

SALINE AREA SCHOOLS MUSIC

GRADE LEVEL OUTCOMES

KINDERGARTEN

1. Singing, alone and with others, a varied repertoire of music.
 - a. Use whispering, speaking, calling, and singing voice appropriately.
 - b. Match simple pitch patterns.
 - c. Develop use of upper register.
 - d. Sing from memory a varied repertoire of folk centered songs representing genres and styles from diverse cultures.

2. Performing on instruments, alone and with others, a varied repertoire of music.
 - a. Perform steady beat on classroom instruments.
 - b. Explore timbre of classroom instruments.
 - c. Echo short rhythms on non-pitched percussion instruments.
 - d. Perform simple rhythm patterns on classroom instruments.
 - e. Perform rhythm patterns while others perform steady beat.

3. Improvising melodies, variations, and accompaniments.
 - a. Improvise simple song texts.
 - b. Improvise short sound pieces using available classroom instruments, body percussion, and voice.

4. Composing and arranging music within specified guidelines.
 - a. Create simple sound pieces to accompany dramatizations.
 - b. Use a variety of sound sources to create music.

5. Reading and notating music.
 - a. Read steady beat using iconic representation.
 - b. Read melodic direction using iconic representation.

6. Listening to, analyzing, and describing music.
 - a. Demonstrate perceptual skills through movement: steady beat, high and low, simple form.
 - b. Distinguish between high and low.
 - c. Distinguish between beat and no beat.
 - d. Distinguish between beat and rhythm.
 - e. Respond through purposeful movement to selected prominent musical characteristics: dynamics, tempo, changes in each.
 - f. Talk about musical sounds using simple vocabulary: up/down, loud/soft, fast/slow.
 - g. Respond to and describe the affective qualities of music.

7. Evaluating music and music performances.
 - a. Experience a variety of musical styles through listening.
 - b. Discuss how music exists at home or at school.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
 - a. Use music to accompany tasks or games.
 - b. Recognize music as an occupation.
 - c. Make appropriate musical choices to describe aurally a work of visual art.

9. Understanding music in relation to history and culture.
 - a. Identify various uses of music in daily life.
 - b. Describe characteristics that make certain music suitable for a given situation.
 - c. Recognize that musical elements may be used differently in various cultures.
 - d. Demonstrate appropriate audience behavior.

SALINE AREA SCHOOLS MUSIC

GRADE LEVEL OUTCOMES

GRADE 1

1. Singing, alone and with others, a varied repertoire of music.
 - a. Use whispering, speaking, calling, and singing voice appropriately.
 - b. Demonstrate understanding of posture and breathing to promote good sound.
 - c. Develop use of upper register.
 - d. Match simple pitch patterns.
 - e. Sing with others or with accompaniment using listening skills to match pitches.
 - f. Sing in group, blending vocal timbres, matching dynamic levels, and responding to cues of a conductor.
 - g. Sing from memory a varied repertoire of folk centered songs representing genres and styles from diverse cultures.

2. Performing on instruments, alone and with others, a varied repertoire of music.
 - a. Perform steady beat on classroom instruments.
 - b. Explore timbre of classroom instruments.
 - c. Perform simple rhythm patterns on classroom instruments.
 - d. Play simple ostinati to accompany songs or rhythm activities.
 - e. Perform a varied repertoire of music representing diverse cultures.

3. Improvising melodies, variations, and accompaniments.
 - a. Improvise short sound pieces using available classroom instruments, body percussion, and voice.
 - b. Improvise “answers” to given rhythmic or melodic phrases.

4. Composing and arranging music within specified guidelines.
 - a. Create simple sound pieces to accompany dramatizations.
 - b. Use a variety of sound sources to create music.
 - c. Create simple song texts.

5. Reading and notating music.
 - a. Read steady beat using iconic representation.
 - b. Read short and long sounds using iconic representation.
 - c. Read and use quarter and eighth notes, quarter rests, and repeat signs.
 - d. Use *sol*, *mi*, and *la* and notate using solfege hand signals.
 - e. Introduce *sol*, *mi*, and *la* on staff.

6. Listening to, analyzing, and describing music.
 - a. Demonstrate perceptual skills through movement: steady beat, high/low, simple form (AB, ABA), upward/downward, same/different, *crescendo/decrescendo*.
 - b. Distinguish between high and low.
 - c. Distinguish between beat and no beat.
 - d. Distinguish between beat and rhythm.
 - e. Respond through purposeful movement to selected prominent musical characteristics: dynamics, tempo, changes in each.
 - f. Talk about musical sounds using simple vocabulary: up/down, loud/soft, fast/slow, high/low.
 - g. Identify sounds of a variety of instruments, as well as children’s voices and male and female adult voices.
 - h. Respond to and describe the affective qualities of music.

7. Evaluating music and music performances.
 - a. Experience a variety of musical styles through listening.
 - b. Discuss how music exists at home or at school.
 - c. Explain, using appropriate terminology, personal preferences for specific works and styles.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
 - a. Use music to accompany tasks or games.
 - b. Recognize music as an occupation.
 - c. Make appropriate musical choices to describe aurally a work of visual art.

9. Understanding music in relation to history and culture.
 - a. Identify various uses of music in daily life.
 - b. Describe characteristics that make certain music suitable for a given situation.
 - c. Recognize that musical elements may be used differently in various cultures.
 - d. Demonstrate appropriate audience behavior.
 - e. Identify musicians and composers in various music settings and cultures.

SALINE AREA SCHOOLS MUSIC

GRADE LEVEL OUTCOMES

GRADE 2

1. Singing, alone and with others, a varied repertoire of music.
 - a. Sing with others or with accompaniment using listening skills to match pitches.
 - b. Demonstrate initial understanding of posture and breathing used to promote good sound while singing.
 - c. Sing and hand sign simple solfege patterns (sol-mi, sol-mi-la, sol-mi-do).
 - d. Sing songs expressively using appropriate dynamics.
 - e. Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
2. Performing on instruments, alone and with others, a varied repertoire of music.
 - a. Perform independent instrumental parts while other students sing or play contrasting parts.
 - b. Play simple ostinato patterns on rhythm and melody instruments.
 - c. Perform rhythmic rounds using body percussion and rhythm instruments.
 - d. Echo short rhythms and melodic patterns.
3. Improvising melodies, variations, and accompaniments.
 - a. Sing or play answers to music phrases.
 - b. Improvise simple rhythmic and melodic ostinato accompaniments.
4. Composing and arranging music within specified guidelines.
 - a. Create and arrange music to accompany reading or dramatizations.
 - b. Create and perform through singing, movement, and improvisation, AB and ABA forms of music.
 - c. Create short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds.
5. Reading and notating music.
 - a. Read and perform half, quarter, double eighth notes as well as a quarter rest in duple and triple meters.
 - b. Play, sing, or move to represent pitch patterns from notation.
 - c. Sing and read simple solfege patterns on a simplified staff.
 - d. Identify simple expression markings as well as the staff, treble clef, and repeat sign.

6. Listening to, analyzing, and describing music.
 - a. Identify simple music forms when presented aurally (AB, ABA, call and response).
 - b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
 - c. Identify aurally and visually the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children’s voices and male and female adult voices.
 - d. Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

7. Evaluating music and music performances.
 - a. Devise criteria for evaluating performances and compositions.
 - b. Explain, using appropriate music terminology, their personal preferences for works and styles.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
 - a. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9. Understanding music in relation to history and culture.
 - a. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
 - b. Identify and describe roles of musicians and composers in various music settings and cultures.
 - c. Demonstrate audience behavior appropriate for the context and style of music performed.

SALINE AREA SCHOOLS MUSIC

GRADE LEVEL OUTCOMES

GRADE 3

1. Sings alone and with others, a varied repertoire of music.
 - a. Sing, hand sign, and play sol-la-mi-re-do-do 1.
 - b. Sing and perform from memory a varied repertoire of songs, including patriotic songs and American folk songs.
 - c. Be able to identify, sing, and know the place of historically-significant songs.
 - d. Sing song 2 and 3 meter, identifying repeated phrases.
 - e. Sing and perform rounds and simple ostinati.
 - f. Learn to sing in tune and expand vocal range upward, singing with appropriate tone quality, posture, diction, and breathing.

2. Performs on instruments, alone and with others, a varied repertoire of music.
 - a. Perform simple ostinati on Orff instruments using correct technique.
 - b. Perform music, in 2 and 3 meter, on classroom rhythm instruments.
 - c. Perform easy rhythmic, melodic, and chordal patterns on rhythmic, melodic, and harmonic classroom instruments.
 - d. Echo short rhythms and melodic patterns.
 - e. Perform and maintain a steady tempo.

3. Improvises melodies, variations, and accompaniments.
 - a. Improvise “answers” to given rhythmic and melodic 4-beat phrases.
 - b. Improvise body sounds to given music.

4. Composes and arranges music within specified guidelines.
 - a. Create own song using pentatonic scale within given parameters (such as ABA, AB, ABC, same/different phrases, introduction/coda).
 - b. Create pieces using nontraditional sounds such as environmental or body sounds.
 - c. Select short programmatic piece to demonstrate story.
 - d. Create own dance patterns to given music.

5. Read and notate music.
 - a. Read So-la-mi-re-do-do 1 using syllables to major keys.
 - b. Identify symbols of dynamics and perform them.
 - c. Introduce parts of the staff. (line & spaces, treble cleff)
 - d. Read quarter, half, dotted-half, eighth notes, quarter rests, repeat sign, in 2/4, 3/4, and 4/4 meter, fermata, accent, D.C. al Fine, D.S. al Fine, first and second ending.
 - e. Identify leap, step, repeat intervals.

6. Listen to, analyze, and describe music.
 - a. Identify by sound examples of Instrument Families.
 - b. Identify by sight orchestra instruments.
 - c. Identify forms of AB, ABA, Same/different, verse, refrain, meter change.
 - d. Recognize stylistic characteristics of over-all selection.

7. Evaluate music and music performances.
 - a. Devise criteria for evaluating their performances in singing and playing.
 - e. Record performance and students evaluate it.

8. Understand relationships between music and other arts, as well as disciplines outside the arts.
 - a. Perform folk dances from America and other countries.
 - b. Explore artwork of diverse cultures in relation to music.

9. Understand music in relation to history and culture.
 - a. Explore by genre or style aural examples of music from American historical periods and African-American culture.
 - b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
 - c. Identify and describe roles of musicians and composers in various music settings and cultures.

SALINE AREA SCHOOLS MUSIC

GRADE LEVEL OUTCOMES

GRADE 4

1. Singing, alone and with others, a varied repertoire of music.
 - a. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
 - b. Sing expressively, with appropriate dynamics, phrasing, and interpretation.
 - c. Sing and perform from memory folk music, ethnic music, and game songs from a wide variety of cultures.
 - d. Sing ostinatos, partner songs, countermelodies, and rounds.
 - e. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.

2. Performing on instruments, alone and with others, a varied repertoire of music.
 - a. Perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.
 - b. Perform easy rhythmic and melodic patterns accurately and independently on recorder and other melody instruments.
 - c. Use proper playing posture, embouchure, breathing, and tonguing, as well as demonstrating proper care and assembly of the recorder.
 - d. Be able to properly finger recorder from low C to high D (including F sharp).
 - e. Perform rounds, ostinatos, and countermelodies.
 - f. Perform expressively a varied repertoire of music representing diverse genres and styles.
 - g. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

3. Improvising melodies, variations, and accompaniments.
 - a. Improvise answers in the same style to given rhythmic and melodic phrases.
 - b. Improvise simple rhythmic and melodic ostinato accompaniments.
 - c. Improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, and body sounds.

4. Composing and arranging music within specified guidelines.
 - a. Create and arrange music for a melodic instrument or voice.
 - b. Create song text to a given or created melody.

5. Reading and notating music.
 - a. Read and perform whole half, dotted half, quarter, double eighth notes as well as a quarter rest, half rest, and whole rest in duple and triple meters.
 - b. Identify simple expression markings (p, f, crescendo, decrescendo) as well as the staff, treble clef, repeat sign, bar line, measure, time signature, fermata, and double bar lines.

6. Listening to, analyzing, and describing music.
 - a. Identify simple music forms when presented aurally (AB, ABA, rondo).
 - b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
 - c. Identify by sound and sight a variety of instruments, including many orchestra and band instruments, and instruments from various cultures.
 - d. Identify and listen to recorder consort.
 - e. Respond through movement to selected prominent music characteristics or to specific music events while listening to music.

7. Evaluating music and music performances.
 - a. Devise criteria for evaluating performances and compositions.
 - b. Explain, using appropriate music terminology, their personal preferences for works and styles.

8. Understanding relationships between music, the other arts, and disciplines outside the arts.
 - a. Identify similarities and differences in the meanings of common terms used in the various arts (form, line, contrast).
 - b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

9. Understanding music in relation to history and culture.
 - a. Identify aural examples of music from various cultures.
 - b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.
 - f. Identify and describe the life and musical contribution of a given composer.
 - g. Demonstrate audience behavior appropriate for the context and style of music performed.