **Timbre** | **R & C:**  **Form** | **R & C:**  **Expression** | **R & C:**  **Movement** |
| K | high/low | Long/short  Steady beat | 0, 1, 2 sounds | 4 Voices | Same/Different | Loud/Soft (Quiet)  Fast/slow | Finger Plays  Action Song  Stationary Circle  Locomotor and Non-Locomotor  Exploration |
| 1 | **SM**  La | **\*\* q Q n \*\***  Meter 2/4 | Solo and group  Echo/call and response | **Unpitched Percussion**  Body Percussion | **AB Form** | **Forte, Piano**  Allegro, Largo | Chase Games in a Circle  Stationary  Circle becomes traveling Circle  Mirroring |
| 2 | **\*\*MSL\*\***  rd  Step, skip, repeat  Staff | **\*\*** h H **\*\***  Meter 4/4 | **Ostinato** | Pitched Percussion | **ABA**  Verse/Refrain  Repeat | Fortissimo Pianissimo  Presto, Andante  Phrasing | Traveling Circle  Partners in a Circle  Scattered Formation Dances |
| 3 | **\*\*DR\*\***  Low la, low sol  Pentatonic scale  Name Musical Alphabet  Do or Treble Clef | **\*\*** d w W **\*\***  y  Meter 3/4  Compound Meter | 2 part Rounds  and canons | 4 Instrument Families | 1st and 2nd Ending  ABC | Mezzo Piano Mezzo forte  Crescendo Decrescendo | Passing Game  Concentric Circle  Long-ways Set |
| 4 | **\*\*Low La, Low Sol\*\***  Do’  La-centered (minor)  Absolute Pitches on Treble Staff | \*\* y m M **\*\*** | Partner song  3 part rounds  and Canons | **Instruments within the 4 families**  Recorder | Rondo  D.S. al fine  Coda | Fermata  Staccato, Accent Legato | Shadowing  Folk-Dance |
| 5 | **\*\*High DO\*\***  Fa and ti  Major/minor | **\*\*** eqe **(Syncopa)\*\***  j e  Mixed Meter | 2 independent part harmony | Performing Groups (band, choir, orchestra) | Theme and Variations  Improvisation | Octavo Reading | Line Dances  Advanced Folk-Dance |

**Kindergarten – Responding and Connecting**

***Topic-Specific Descriptors:*** *when asking students to “match pitch”, the characteristics of the learning goal include distinguishing and differentiating pitches and developing a strategy to accurately assess one’s own pitch. Other mental processes include executing, analyzing errors, matching, and more.*

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Match given rhythmic movement 2. Match vocalization within a given register 3. Create an expressive performance |
| 2 | Students:   1. Demonstrate a variety of movements 2. Demonstrate a variety of vocal sounds 3. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **high/low** | **Long/short**  **Steady beat** | 0, 1, 2 sounds | **4 Voices** | Same/Different | **Loud/Soft (Quiet)**  Fast/slow | Finger Plays  Action Song  Stationary Circle  Locomotor and Non-Locomotor  Exploration |

**1st Grade – Responding and Connecting**

***Topic-Specific Descriptors:*** *See chart below*

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze musical elements 2. Create an expressive performance |
| 2 | Students:   1. Demonstrate musical elements 2. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **SM**  La | **\*\* q Q n \*\***  Meter 2/4 | Solo and group  Echo/call and response | **Unpitched Percussion**  Body Percussion | **AB Form** | **Forte, Piano**  Allegro, Largo | Chase Games in a Circle  Stationary  Circle becomes traveling Circle  Mirroring |

**1st Grade – Rhythm Skills**

***Topic-Specific Descriptors:*** *See chart below*

**Rhythm Set: q Q n**

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **SM**  La | **\*\* q Q n \*\***  Meter 2/4 | Solo and group  Echo/call and response | **Unpitched Percussion**  Body Percussion | **AB Form** | **Forte, Piano**  Allegro, Largo | Chase Games in a Circle  Stationary  Circle becomes traveling Circle  Mirroring |

**2nd Grade – Responding and Connecting**

***Topic-Specific Descriptors:*** *See chart below*

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze musical elements 2. Create an expressive performance |
| 2 | Students:   1. Demonstrate musical elements 2. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*MSL\*\***  rd  Step, skip, repeat  Staff | **\*\* h H \*\***  Meter 4/4 | **Ostinato** | Pitched Percussion | **ABA**  Verse/Refrain  Repeat | Fortissimo Pianissimo  Presto, Andante  Phrasing | Traveling Circle  Partners in a Circle  Scattered Formation Dances |

**2nd Grade – Rhythm Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *See chart below*

Rhythm Set: q Q n h H

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*MSL\*\***  rd  Step, skip, repeat  Staff | **\*\* h H \*\***  Meter 4/4 | **Ostinato** | Pitched Percussion | **ABA**  Verse/Refrain  Repeat | Fortissimo Pianissimo  Presto, Andante  Phrasing | Traveling Circle  Partners in a Circle  Scattered Formation Dances |

**2nd Grade – Melody Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Melody Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze pitches within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors****: See chart below*

Pitch Set: mi, so, la

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*MSL\*\***  r, d  Step, skip, repeat  Staff | **\*\* h H \*\***  Meter 4/4 | **Ostinato** | Pitched Percussion | **ABA**  Verse/Refrain  Repeat | Fortissimo Pianissimo  Presto, Andante  Phrasing | Traveling Circle  Partners in a Circle  Scattered Formation Dances |

**3rd Grade – Responding and Connecting**

***Topic-Specific Descriptors:*** *: See chart below*

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze musical elements 2. Create an expressive performance |
| 2 | Students:   1. Demonstrate musical elements 2. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*DR\*\***  Low la, low sol  Pentatonic scale  Naming Musical Alphabet  Do or Treble Clef | **\*\***  **d w W \*\***  y  Meter  3/4  Compound Meter | 2 part Rounds and canons | 4 Instrument Families | 1st and 2nd Ending  ABC | Mezzo Piano Mezzo forte  Crescendo Decrescendo | Passing Game  Concentric Circle  Long-ways Set |

**3rd Grade – Rhythm Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Rhythm Set: d w W

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*DR\*\***  Low la, low sol  Pentatonic scale  Naming Musical Alphabet  Do or Treble Clef | **\*\***  **d w W \*\***  y  Meter  3/4  Compound Meter | 2 part Rounds and canons | 4 Instrument Families | 1st and 2nd Ending  ABC | Mezzo Piano Mezzo forte  Crescendo Decrescendo | Passing Game  Concentric Circle  Long-ways Set |

**3rd Grade – Melody Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Melody Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze pitches within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Pitch Set: do, re, mi, so, la

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*DR\*\***  Low la, low sol  Pentatonic scale  Naming Musical Alphabet  Do or Treble Clef | **\*\***  **d w W \*\***  y  Meter  3/4  Compound Meter | 2 part Rounds and canons | 4 Instrument Families | 1st and 2nd Ending  ABC | Mezzo Piano Mezzo forte  Crescendo Decrescendo | Passing Game  Concentric Circle  Long-ways Set |

**4th Grade – Responding and Connecting**

***Topic-Specific Descriptors:*** *: See chart below*

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze musical elements 2. Create an expressive performance |
| 2 | Students:   1. Demonstrate musical elements 2. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*Low La, Low Sol\*\***  Do’  La-centered (minor)  Absolute Pitches on Treble Staff | **\*\* y \*\***  **\*\* m \*\***  **\*\* M \*\*** | Partner song  3 part rounds and Canons | **Instruments within the 4 families**  Recorder | Rondo  D.S. al fine  Coda | Fermata  Staccato, Accent Legato | Shadowing  Folk-Dance |

**4th Grade – Rhythm Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Rhythm Skills: y m M

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*Low La, Low Sol\*\***  Do’  La-centered (minor)  Absolute Pitches on Treble Staff | **\*\* y \*\***  **\*\* m \*\***  **\*\* M \*\*** | Partner song  3 part rounds and Canons | **Instruments within the 4 families**  Recorder | Rondo  D.S. al fine  Coda | Fermata  Staccato, Accent Legato | Shadowing  Folk-Dance |

**4th Grade – Melody Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Melody Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze pitches within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Pitch Set: low la, low so, do, re, mi, so, la

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*Low La, Low Sol\*\***  Do’  La-centered (minor)  Absolute Pitches on Treble Staff | **\*\* y \*\***  **\*\* m \*\***  **\*\* M \*\*** | Partner song  3 part rounds and Canons | **Instruments within the 4 families**  Recorder | Rondo  D.S. al fine  Coda | Fermata  Staccato, Accent Legato | Shadowing  Folk-Dance |

**5th Grade – Responding and Connecting**

***Topic-Specific Descriptors:*** *: See chart below*

|  |  |
| --- | --- |
|  | Grading Topic: Responding and Connecting |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze musical elements 2. Create an expressive performance |
| 2 | Students:   1. Demonstrate musical elements 2. Demonstrate a musical task |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*High DO\*\***  Fa and ti  Major/minor | **\*\* eqe (Syncopa)\*\***  j e  Mixed Meter | 2 independent part harmony | Performing Groups (band, choir, orchestra) | Theme and Variations  Improvisation | Octavo Reading | Line Dances  Advanced Folk-Dance |

**5th Grade – Rhythm Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Rhythm Skills: j e eqe

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*High DO\*\***  Fa and ti  Major/minor | **\*\* eqe (Syncopa)\*\***  j e  Mixed Meter | 2 independent part harmony | Performing Groups (band, choir, orchestra) | Theme and Variations  Improvisation | Octavo Reading | Line Dances  Advanced Folk-Dance |

**5th Grade – Melody Skills**

***Topic-Specific Descriptors:***

|  |  |
| --- | --- |
|  | Grading Topic: Melody Skills |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze pitches within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |
| --- | --- |
|  | Grading Topic: Rhythm |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. This could include experimenting with vocalization and rhythmic movement. |
| 3 Learning Goal | Students:   1. Analyze rhythms within a given set |
| 2 | Students:   1. Identify notes within a given set |
| 1 | Students performance reflects insufficient progress toward foundational skills and knowledge. |

***Topic-Specific Descriptors:*** *: See chart below*

Pitch Set: low la, low so, do, re, mi, so, la, high do

Success Criteria:

Includes experimentation with – high/low, up/down/ loud/soft, fast/slow, long/short, sound/no sound, 1 sound/2 sounds, same/different, expressive movement, using 4 voices, vocal exploration

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic: Melody | Topic:Rhythm | R & C: Harmony/Texture | R & C:Timbre | R & C:Form | R & C:Expression | R & C:Movement |
| **\*\*High DO\*\***  Fa and ti  Major/minor | **\*\* eqe (Syncopa)\*\***  j e  Mixed Meter | 2 independent part harmony | Performing Groups (band, choir, orchestra) | Theme and Variations  Improvisation | Octavo Reading | Line Dances  Advanced Folk-Dance |

**Additional Layout**

*Learning Goals by Grade*

**Kindergarten**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and  Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.\* | A: Matches given rhythmic movement  B: Match vocalization within a given register  C: Create an expressive performance | A: Demonstrate a variety of movements  B: Demonstrate a variety of vocal sounds  C: Demonstrate a musical task |

*\*This could include experimenting with vocalization and rhythmic movement.*

**1st Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze musical elements  B: Create an expressive performance | A: Demonstrate musical elements  B: Demonstrate a musical task |
| Rhythm Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze rhythms within a given set  Rhythm Set: **q Q n** | B: Identify notes within a given rhythm set |

**2nd Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze musical elements  B: Create an expressive performance | A: Demonstrate musical elements  B: Demonstrate a musical task |
| Rhythm Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze rhythms within a given set  **Rhythm Set:** : q Q n h H | A: Identify notes within a given rhythm set |
| Melody Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze pitches within a given set  **Pitch Set: mi, so, la** | A: Identify notes within a given set |

**3rd Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze musical elements  B: Create an expressive performance | A: Demonstrate musical elements  B: Demonstrate a musical task |
| Rhythm Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze rhythms within a given set  **Rhythm Set:** d w W | A: Identify notes within a given rhythm set |
| Melody Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze pitches within a given set  **Pitch Set: do, re, mi, so, la** | A: Identify notes within a given set |

**4th Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze musical elements  B: Create an expressive performance | A: Demonstrate musical elements  B: Demonstrate a musical task |
| Rhythm Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze rhythms within a given set  **Rhythm Set:** y m M | A: Identify notes within a given rhythm set |
| Melody Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze pitches within a given set  **Pitch Set: low la, low so, do, re, mi, so, la** | A: Identify notes within a given set |

**5th Grade**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 4 - Exceeding | 3 - Meeting | 2 – Developing |
| Responding and Connecting | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze musical elements  B: Create an expressive performance | A: Demonstrate musical elements  B: Demonstrate a musical task |
| Rhythm Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze rhythms within a given set  **Rhythm Set:** j e eqe | A: Identify notes within a given rhythm set |
| Melody Skills | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal. | A: Analyze pitches within a given set  **Pitch Set: low la, low so, do, re, mi, so, la, high do** | A: Identify notes within a given set |