**Rhythm**

**Kindergarten and First Grade:**

* Improvise simple body percussion patterns
* Create simple rhythmic patterns (see below)
* Sing in various meters
* Echo and perform steady beat and simple rhythmic patterns on body percussion and instruments
* Read, notate, and identify rhythms
	+ Quarter Notes, Quarter Rests, Barred Eighth Notes

**Second Grade:**

* Improvise simple rhythmic patterns
* Compose rhythmic patterns (see below)
* Sing in Various Meters
* Perform steady beat and simply rhythmic patterns
* Read, notate, and identify rhythms
	+ Quarter Notes, Quarter Rests, Barred Eighth Notes
	+ Half Notes, Half Rests

**Third Grade:**

* Improvise rhythmic question and answer phrases
* Compose rhythmic patterns in simple meter (see below)
* Sing in various meters
* Perform rhythmic patterns
* Read, notate, and identify rhythms
	+ Quarter Notes, Quarter Rests, Barred Eighth Notes, Half Notes, Half Rests
	+ Barred Sixteenth Notes
* Time signatures

**Fourth Grade:**

* Improvise rhythmic question and answer phrases
* Compose rhythmic patterns in simple meter (see below)
* Sing and perform in various meters
* Perform rhythmic patterns (PR.2a)
* Read, notate, and identify rhythms
	+ Quarter Notes, Quarter Rests, Barred Eighth Notes, Half Notes, Half Rests, Barred Sixteenth Notes
	+ Dotted Half Notes, Whole Notes, Whole Rests
* Time signatures

**Fifth Grade:**

* Improvise accompaniments
* Compose music, with or without text, in simple meter
* Sing and play in various meters
* Perform rhythmic patterns
* Read, notate, and identify rhythms
	+ Quarter Notes, Quarter Rests, Barred Eighth Notes
	+ Half Notes, Half Rests
	+ Barred Sixteenth Notes
	+ Dotted Half Notes, Whole Notes, Whole Rests
	+ Dotted Quarter Notes, Single Eighth Notes, Eighth Rests, Triplets
* Time signatures

**Melody**

**Kindergarten**

* Sing in a limited range using head voice
* Read simple melodic contour representation (e.g., rollercoaster)
* Distinguish between contrasts in pitch
* High/low

**First Grade**

* Sing in a limited range using head voice
* Read contour representations and melodic patterns within a reduced staff\*
	+ Mi Sol La
* Distinguish between contrasts in pitch
* High/low, upward/downward

**Second Grade**

* Improvise pentatonic patterns
* Sing pentatonic melodies using head voice
* Perform simple melodic patterns
* Read melodic patterns within a treble clef staff\*
	+ Do Re Mi Sol La
* Upward/downward

**Third Grade**

* Improvise pentatonic patterns
* Compose melodic patterns (see below)
* Sing within the range of an octave using head voice
* Perform pentatonic patterns
* Read melodic patterns within a treble clef staff\*
	+ Do Re Mi Sol La Do’
* Upward/Downward; Step, skip, repeat, leap

**Fourth Grade**

* Improvise pentatonic melodies and accompaniments
* Compose melodic patterns (see below)
* Sing within an appropriate range using head voice
* Perform simple major/minor patterns
* Read and notate melodic patterns within a treble staff\*
	+ Sol, La, Do Re Mi Sol La Do’
* Major/minor; step, skip, repeat, leap
* Identify tonal center

**Fifth Grade**

* Improvise melodies and accompaniments
* Compose within an octave scale
* Sing within an appropriate range using head voice
* Perform major/minor patterns
* Read and notate melodic patterns within a treble staff\*
	+ Sol, La, Ti, Do Re Mi Fa Sol La Ti Do’
* Sharp/flat
* Major/minor; step, skip, repeat, leap
* Identify tonal center

\*: The pitches listed per grade level are recommendations, but not specifically outlined in GSE

**Texture/Harmony**

**Kindergarten and First**

* Sing accompanied and unaccompanied

**Second**

* Sing accompanied and unaccompanied
* Sing with others (e.g., rounds, canons, game songs, and ostinato)
* Perform while other students sing or play contrasting parts (including ostinatos)
* Aurally distinguish between solo/ensemble, accompanied/unaccompanied

**Third**

* Sing accompanied and unaccompanied
* Sing with others (e.g., rounds, game songs, ostinatos)
* Perform while other students sing or play contrasting parts (including ostinatos)
* Describe texture (thick/thin)
* Aurally distinguish between solo/ensemble, accompanied/unaccompanied

**Fourth**

* Sing accompanied and unaccompanied
* Sing with others (e.g., rounds, canons, game songs, partner songs, ostinato)
* Perform while other students sing or play contrasting parts (including ostinatos)
* Describe texture (thick/thin)

 **Fifth**

* Sing accompanied and unaccompanied
* Sing with others (e.g., rounds, canons, game songs, partner songs, ostinatos)
* Perform while other students sing or play contrasting parts (including ostinatos)
* Describe texture (unison/harmony)

**Expression: Tempo, Dynamics, Articulation**

**Kindergarten**

* Fast/Slow
* Loud/Soft
* Long/Short

**First Grade**

* Fast/Slow
* Loud/Soft
* Long/Short

**Second Grade**

* Presto/Largo
* Forte/Piano
* Long/Short

**Third Grade**

* Presto, Largo, Moderato
* Forte, Piano, Mezzo; Crescendo/Decrescendo
* Smooth/Separated

**Fourth Grade**

* Presto, Largo, Moderato, Allegro, Adagio
* Fortissimo, Forte, Mezzo, Piano, Pianissimo; Crescendo/Decrescendo
* Legato/Staccato; Accent
* Sing and play expressively, following the cues of a conductor

**Fifth Grade**

* Presto, Largo, Moderato, Allegro, Adagio; Accelerando/Ritardando
* Fortissimo, Forte, Mezzo, Piano, Pianissimo; Crescendo/Decrescendo
* Legato/Staccato; Accent
* Sing and play expressively, following the cues of a conductor

**Movement**

**Kindergarten and First Grade**

* Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
* Perform choreographed and non-choreographed movements.

**Second Grade**

* Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
* Perform choreographed and non-choreographed movements.
* Perform line and circle dances.

**Third Grade through Fifth Grade**

* Respond to contrasts and events in music with locomotor and non-locomotor movement.
* Perform choreographed and non-choreographed movements.
* Perform line and circle dances, including traditional folk dances.

**Timbre**

**Kindergarten**

* Improvise soundscapes
* Improvise with a variety of sound sources: electronic sounds, found sounds, body percussion, classroom instruments
* Create sound effects to accompany songs, poems, and stories
* Identify basic classroom instruments by sight and sound
* Whisper, talk, shout, and sint

**First Grade**

* Improvise with a variety of sound sources: electronic sounds, found sounds, body percussion, classroom instruments
* Create sound effects to accompany songs, poems, and stories
* Identify classroom and folk instruments by sight and sound
* Men’s, women’s, children’s voices

**Second Grade**

* Improvise with a variety of sound sources: electronic sounds, found sounds, body percussion, classroom instruments
* Create sound effects to accompany songs, poems, and stories
* Timbre adjectives: dark/bright; heavy/light
* Identify classroom, folk, and orchestral instruments by sight and sound

**Third Grade**

* Improvise using a variety of sound sources
* Timbre adjectives: dark/bright
* Identify classroom, orchestral, and American folk instruments by sight and sound
* Classify instruments (families, ensembles)

**Fourth and Fifth Grade**

* Improvise using a variety of sound sources (4th)
* Timbre adjectives: dark/bright
* Identify classroom, orchestral, American folk, and world instruments by sight and sound
* Classify instruments (families, ensembles)
* Aurally distinguish between various ensembles
* Aurally distinguish between soprano, alto, tenor, and bass instruments and voices

**Form**

**Kindergarten**

* Distinguish between contrasts

First Grade

* Distinguish between contrasts
* Same/different

Second Grade

* Repeat sign, bar line
* Repeating and contrasting sections and phrases
* AB/ABA

Third Grade:

* Repeat sign, bar line, double bar line
* Repeating and contrasting sections and phrases
* AB/ABA; rondo

Fourth Grade

* Repeat sign, bar line, double bar line, 1st and 2nd endings, coda symbol
* Repeating and contrasting sections and phrases
* AB/ABA, verse/refrain, rondo, introduction, coda

Fifth Grade

* Repeat sign, bar line, double bar line, 1st and 2nd endings
* Repeating and contrasting sections and phrases
* AB/ABA; verse/refrain; rondo; introduction; coda; theme/variations