

Kindergarten Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGMK.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. Performing</p>	<p>ESGMK.PR.2.b Perform a varied repertoire of music on instruments, alone and with others. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. Performing</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGMK.PR.1.a Sing a varied repertoire of music, alone and with others. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. Performing</p>	
<p>Unit 3 - Artistic Expression</p>	<p>ESGMK.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short). Responding</p>	<p>ESGMK.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGMK.RE.1.a Listen to, analyze, and describe music. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). Responding</p>	<p>ESGMK.RE.1.c Listen to, analyze, and describe music. Identify basic classroom instruments by sight and sound. Responding</p>

1st Grade Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGM1.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. Performing</p>	<p>ESGM1.CR.2.b Compose and arrange music within specified guidelines. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes). Creating</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGM1.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied melodies in a limited range, using head voice. Performing</p>	<p>ESGM1.PR.3.b Read and Notate music. Read contour representations and simple melodic patterns within a reduced staff. Performing</p>
<p>Unit 3 - Artistic Expression</p>	<p>ESGM1.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different). Responding</p>	<p>ESGM1.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGM1.RE.1.a Listen to, analyze, and describe music. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). Responding</p>	<p>ESGM1.RE.1.c Listen to, analyze, and describe music. Identify classroom and folk instruments by sight and sound. Responding</p>

2nd Grade Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGM2.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation. Performing</p>	<p>ESGM2.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests). Creating</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGM2.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied pentatonic melodies using head voice. Performing</p>	<p>ESGM2.PR.3.b Read and Notate music. Read simple melodic patterns within a treble clef staff. Performing</p>
<p>Unit 3 - Artistic Expression</p>	<p>ESGM2.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light). Responding</p>	<p>ESGM2.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGM2.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA). Responding</p>	<p>ESGM2.RE.1.c Listen to, analyze, and describe music. Identify classroom, folk, and orchestral instruments by sight and sound. Responding</p>

3rd Grade Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGM3.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. Performing</p>	<p>ESGM3.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). Creating</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGM3.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice. Performing</p>	<p>ESGM3.PR.3.b Read and Notate music. Read melodic patterns within a treble clef staff. Performing</p>
<p>Unit 3 - Artistic Expression</p>	<p>ESGM3.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). Responding</p>	<p>ESGM3.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGM3.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo) Responding</p>	<p>ESGM3.RE.1.c Listen to, analyze, and describe music. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound. Responding</p>

4th Grade Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGM4.PR.3.a Read and Notate Music. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests). Performing</p>	<p>ESGM4.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests). Creating</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGM4.PR.1.b Sing a varied repertoire of music, alone and with others. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato). Performing</p>	<p>ESGM4.CR.2.c Compose and arrange music within specified guidelines. Compose melodic patterns. Creating</p>
<p>Unit 3 - Artistic Expression</p>	<p>ESGM4.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). Responding</p>	<p>ESGM4.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGM4.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda). Responding</p>	<p>ESGM4.RE.1.c Listen to, analyze, and describe music. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound. Responding</p>

5th Grade Prioritized Standards

<p>Unit 1 - Rhythm, Beat and Meter</p>	<p>ESGM5.PR.3.a Read and Notate music. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Performing</p>	<p>ESGM5.CR.2.b Compose and arrange music within specified guidelines. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Creating</p>
<p>Unit 2 - Melody and Harmony</p>	<p>ESGM5.PR.1.b Sing a varied repertoire of music, alone and with others. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos). Performing</p>	<p>ESGM5.CR.2.b Compose and arrange music within specified guidelines. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Creating</p>
<p>Unit 3 - Artistic Expression</p>	<p>ESGM5.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony). Responding</p>	<p>ESGM5.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding</p>
<p>Unit 4 - Timbre and Form</p>	<p>ESGM5.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations). Responding</p>	<p>ESGM5.RE.1.d Listen to, analyze, and describe music. Aurally distinguish between various ensembles. Responding</p>

Unit 1 Prioritized Standards

K	ESGMK.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. Performing	ESGMK.PR.2.b Perform a varied repertoire of music on instruments, alone and with others. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments. Performing
1st	ESGM1.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation. Performing	ESGM1.CR.2.b Compose and arrange music within specified guidelines. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes). Creating
2nd	ESGM2.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation. Performing	ESGM2.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests). Creating
3rd	ESGM3.PR.3.a Read and Notate Music. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter. Performing	ESGM3.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes). Creating
4th	ESGM4.PR.3.a Read and Notate Music. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests). Performing	ESGM4.CR.2.b Compose and arrange music within specified guidelines. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests). Creating
5th	ESGM5.PR.3.a Read and Notate music. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Performing	ESGM5.CR.2.b Compose and arrange music within specified guidelines. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Creating

Unit 2 Prioritized Standards

K	ESGMK.PR.1.a Sing a varied repertoire of music, alone and with others. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice. Performing	
1st	ESGM1.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied melodies in a limited range, using head voice. Performing	ESGM1.PR.3.b Read and Notate music. Read contour representations and simple melodic patterns within a reduced staff. Performing
2nd	ESGM2.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied pentatonic melodies using head voice. Performing	ESGM2.PR.3.b Read and Notate music. Read simple melodic patterns within a treble clef staff. Performing
3rd	ESGM3.PR.1.a Sing a varied repertoire of music, alone and with others. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice. Performing	ESGM3.PR.3.b Read and Notate music. Read melodic patterns within a treble clef staff. Performing
4th	ESGM4.PR.1.b Sing a varied repertoire of music, alone and with others. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato). Performing	ESGM4.CR.2.c Compose and arrange music within specified guidelines. Compose melodic patterns. Creating
5th	ESGM5.PR.1.b Sing a varied repertoire of music, alone and with others. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos). Performing	ESGM5.CR.2.b Compose and arrange music within specified guidelines. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets). Creating

Unit 3 Prioritized Standards

K	ESGMK.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short). Responding	ESGMK.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding
1st	ESGM1.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different). Responding	ESGM1.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding
2nd	ESGM2.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light). Responding	ESGM2.RE.3.a Move to a varied repertoire of music, alone and with others. 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). Responding
3rd	ESGM3.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). Responding	ESGM3.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding
4th	ESGM4.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin). Responding	ESGM4.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding
5th	ESGM5.RE.1.b Listen to, analyze, and describe music. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony). Responding	ESGM5.RE.3.a Move to a varied repertoire of music, alone and with others. Respond to contrasts and events in music with locomotor movement and non-locomotor movement. Responding

Unit 4 Prioritized Standards

K	ESGMK.RE.1.a Listen to, analyze, and describe music. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). Responding	ESGMK.RE.1.c Listen to, analyze, and describe music. Identify basic classroom instruments by sight and sound. Responding
1st	ESGM1.RE.1.a Listen to, analyze, and describe music. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form). Responding	ESGM1.RE.1.c Listen to, analyze, and describe music. Identify classroom and folk instruments by sight and sound. Responding
2nd	ESGM2.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA). Responding	ESGM2.RE.1.c Listen to, analyze, and describe music. Identify classroom, folk, and orchestral instruments by sight and sound. Responding
3rd	ESGM3.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo) Responding	ESGM3.RE.1.c Listen to, analyze, and describe music. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound. Responding
4th	ESGM4.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda). Responding	ESGM4.RE.1.c Listen to, analyze, and describe music. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound. Responding
5th	ESGM5.RE.1.a Listen to, analyze, and describe music. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations). Responding	ESGM5.RE.1.d Listen to, analyze, and describe music. Aurally distinguish between various ensembles. Responding