

**k-5 General Music**

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**Overview of Learning Goals**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Responding and Connecting** | **Rhythm Skills** | **Melody Skills**  |
| **Kindergarten** | A: Matches given rhythmic movementB: Match vocalization within a given registerC: Create an expressive performance |   |  |
| **1st Grade** | A: Analyze musical elementsB: Create an expressive performance | A: Analyze rhythms within a given set |  |
| **2nd Grade** | A: Analyze musical elementsB: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **3rd Grade** | A: Analyze musical elementsB: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **4th Grade** | A: Analyze musical elementsB: Create an expressive performance | A: Analyze rhythms within a given set | A: Analyze pitches within a given set |
| **5th Grade** | A: Analyze musical elementsB: 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/shortSteady beat | 0, 1, 2 sounds | 4 Voices | Same/Different | Loud/Soft (Quiet)Fast/slow | Finger PlaysAction SongStationary CircleLocomotor and Non-LocomotorExploration |
| 1 | **SM**La | **\*\* q Q n \*\***Meter 2/4 | Solo and groupEcho/call and response | **Unpitched Percussion**Body Percussion | **AB Form** | **Forte, Piano**Allegro, Largo | Chase Games in a CircleStationaryCircle becomes traveling CircleMirroring |
| 2 | **\*\*MSL\*\***rdStep, skip, repeatStaff | **\*\*** h H **\*\***Meter 4/4 | **Ostinato** | Pitched Percussion | **ABA**Verse/RefrainRepeat | Fortissimo PianissimoPresto, AndantePhrasing | Traveling CirclePartners in a CircleScattered Formation Dances |
| 3 | **\*\*DR\*\***Low la, low solPentatonic scaleName Musical AlphabetDo or Treble Clef | **\*\*** d w W **\*\***yMeter 3/4Compound Meter | 2 part Roundsand canons | 4 Instrument Families | 1st and 2nd EndingABC | Mezzo Piano Mezzo forteCrescendo Decrescendo | Passing GameConcentric CircleLong-ways Set |
| 4 | **\*\*Low La, Low Sol\*\***Do’La-centered (minor)Absolute Pitches on Treble Staff | \*\* y m M **\*\*** | Partner song3 part roundsand Canons | **Instruments within the 4 families**Recorder | RondoD.S. al fineCoda | FermataStaccato, Accent Legato | ShadowingFolk-Dance |
| 5 | **\*\*High DO\*\***Fa and tiMajor/minor | **\*\*** eqe **(Syncopa)\*\***j e Mixed Meter | 2 independent part harmony | Performing Groups (band, choir, orchestra) | Theme and VariationsImprovisation | Octavo Reading | Line DancesAdvanced 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 solPentatonic scaleNaming Musical AlphabetDo or Treble Clef | **\*\***  **d w W \*\***yMeter  3/4Compound 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 solPentatonic scaleNaming Musical AlphabetDo or Treble Clef | **\*\***  **d w W \*\***yMeter  3/4Compound 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 solPentatonic scaleNaming Musical AlphabetDo or Treble Clef | **\*\***  **d w W \*\***yMeter  3/4Compound 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 eMixed 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 eMixed 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 eMixed 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 movementB: Match vocalization within a given registerC: Create an expressive performance | A: Demonstrate a variety of movementsB: Demonstrate a variety of vocal soundsC: 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 elementsB: 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 setRhythm 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 elementsB: 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 elementsB: 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 elementsB: 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 elementsB: 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 |