

# MUSIC

By the end of Kindergarten, your child will

- respond to a steady beat with body movements or by playing rhythm instruments.
- notice and respond to melody changes up and down the scale.
- distinguish between high and low sounds.
- use listening skills to learn songs (call and response).
- recognize differences between speaking, singing, and shouting.
- sing from memory a variety of songs from many cultures.
- echo short rhythms and melodies.
- use varied sounds to accompany readings or songs.

# MUSIC

By the end of 1st grade, your child will

- recognize and respond to a steady beat and other elements of music with movement and rhythm instruments.
- recognize basic rhythms by sight and sound (quarter note, quarter rest, and eighth note).
- differentiate between speaking and singing voices.
- distinguish between high and low tones, loud and soft tones, and upward and downward tones.
- create and perform simple accompaniments using barred instruments.
- demonstrate correct playing technique for classroom instruments.
- recognize and respond to repeated and contrasting sections of music.
- respond to fast, slow, and changing tempos in music.
- understand that good singing includes proper pitch and rhythm along with appropriate posture and diction.
- sing a variety of songs from memory which represents many cultures and styles.
- echo short rhythm patterns and melodies and be able to notate these patterns.
- demonstrate proper audience and performance behavior.

# MUSIC

By the end of 2nd grade, your child will

- recognize and respond to music through body movement and by playing rhythm and melody instruments.
- begin to recognize the difference between beat and rhythm.
- begin to identify notes on the treble clef.
- recognize and be able to perform basic rhythm and melody patterns.
- recognize aurally and visually repetition and contrast in music.
- perform and create simple accompaniments on barred instruments and various percussion instruments.
- sing unison songs with good technique and explore basic harmony, such as rounds.
- perceive musical form (the structure of a piece) through movement and playing instruments (such as round, canon, ABA, verse-refrain).
- memorize selections from a variety of countries and cultures and sing them using expression.
- demonstrate proper audience and performance behavior.

# MUSIC

By the end of 3rd grade, your child will

- recognize the difference between beat and rhythm.
- recognize and respond to steady beat and other elements of music through movement and playing instruments.
- identify and perform basic rhythms through singing, playing, and composing songs.
- recognize and express the musical concepts of repetition and contrast both verbally and through performance.
- have a basic understanding of how to read music, including knowledge of staff, treble clef, space, and line notes.
- perform expressively and create accompaniments to songs using musical instruments while demonstrating proper playing technique.
- develop good singing skills to include matching pitch and singing independently.
- sing simple harmony, such as rounds and partner songs.
- identify music forms visually and aurally .
- recognize and understand basic music symbols.
- recognize and identify various instrumental sounds from the orchestra.
- sing a varied repertoire of songs from a variety of countries, cultures, and styles.
- demonstrate proper audience and performance behavior.
- recognize differences between musical art forms, such as ballet and opera.

# MUSIC

By the end of 4th grade, your child will

- respond to a steady beat and other elements of music through body movement and playing instruments.
- understand that music can be grouped in twos, threes, or fours (meter).
- identify and perform rhythms and melodies through singing, playing, and composing songs.
- recognize a musical staff and identify the time signature, treble clef, and notes of the staff.
- know that melodies move by step, leap, or repeat.
- expressively sing a variety of musical selections with proper pitch, rhythm, diction, and posture.
- identify instruments of the orchestra aurally and visually.
- understand the differences and similarities among the arts: visual art, music, theater, and dance.
- demonstrate and appreciate proper audience and performance behavior.
- demonstrate basic recorder skills, including playing B-A-G-E with good tone..