


<p>ENDURING UNDERSTANDINGS</p>	<p>Personal Choice and Vision: Students construct and solve problems of personal relevance and interest when expressing themselves through music. Critical and Creative Thinking: Students combine and apply artistic and reasoning skills to imagine, create, realize and refine musical works in conventional and innovative ways and to understand the works produced and performed by others. Authentic Application and Collaboration: Students work individually and in groups to focus ideas, create and perform music to address genuine local and global community needs. Literacy: As consumers, critics and creators, students evaluate and understand visual and performing artworks and other texts produced in the media forms of the day.</p>			 <p>2012 Music Standards GRADES K-1-2</p>
<p>Students will:</p> <p>PROGRESS POINTS</p>	<p>A. Demonstrate how musical elements communicate meaning and emotion by playing, singing or moving to music. B. Recognize the use of music for various purposes by performers and listeners in a variety of cultures. C. Create music in simple forms to be performed with dance, drama or in response to a work of visual art. D. Individually and collaboratively select ideas and a media form of the day to create musical pieces. E. Use digital technology to listen to and study music recognizing instruments, voices, ensembles and musical forms. F. Form and express opinions about music they hear in formal and informal live and recorded performances.</p>			
<p>COGNITIVE & CREATIVE LEARNING PROCESSES</p>	<p>Observe, listen, attend to, discriminate PERCEIVING/KNOWING/CREATING (CE) Generate, realize, present, use and master skills PRODUCING/PERFORMING (PR) Question, reconsider, self-assess and make connections RESPONDING/REFLECTING (RE)</p>			
<p>CONTENT STATEMENTS</p> <p>K</p>	<p>1CE Identify same and different (e.g., fast/slow, loud/soft, high/low and long/short). 2CE Explore steady beat and rhythm. 3CE Listen to and explore the music of various styles, composers, periods and cultures. 4CE Explore and identify a wide variety of sounds, including the human voice. 5CE Explore a variety of classroom instruments. (e.g., metals, skins and woods.) 6CE Attend live music performances. 7CE Identify a musician and his or her roles (e.g., composer, conductor and performer). 8CE Explore connections between sound and its visual representation.</p>	<p>1PR Demonstrate same and different (e.g., fast/slow, loud/soft, high/low and long/short). 2PR Demonstrate a steady beat and maintain it while performing. 3PR Sing (using head voice and appropriate posture) and move to music of various and contrasting styles, composers and cultures. 4PR Create a wide variety of vocal and instrumental sounds. 5PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique. 6PR Demonstrate audience behavior appropriate for the context and style of music performed. 7PR Create a visual representation of sound.</p>	<p>1RE Share ideas about musical selections of various and contrasting styles, composers and musical periods. 2RE Describe how sounds and music are used in our daily lives. 3RE Describe the difference between steady beat and rhythm. 4RE Identify and connect a concept shared between music and another curricular subject. 5RE Identify and discuss various uses of music in the United States and the various meanings of the term “musician.” 6RE Respond to sound with a drawing of how the sound makes them feel. 7RE Offer opinions about their own musical experiences and responses to music.</p>	
<p>1</p>	<p>1CE Identify echo and call/response. 2CE Explore steady beat, rhythm and meter. 3CE Listen to and identify music of various and contrasting styles, composers, periods and cultures. 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege). 5CE Explore selected musical instruments aurally and visually. 6CE Attend live music performances with emphasis on concert etiquette.</p>	<p>1PR Demonstrate echo and call/response. 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm. 3PR Read, write and perform using eighth notes, quarter notes and quarter rests. 4PR Improvise new lyrics to known songs and experiment with digital technology. 5PR Read, write and perform la-sol-mi melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers or letters). 6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique. 7PR Demonstrate audience behavior appropriate for the context and style of music performed.</p>	<p>1RE Recognize how music is used for a variety of occasions. 2RE Describe how music communicates feelings, moods, images and meaning. 3RE Communicate a response to music using dance, drama or visual art. 4RE Connect concepts shared between music, other art forms and other curricular subjects. 5RE Form and express personal opinions about a musical performance and show respect for the opinions of others. 6RE Describe the challenges of individual and group music performance using music vocabulary. 7RE Discuss audience behavior appropriate for the context and style of music performed.</p>	
<p>2</p>	<p>1CE Identify patterns of same and different phrases in simple poems and songs. 2CE Identify rounds and canons. 3CE Listen to and identify music of various styles, composers, periods and cultures. 4CE Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm syllables and solfege). 5CE Explore selected musical instruments visually and aurally. 6CE Attend live music performances with emphasis on instrument and voice identification.</p>	<p>1PR Demonstrate rounds and canons. 2PR Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm. 3PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter. 4PR Improvise and compose simple rhythmic and melodic phrases. 5PR Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters). 6PR Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.</p>	<p>1RE Explain how music is used for a variety of purposes and occasions. 2RE Discuss music of various composers, periods, cultures and contrasting styles. 3RE Discuss how music communicates feelings, moods, images and meaning. 4RE Interpret music through dance, drama and visual art. 5RE Respond to patterns of same and different phrases in simple poems and songs. 6RE Discuss similarities and differences among the arts including connections between music and other curricular subjects. 7RE Discuss and write about their observations of types of voices and instruments heard in performances.</p>	