

## Music 1-4 Curriculum Continuum

<b>Curriculum Standard 1: Sing, alone and with others, a varied repertoire of music.</b>	K	1	2	3	4
sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo;				I	P
sing expressively, with appropriate dynamics, phrasing, and interpretation;				I	P
sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;	I	I	P	P	M
sing ostinatos, partner songs, and rounds;			I	I	P
sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.					I
<b>Curriculum Standard 2: Perform on instruments, alone and with others, a varied repertoire of music.</b>	K	1	2	3	4
perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo;	I	P	P	P	P
echo short rhythms and melodic patterns;	I	P	P	P	P
<b>Curriculum Standard 3: Improvise melodies, variations, and accompaniments.</b>	K	1	2	3	4
improvise “answers” in the same style to given rhythmic and melodic phrases;			I	P	P
of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds			I	P	P
<b>Curriculum Standard 4: Compose and arrange music within specified guidelines.</b>	K	1	2	3	4
create and arrange short songs and instrumental pieces within specified guidelines;			I	P	P
<b>Curriculum Standard 5: Read and notate music.</b>	K	1	2	3	4

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read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures;	I	I	I	I	P
use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys;	I	P	P	P	P
use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.	I	I	I	P	P
<b>Curriculum Standard 6: Listen to, analyze, and describe music.</b>	K	1	2	3	4
identify simple music forms when presented aurally;					I
describing aural examples of music from various styles representing diverse cultures;	I	I	I	P	P
use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances;	I	I	I	I	I
orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult	I	I	P	P	P
<b>Curriculum Standard 9: Understand music in relation to history and culture.</b>	K	1	2	3	4
describe in simple terms how elements of music are used in various world cultures;	I	I	P	P	P
describe characteristics that make certain music suitable for each use;				I	P
identify and describe the roles of musicians in music settings and cultures;	I	I	P	P	P
demonstrate audience behavior appropriate for the context and style of music performed;	I	P	P	P	P
describe the way music has been a continuous part of the history of human culture.	I	P	P	P	P
	I - Introduction		P- Practice		