

## Kindergarten – Create

<b>Element</b>	<b>Concept</b>	<b>Skill</b>
Melody	Melodies can be created/improvised.	Improvise short melodic answers to questions using Sol-Mi, Sol-Mi-La pitches.
Rhythm	Rhythmic patterns can be created/improvised.  Tempo can be used to express character.	Create patterns using steady beat.  Explore and evaluate how tempo changes affect character and emotion.
Form	Contrasting patterns and sections can be created.	Create a contrasting section or phrase for a given song or rhyme.
Timbre	Different voices and instruments can be used to express mood, character, and setting.	Explore and evaluate how classroom instruments can be used to accompany songs, stories, and poems.  Explore and evaluate how the voice can be used to express mood and character.  Create sound stories.
Dynamics	Dynamics can be used to express mood and character.	Explore and evaluate how dynamics can be used to express mood and character.

## Kindergarten – Perform

Element	Concept	Skill
Melody	Melodic Direction, High/Low, Experience Sol-Mi-La Songs.	Use singing voice appropriately (range: D4-B5) to perform a varied repertoire of songs representing genres and styles from diverse cultures.  Practice matching pitch.
Rhythm	Steady beat, sound/silence, fast/slow, and long/short.	Practice keeping a beat.  Demonstrate awareness of the concept through movement.  Echo short rhythmic patterns.
Form	ABA, AB, Same/Different, call and response, and verse/refrain.	Identify Same/Different phrases or sections.
Texture/Harmony		Perform a steady beat accompaniment.
Timbre	Types of voices: Speaking, singing, whisper, calling.  Classroom instruments have different timbres.  Three main ways to make sounds: bow, blow, and strike.	Use all types of voices appropriately.  Identify/Group pitched and un-pitched classroom instruments into instrument families: woods, metals, shakers/scrapers, drums, and Orff instruments.  Perform body percussion (stamp, clap, patsch, and snap) appropriately.  Identify how orchestral instruments make sound.
Notation skills	Iconic notation can represent musical ideas.	Perform rhythmic patterns using iconic notation representing steady beat, quarter notes, and eighth notes.  Perform melodic patterns using iconic notation.
Dynamics	Music can be loud or soft.	Identify loud and soft.
Technical Skill		Demonstrate appropriate playing technique for all classroom instruments and Orff Instruments.
Present music to an audience	Music can be learned and shared with others.	Perform with proper performance decorum.

## Kindergarten – Respond

**Objective: A student should be able to understand the historical and contemporary role of music in Alaska, the nation, and the world.**

1	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
2	Expose students to a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.

**Objective: A student should be able to critique the student’s music and the music of others.**

1	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
2	Describe specific musical aspects of a given example (e.g., loud/soft, slow/fast, high/low, and names of instruments).
3	Practice and exhibit appropriate audience skills.

**Objective: A student should be able to recognize beauty and meaning through music in the student’s life.**



1	Express personal preference for a specific piece of music using appropriate academic vocabulary.
2	Express feelings evoked by music from various cultures, historical periods, and genres.

**1<sup>st</sup> and 2<sup>nd</sup> Grade – Create**  
**(Underlined skills are for 2<sup>nd</sup> Grade)**

<b>Element</b>	<b>Concept</b>	<b>Skill</b>
Melody	Melodies can be created/improvised.	Improvise short melodic answers/phrases to musical questions using grade appropriate pitches (range: C4-B5 and <u>C4-C5</u> )  Create responses to call and response songs.
Rhythm	Rhythmic patterns can be created/improvised.  Tempo can be used to express character.	Create patterns using steady beat.  Explore and evaluate how tempo changes affect character and emotion.  Create simple question and answer phrases using body percussion and <u>classroom/Orff instruments.</u>
Form	Contrasting patterns and sections can be created.	Create a contrasting section or phrase for a given song or rhyme.  <u>Create simple melodic and rhythmic question and answer phrases.</u>
Timbre	Different voices and instruments can be used to express mood, character, and setting.	Explore and evaluate how classroom instruments can be used to accompany songs, stories, and poems.  Explore and evaluate how the voice can be used to express mood and character.  Create sound stories.
Dynamics	Dynamics can be used to express mood and character.	Explore and evaluate how dynamics can be used to express mood and character.

# 1<sup>st</sup>/2<sup>nd</sup> Grade – Perform

(Underlined skills are for 2<sup>nd</sup> Grade)

Element	Concept	Skill
Melody	<p>Melodic Direction, High/Low</p> <p>Identify Sol-Mi, Sol-Mi-La, <u>Mi-Re-Do patterns.</u></p>	<p>Use singing voice appropriately (range: C4-C5) to perform a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Identify and perform Sol-Mi, Sol-Mi-La, <u>Mi-Re-Do patterns.</u></p> <p>Practice matching pitch.</p>
Rhythm	<p>Steady beat, sound/silence, fast/slow, <u>getting faster/getting slower</u>, long/short.</p> <p> (1<sup>st</sup> Grade)</p> <p> (2<sup>nd</sup> Grade)</p> <p><u>Music can be divided into duple or triple meter.</u></p>	<p>Practice keeping a beat in <u>duple or triple meter</u>, demonstrate awareness of the concept through movement.</p> <p>Echo short rhythmic patterns <u>including rhythmic patterns up to eight beats long.</u></p>
Form	<p>ABA, AB, same/different, call and response, verse/refrain, and phrases.</p> <p><u>Introduction and coda.</u></p>	<p>Identify and perform same/different phrases or sections, and <u>introduction and coda.</u></p>
Texture/Harmony	<p>Music can have more than one part occurring at one time.</p>	<p>Perform a steady beat accompaniment and add color parts.</p> <p>Perform simple ostinato/<u>ostinati</u> as an accompaniment to a song.</p> <p>Perform two-part/<u>three-part</u> speech pieces.</p>
Timbre	<p>Types of voices: Speaking, singing, whisper, and calling.</p> <p>Classroom instruments have different timbres.</p> <p>Orchestral families: strings, woodwinds, brass, and percussion.</p> <p><u>Differentiate between men, women, and children's voices.</u></p>	<p>Use all types of voices appropriately.</p> <p>Identify/group pitched and un-pitched classroom instruments into instrument families: woods, metals, shakers/scrapers, drums, and Orff instruments.</p> <p>Perform body percussion (stamp, clap, patsch, and snap) appropriately.</p> <p>Identify families of the orchestra.</p>

<p>Notation skills</p>	<p>Iconic notation can represent musical ideas.</p> <p>Melodic direction is represented on the music staff.</p>	<p>Perform rhythmic patterns using standard notation for rhythms using:</p> <p>: </p> <p>♪♪♪ ♯ (1<sup>st</sup> Grade)</p> <p>♪♪♪ ♯ ♭-♪ (2<sup>nd</sup> Grade)</p> <p>Perform Sol-Mi and Sol-Mi-La patterns on abbreviated staff (two to three lines).</p> <p>Introduce <i>forte</i> and <i>piano</i> and their corresponding musical symbols.</p> <p><u>Identify crescendo and decrescendo and their corresponding musical symbols.</u></p>
<p>Dynamics</p>	<p>Music can be loud or soft, <u>getting louder/getting softer.</u></p>	<p>Identify loud and soft, <u>getting louder/getting softer.</u></p>
<p>Technical Skill</p>		<p>Demonstrate appropriate playing technique for all classroom instruments and Orff Instruments.</p>
<p>Present music to an audience</p>	<p>Music can be learned and shared with others.</p>	<p>Perform varied repertoire with proper performance decorum.</p>

# 1<sup>st</sup> and 2<sup>nd</sup> Grade – Respond

**Objective: A student should be able to understand the historical and contemporary role of music in Alaska, the nation, and the world.**

1	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
2	Expose students to a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
3	Understand the connection of music to the student’s own life.

**Objective: A student should be able to critique the student’s music and the music of others.**

1	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
2	Describe specific musical aspects of a given example (e.g., loud/soft, slow/fast, high/low, and names of instruments).
3	Practice and exhibit appropriate audience skills.
4	Analyze own performance and the performance of others using appropriate academic vocabulary.

**Objective: A student should be able to recognize beauty and meaning through music in the student’s life.**


1	Express personal preference for a specific piece of music using appropriate academic vocabulary.
2	Express feelings evoked by music from various cultures, historical periods, and genres.
3	Consider cultural beliefs about works of music.
4	Talk about how music is used in daily life.



**3<sup>rd</sup> and 4<sup>th</sup> Grade – Create**  
**(4<sup>th</sup> Grade topics are underlined)**

<b>Element</b>	<b>Concept</b>	<b>Skill</b>
Melody	Melodies can be created/improvised.	<p>Improvise short melodic answers/phrases to musical questions using grade appropriate pitches (range: B4-D5 and <u>B4-E5</u>).</p> <p>Create responses to call and response songs.</p>
Rhythm	<p>Rhythmic patterns can be created/improvised.</p> <p>Tempo can be used to express character.</p>	<p>Create patterns using steady beat.</p> <p>Explore and evaluate how tempo changes affect character and emotion.</p> <p>Create simple question and answer phrases using body percussion and <u>classroom/Orff instruments</u> using grade level appropriate rhythms.</p>
Form	Contrasting patterns and sections can be created.	Create a contrasting section or phrase for a given song or rhyme.
Texture/Harmony	Accompaniments are created on pitched instruments.	Create pitched steady beat and ostinato accompaniments.
Timbre	Different voices and instruments can be used to express mood, character, and setting.	<p>Explore and evaluate how classroom instruments can be used to accompany songs, stories, and poems.</p> <p>Explore and evaluate how the voice can be used to express mood and character.</p> <p>Create sound stories.</p>
Dynamics	Dynamics can be used to express mood and character.	<p>Explore and evaluate how dynamics can be used to express mood and character.</p> <p><u>Identify and use dynamics including “crescendo” and “decrescendo”.</u></p>



**3<sup>rd</sup>/4<sup>th</sup> Grade – Perform**  
**(Underlined concepts for 4<sup>th</sup> Grade)**

Element	Concept	Skill
Melody	<p>Melodic Direction, High/Low,</p> <p>Identify Sol-Mi, Sol-Mi-La, Mi-Re-Do patterns, as well as combinations of these in full staff notation.</p> <p><u>Add low So, low La, and high Do.</u></p> <p><u>Begin learning the major scale, including Fa and Ti and combinations of those notes.</u></p>	<p>Use a refined singing voice producing a clear, free-flowing tone (range: B4-D5 and <u>B4-E5</u>) to perform a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Identify and perform Sol-Mi, Sol-Mi-La, Mi-Re-Do patterns as well as combinations of these in full staff notation.</p> <p><u>Add low So, low La, and high Do.</u></p> <p><u>Begin learning the major scale, including Fa and Ti and combinations of those notes to the patterns performed.</u></p> <p>Practice matching pitch.</p> <p><u>Play and sing simple diatonic melodies using solfege and absolute pitch names.</u></p>
Rhythm	 <p>A tie joins two notes of the same pitch together.</p> <p>Numbers can be used to say rhythms.</p>	<p>Maintain a steady beat in various tempi and meters.</p> <p>Demonstrate awareness of the concept through movement.</p> <p>Echo rhythmic patterns in various meters, and introduce syncopation.</p> <p>Begin using numbers to perform rhythms.</p>
Form	<p>Verse/refrain, phrases, rondo form, DC al Fine, and DS al Fine.</p>	<p>Identify and perform verse/refrain, phrases, rondo form, DC al Fine, and DS al Fine.</p>
Texture/Harmony	<p>Music can have more than one part occurring at one time including partner songs, vocal ostinati, canons, and <u>descant</u>.</p>	<p>Perform multi-part accompaniments.</p> <p>Perform three-part speech pieces.</p> <p>Perform partner songs, vocal ostinato, canons, and <u>descant</u>.</p>

Timbre	<p>Identify orchestral instruments within each family.</p> <p><u>Differentiate between different kinds of vocal and instrumental ensembles.</u></p>	<p>Appropriately use classroom instruments for accompaniment.</p> <p>Perform body percussion (stamp, clap, patsch, and snap) appropriately.</p> <p>Identify orchestral instruments within each family.</p> <p><u>Differentiate between different kinds of vocal and instrumental ensembles.</u></p>
Notation skills	<p>Music is written formally with standard notation.</p>	<p>Introduce time signatures in 2/4, 3/4, 4/4.</p> <p>Perform rhythmic patterns using standard notation for rhythms using:</p>  <p>Identify the formal names for notes above.</p> <p>Know the absolute pitch names (treble clef) of the five-line staff.</p> <p>Perform Sol-Mi, Sol-Mi-La, Mi-Re-Do patterns as well as combinations of these in full staff notation.</p> <p>Identify  (fermata)</p> <p>Identify and perform written dynamics appropriately.</p> <p><u>Begin reading two-part music on score.</u></p>
Dynamics/ Articulations	<p>Music encompasses a variety of dynamics and articulations.</p>	<p>Perform a variety of dynamics and articulations (staccato, legato, and accent).</p>
Technical Skill		<p>Demonstrate appropriate playing technique for all classroom instruments, Orff instruments, and recorders.</p>
Present music to an audience	<p>Music can be learned and shared with others.</p>	<p>Perform with proper performance decorum.</p>

## 3<sup>rd</sup> and 4<sup>th</sup> Grade – Respond

**Objective: A student should be able to understand the historical and contemporary role of music in Alaska, the nation, and the world.**

1	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
2	Expose students to a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
3	Understand the connection of music to the student’s own life.

**Objective: A student should be able to critique the student’s music and the music of others.**

1	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
2	Describe specific musical aspects of a given example and begin to aurally identify music of various styles.
3	Practice and exhibit appropriate audience skills.
4	Analyze own performance and the performance of others using appropriate academic vocabulary.
5	Listen to amateur and professional musicians and performers tell about their instruments and craft.


**Objective: A student should be able to recognize beauty and meaning through music in the student’s life.**



1	Express personal preference for a specific piece of music using appropriate academic vocabulary.
2	Express feelings evoked by music from various cultures, historical periods, and genres.
3	Consider cultural beliefs about works of music.
4	Talk about how music is used in daily life.
5	Using appropriate musical terminology, explain personal preference for specific musical works and styles.

## 5<sup>th</sup> and 6<sup>th</sup> Grade – Create

Element	Concept	Skill
Melody	Melodies can be created/improvised.	<p>Improvise short melodic answers/phrases to musical questions using grade level-appropriate pitch patterns.</p> <p>Create responses to call and response songs.</p>
Rhythm	<p>Rhythmic patterns can be created/improvised.</p> <p>Tempo can be used to express character.</p>	<p>Create patterns using steady beat.</p> <p>Explore and evaluate how tempo changes affect character and emotion.</p> <p>Create simple question and answer phrases using body percussion using grade level appropriate rhythms.</p>
Form	Contrasting patterns and sections can be created.	Create a contrasting section or phrase for a given song or rhyme.
Texture/Harmony	Accompaniments are created on pitched instruments.	Create pitched steady beat and ostinato accompaniments.
Timbre	Different voices and instruments can be used to express mood, character, and setting.	<p>Explore and evaluate how classroom instruments can be used to accompany songs, stories, and poems.</p> <p>Explore and evaluate how the voice can be used to express mood and character.</p> <p>Create sound stories.</p>
Dynamics	Dynamics can be used to express mood and character.	Explore and evaluate how dynamics can be used to express mood and character.

## 5<sup>th</sup>/6<sup>th</sup> Grade – Perform

Element	Concept	Skill
Melody	<p>Perform diatonic melodies in major tonalities.</p> <p>Perform simple melodies in minor using La as the home tone.</p>	<p>Use a refined singing voice producing a clear, free-flowing tone with emphasis on correct breathing as a source of energy for skillful singing (range: A4-F5).</p> <p>Perform a varied repertoire of songs representing genres and styles from diverse cultures.</p> <p>Perform diatonic melodies in major tonalities.</p> <p>Perform simple melodies in minor using La as the home tone.</p>
Rhythm	 <p>A tie joins two notes of the same pitch together.</p> <p>Numbers can be used to say rhythms.</p>	<p>Maintain a steady beat in various tempi and meters including 6/8, 5/4, 7/4.</p> <p>Demonstrate awareness of the concept through movement.</p> <p>Echo rhythmic patterns in various meters, and introduce syncopation.</p> <p>Begin using numbers to perform rhythms.</p>
Form	<p>Verse/refrain, phrases, rondo form, DC al Fine, DS al Fine, theme and variation, 12-bar blues, and multi-movement pieces.</p>	<p>Identify and perform verse/refrain, phrases, rondo form, DC al Fine, DS al Fine, theme and variation, and 12-bar blues.</p>
Texture/Harmony	<p>Music can have more than one part occurring at one time including partner songs, vocal ostinati, canons, descant, four-part canons, and counter melodies.</p> <p>Accompaniment sometimes uses I-V and I-IV-V chord progressions.</p>	<p>Perform music with more than one part occurring at one time including partner songs, vocal ostinati, canons, descant, four-part canons, and counter melodies.</p> <p>Perform accompaniment using I-V and I-IV-V chord progressions.</p>
Timbre	<p>Identify orchestral instruments within each family.</p> <p>Differentiate between different kinds of vocal and instrumental ensembles.</p>	<p>Appropriately use classroom instruments for accompaniment.</p> <p>Perform body percussion (stamp, clap, patsch, and snap) appropriately.</p>

		<p>Identify orchestral instruments within each family.</p> <p>Differentiate between different kinds of vocal and instrumental ensembles.</p>
Notation skills	Music is written formally with standard notation.	<p>Introduce time signatures in 2/4, 3/4, 4/4.</p> <p>Perform rhythmic patterns using standard notation for rhythms using:</p>  <p>Identify the formal names for notes above.</p> <p>Know the absolute pitch names (treble clef) of the five-line staff.</p> <p>Perform diatonic melodies in major tonalities.</p> <p>Perform simple melodies in minor using La as the home tone.</p> <p>Identify  (fermata).</p> <p>Identify and perform written dynamics appropriately.</p> <p>Begin reading two-part music on score.</p>
Dynamics/Articulations	Music encompasses a variety of dynamics and articulations.	Perform a variety of dynamics and articulations (staccato, legato, and accent).
Dynamics	Music encompasses a variety of dynamics.	Perform a variety of dynamics.
Technical Skill		<p>Demonstrate appropriate playing technique for all classroom instruments, Orff instruments, and recorders.</p> <p>Begin to explore other instruments such as ukulele, guitar, drums, keyboard, and hand chimes/hand bells.</p>
Present music to an audience	Music can be learned and shared with others.	Perform with proper performance decorum.

## 5<sup>th</sup> and 6<sup>th</sup> Grade – Respond

**Objective: A student should be able to understand the historical and contemporary role of music in Alaska, the nation, and the world.**

1	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
2	Expose students to a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
3	Understand the connection of music to your own life.

**Objective: A student should be able to critique the student’s music and the music of others.**

1	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
2	Describe specific musical aspects of a given example and begin to aurally identify music of various styles.
3	Practice and exhibit appropriate audience skills.
4	Analyze own performance and the performance of others using appropriate academic vocabulary.
5	Listen to amateur and professional musicians and performers tell about their instruments and craft.
6	Develop individual criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in own listening and performing.

**Objective: A student should be able to recognize beauty and meaning through music in the student’s life.**

1	Express personal preference for a specific piece of music using appropriate academic vocabulary.
2	Express feelings evoked by music from various cultures, historical periods, and genres.
3	Consider cultural beliefs about works of music.
4	Talk about how music is used in daily life.
5	Use appropriate musical terminology to explain personal preference for specific musical works and styles.