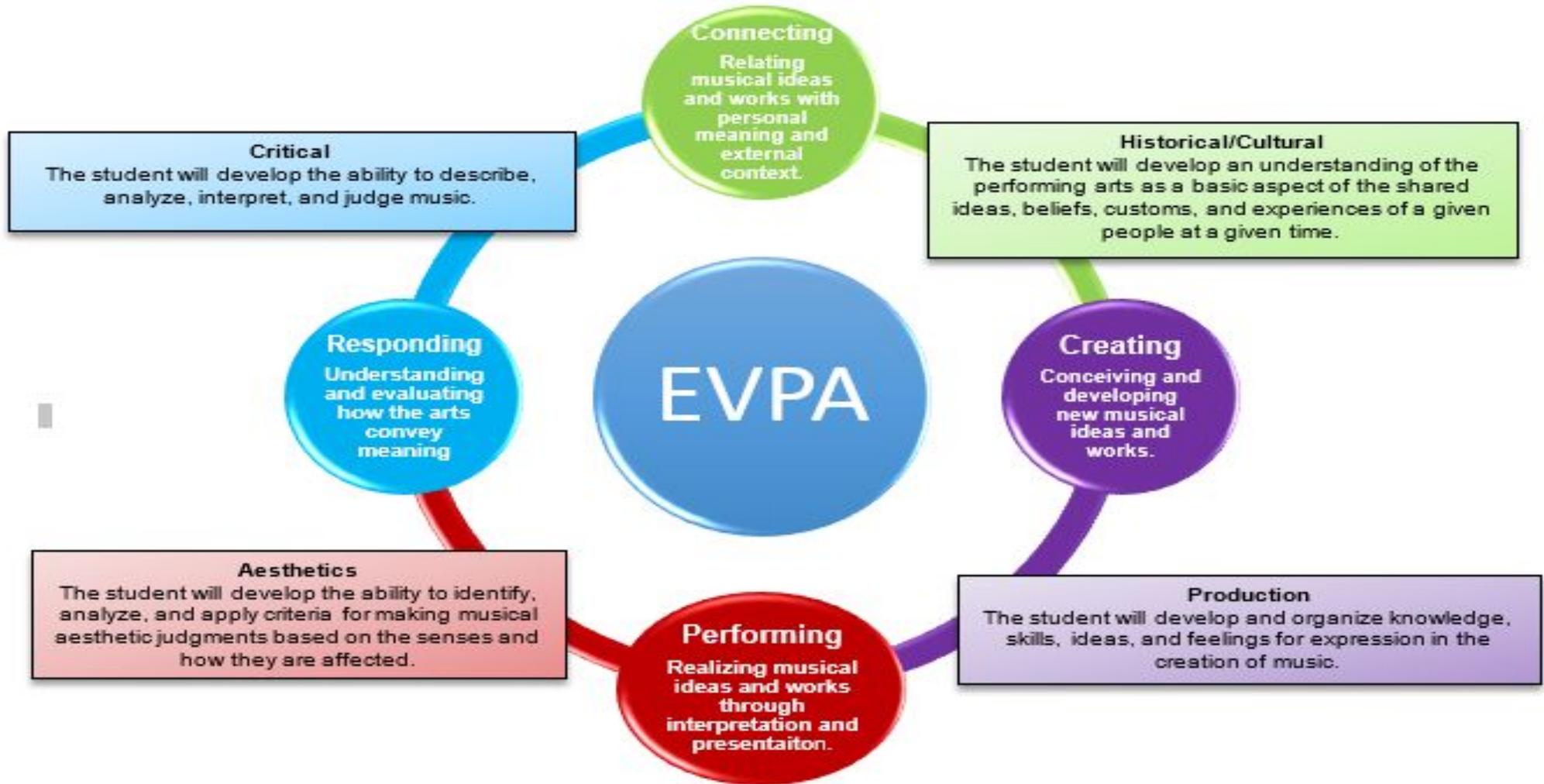


FCPS Elementary General Music Curriculum

Grades 3-5



The Frederick County Public School's Elementary Visual and Performing Arts department is committed to nurturing the whole child through a rigorous, standards-based curriculum delivered by first class educators. Our teachers are dedicated to challenging students to find real world connections and remain lifelong participants in the arts. Through a differentiated and creative approach to instruction infused with technology, each teacher and student has access to an arts education which fosters artistic literacy, creativity, and self-expression. Our teachers demonstrate a standard of excellence through professional growth, artistic passion, and spirit of embracing innovation and change.

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Rhythm	<p>MU.300.10 Perform, identify, and notate basic rhythmic elements CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3</p> <p>MU.300.10.01 Demonstrate a steady beat through moving (locomotor and non-locomotor), speaking, singing, and playing classroom instruments</p> <p>MU.300.10.02 Perform, identify, and notate dotted half note, whole note, whole rest, half rest, group of four sixteenth notes and ties through moving (locomotor and non-locomotor), speaking, singing, and playing classroom instruments</p> <p>MU.300.10.03 Explore, experience, and perform duple and triple meter</p> <p>MU.300.10.04 Perform and notate simple rhythm patterns from dictation</p>	<p>MU.400.10 Perform, identify, and notate complex rhythms CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.4b MU:Cr2.1.4b MU:Cr3.2.4</p> <p>MU.400.10.01 Demonstrate a steady beat through moving (locomotor and non-locomotor), speaking, singing, and playing classroom instruments</p> <p>MU.400.10.02 Perform, identify, and notate rhythms using standard notations, plus introduce the following: sixteenth notes/eighth note combinations, and single eighth note and eighth rest through moving, singing, speaking, and playing classroom instruments</p> <p>MU.400.10.03 Demonstrate the relationship between mathematics and the values of notes, rests, and time signatures</p> <p>MU.400.10.04 Perform and identify time signatures</p>	<p>MU.500.10 Perform, identify, and notate a wide range of rhythmic elements CCSS.ELA-Literacy.CCRA.W.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.5b MU:Cr2.1.5b MU:Cr3.2.5</p> <p>MU.500.10.01 Demonstrate a steady beat through moving (locomotor and non-locomotor), speaking, singing, and playing classroom instruments</p> <p>MU.500.10.02 Perform, identify, and notate rhythms using standard notations, plus introduce the following: syncopation, dotted quarter note/eighth note/eighth rest patterns through moving (locomotor and non-locomotor), speaking, singing, and playing classroom instruments</p>

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Melody	<p>MU.300.15 Perform, identify, and notate basic melodic elements CCSS.ELA-LITERACY.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3 MU:Pr4.1.3 MU:Cr1.1.3a MU:Cr1.1.3b</p> <p>MU.300.15.01 Sing a variety of age appropriate songs matching pitch up to an octave range</p> <p>MU.300.15.02 Perform sol, mi, la, do, re, low sol, low la, and high do (or equivalent terms)</p> <p>MU.300.15.03 Perform and identify steps, skips, and repeats</p> <p>MU.300.15.04 Notate and identify the pitches B, A, and G and perform them by singing and playing melodic instruments</p>	<p>MU.400.15 Perform, identify, and notate complex melodic elements CCSS.ELA-LITERACY.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.4b MU:Cr2.1.4b MU:Cr3.2.4 MU:Pr4.1.4</p> <p>MU.400.15.01 Sing a variety of age appropriate songs matching pitch up to an octave range</p> <p>MU.400.15.02 Perform sol, mi, la, do, re, low sol, low la, high do, fa, and ti (or equivalent terms)</p> <p>MU.400.15.03 Perform and identify leaps</p> <p>MU.400.15.04 Identify and notate in standard notation, the entire range of the treble clef from low D to high G</p> <p>MU.400.15.05 Perform the notes B, A, G, high C, high D, low E, and low D on a melodic instrument</p>	<p>MU.500.15 Perform, identify, and notate melodic elements CCSS.ELA-LITERACY.CCRA.L.4 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.5b MU:Cr2.1.5b MU:Pr4.1.5 MU:Cr3.2.5</p> <p>MU.500.15.01 Sing a variety of age appropriate songs matching pitch up to an octave range</p> <p>MU.500.15.02 Perform sol, mi, la, do, re, low sol, low la, high do, fa, and ti (or equivalent terms)</p> <p>MU.500.15.03 Identify and notate octaves visually and aurally</p> <p>MU.500.15.04 Identify and notate in standard notation, the entire range of the treble clef from low C to high A</p> <p>MU.500.15.05 Perform the notes B, A, G, high C, high D, low E, low D, F sharp, and low C on a melodic instrument</p>

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Harmony	<p>MU.300.20 Explore and experience basic harmonic concepts and skills CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3</p> <p>MU.300.20.01 Explore and experience harmony by singing or playing rounds, melodic ostinati, and harmonic ostinati</p> <p>MU.300.20.02 Explore and experience major and minor tonalities</p>	<p>MU.400.20 Explore, experience basic harmonic concepts and skills CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.4b MU:Cr2.1.4b MU:Cr3.2.4</p> <p>MU.400.20.01 Explore and experience harmony by singing or playing using ostinati and partner songs</p> <p>MU.400.20.02 Explore, experience, and perform major and minor tonalities</p>	<p>MU.500.20 Explore, experience, perform, and identify complex harmonic elements CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.5b MU:Cr2.1.5b MU:Cr3.2.5 MU:Pr4.1.5</p> <p>MU.500.20.01 Perform harmony by singing or playing using ostinati and partner songs</p> <p>MU.500.20.02 Identify major and minor tonalities aurally</p>

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Tone Color	<p>MU.300.25 Identify basic tone colors concepts and skills CCSS.ELA-LITERACY.CCRA.R.10</p> <p>MU.300.25.01 Identify the following instruments visually: <u>Woodwind</u>: clarinet, oboe, bassoon, saxophone, and flute <u>String</u>: double bass, cello, viola, and violin <u>Brass</u>: trumpet, trombone, French horn, and tuba <u>Percussion</u>: bass drum, snare drum, timpani, and assorted pitched and non-pitched percussion instruments</p> <p>MU.300.25.02 Identify band and orchestra instruments visually according to the string, woodwind, brass, or percussion family</p>	<p>MU.400.25 Perform and identify a greater variety of tone colors CCSS.ELA-LITERACY.CCRA.R.10 MU:Re7.2.4 MU:Re8.1.4</p> <p>MU.400.25.01 Identify orchestra instrument families visually and aurally</p> <p>MU.400.25.02 Differentiate between band, orchestra, and choral music</p>	<p>MU.500.25 Perform and identify a wide range of tone colors CCSS.ELA-LITERACY.CCRA.R.10 MU:Re8.1.5</p> <p>MU.500.25.01 Identify a variety of band and orchestral instruments visually and aurally</p> <p>MU.500.25.02 Identify band, orchestra, and choral music</p>

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Form	<p>MU.300.30 Perform and identify simple forms CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3</p> <p>MU.300.30.01 Identify and perform verse/refrain and rondo form</p> <p>MU.300.30.02 Practice and perform AB, ABA, call/response, and cumulative form</p> <p>MU.300.30.03 Perform and identify introduction, coda, and interlude</p>	<p>MU.400.30 Perform and identify more complex forms CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.4b MU:Cr2.1.4a MU:Cr2.1.4b MU:Cr3.2.4 MU:Cn10.0.4</p> <p>MU.400.30.01 Identify, practice, and perform AB, ABA, call/response, cumulative, verse/refrain, and rondo forms</p> <p>MU.400.30.02 Explore and experience theme and variations</p> <p>MU.400.30.03 Explore and experience bridge</p>	<p>MU.500.30 Perform and identify a wide range of forms CCSS.ELA-LITERACY.CCRA.R.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.5b MU:Cr3.2.5 MU:Cn10.0.5</p> <p>MU.500.30.01 Identify, practice, and perform AB, ABA, call/response, cumulative, verse/refrain, and rondo forms</p> <p>MU.500.30.02 Perform and identify theme and variations</p> <p>MU.500.30.03 Identify bridge</p>

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Expressive Elements	<p>MU.300.35 Perform and identify expressive elements of music CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.4 CCSS.ELA-Literacy.CCRA.L.3 CCSS.ELA-LITERACY.CCRA.R.10 MU:Re8.1.3 MU:Cn10.0.3</p>	<p>MU.400.35 Perform, identify, and notate expressive elements of music CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.4 CCSS.ELA-Literacy.CCRA.L.3 CCSS.ELA-LITERACY.CCRA.R.10 MU:Re7.2.4 MU:Re8.1.4 MU:Cr3.2.4 MU:Cn10.0.4</p>	<p>MU.500.35 Respond to and imitate expressive elements of music CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.L.4 CCSS.ELA-Literacy.CCRA.L.3 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr3.2.5 MU:Re8.1.5 MU:Cn10.0.5</p>
	<p>MU.300.35.01 Perform and identify music at dynamics levels and recognize symbols: <i>pp</i>, <i>ff</i> (pianissimo, fortissimo, crescendo, and decrescendo)</p>	<p>MU.400.35.01 Perform and identify music at dynamic levels and recognize symbols: <i>mf</i>, <i>mp</i> (mezzo-forte, mezzo-piano, crescendo, and decrescendo)</p>	<p>MU.500.35.01 Demonstrate music at all dynamic levels (<i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>crescendo</i> and <i>decrescendo</i>)</p>
	<p>MU.300.35.02 Perform and identify music at varying tempi including allegro, moderato, and adagio</p>	<p>MU4K00.35.02 Perform and identify the following tempi: ritardando and accelerando</p>	<p>MU.500.35.02 Demonstrate music at all tempi levels (adagio, moderato, allegro, ritardando, and accelerando)</p>
	<p>MU.300.35.03 Experience fermata</p>		

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History, Culture, and Community	<p>MU.300.40 Develop an understanding of music as it relates to history, culture, and the community CCSS.ELA-Literacy.CCRA.R.4 MU:Re7.2.3 MU:Cn10.0.3 MU:Pr4.1.3 MU:Re7.2.3</p> <p>MU.300.40.01 Perform and identify music/styles from various historical periods, cultures, and the community</p> <p>MU.300.40.02 Perform and listen to music correlated with classroom curriculum and the community</p> <p>MU.300.40.03 Describe in simple terms how elements of music are used in musical examples from various cultures of the world</p> <p>MU.300.40.04 Demonstrate and explain audience behavior appropriate for the style of music performed</p> <p>MU.300.40.05 Demonstrate and explain appropriate performance behavior</p> <p>MU.300.40.06 Listen to, perform, and discuss how music is used to celebrate holidays in various world culture</p>	<p>MU.400.40 Develop an understanding of music as it relates to history, culture, and the community CCSS.ELA-Literacy.CCRA.R.4 MU:Re7.2.4 MU:Cn10.0.4 MU:Cr3.2.4 MU:Pr4.1.4 MU:Cr1.1.4</p> <p>MU.400.40.01 Perform and identify music/styles from various historical periods, cultures, and the community</p> <p>MU.400.40.02 Describe in simple terms how elements of music are used in musical examples from various cultures of the world</p> <p>MU.400.40.03 Identify and describe roles of musicians in various musical settings and cultures (e.g. bugle, fife, and drums in colonial periods)</p> <p>MU.400.40.04 Demonstrate and explain audience behavior appropriate to the style of music performed</p> <p>MU.400.40.05 Demonstrate and explain appropriate performance behavior</p> <p>MU.400.40.06 Listen to, perform, and discuss how music is used to celebrate holidays in various world cultures</p>	<p>MU.500.40 Develop an understanding of music as it relates to history, culture, and the community CCSS.ELA-Literacy.CCRA.R.4 MU:Re7.1.5 MU:Cn10.0.5 MU:Cr1.1.5 MU:Cr3.2.5 MU:Pr4.1.5</p> <p>MU.500.40.01 Perform and identify music/styles from various historical periods, cultures, and the community</p> <p>MU.500.40.02 Relate musical forms (e.g. concertos, symphonies, opera and musicals) to historical periods</p> <p>MU.500.40.03 Identify and describe roles of musicians in various musical settings and cultures (e.g. bugle, fife, and drum in colonial periods)</p> <p>MU.500.40.04 Demonstrate and explain audience behavior appropriate for the style of music being performed</p> <p>MU.100.40.05 Experience as an audience member a variety of concerts, plays, and other age appropriate programming while demonstrating appropriate audience behavior</p> <p>MU.500.40.06 Listen to, perform, and discuss how music is used to celebrate holidays in various world cultures</p>

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Creative Expression	<p>MU.300.45 Recognize music as a form of individual and cultural expression CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 MU:Cr1.1.3 MU:Re7.2.3</p> <p>MU.300.45.01 Demonstrate understanding of personal and shared space while moving to music</p> <p>MU.300.45.02 Demonstrate interpretation of music through creative movement</p> <p>MU.300.45.03 Discuss ways in which creating and performing music bring personal satisfaction</p>	<p>MU.400.45 Recognize music as a form of individual and cultural expression CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 MU:Re7.2.4 MU:Cr2.1.4a MU:Cn10.0.4 MU:Cr3.2.4</p> <p>MU.400.45.01 Demonstrate understanding of personal and shared space while moving to music</p> <p>MU.400.45.02 Demonstrate interpretation of music through creative movement</p> <p>MU.400.45.03 Discuss ways in which creating and performing music bring personal satisfaction</p>	<p>MU.500.45 Recognize music as a form of individual and cultural expression CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 MU:Cn10.0.5 MU:Re7.1.5</p> <p>MU.500.45.01 Demonstrate understanding of personal and shared space while moving to music</p> <p>MU.500.45.02 Demonstrate interpretation of music through creative movement</p> <p>MU.500.45.03 Discuss ways in which creating and performing music bring personal satisfaction</p>

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Improvisation	<p>MU.300.50 Develop the ability to improvise music through the experimentation of sound MU:Cn10.0.3 MU:Cr1.1.3</p> <p>MU.300.50.01 Improvise vocal and instrumental music</p> <p>MU.300.50.02 Use voices or selected classroom instruments to improvise short rhythmic and melodic answer phrases (Q&A)</p>	<p>MU.400.50 Develop the ability to improvise music through the experimentation of sound MU:Cr1.1.4 MU:Cn10.0.4</p> <p>MU.400.50.01 Use and voices and instruments to improvise simple rhythmic and melodic accompaniments</p> <p>MU.400.50.02 Improvise short songs and instrumental pieces using a variety of traditional sound sources available in the classroom</p>	<p>MU.500.50 Develop the ability to improvise music through the experimentation of sound MU:Cr2.1.5a MU:Cn10.0.5</p> <p>MU.500.50.01 Improvise simple rhythmic variations and simple melodic variations</p> <p>MU.500.50.02 Improvise vocal or instrumental music</p>

	3	4	5
Composition	<p>MU.300.55 Develop readiness for composing and arranging music by experimenting with sound CCSS.ELA-LITERACY.CCRA.L.1 CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3 MU:Cr1.1.3b</p> <p>MU.300.55.01 Compose short pieces within specified guidelines</p> <p>MU.300.55.02 Correctly use notation symbols: treble clef, staff, bar lines, repeat sign, and double bar line</p> <p>MU.300.55.03 Explore composing rhythms in duple and triple meter</p> <p>MU.300.55.04 Compose and notate music using B, A, and G on the treble clef</p>	<p>MU.400.55 Develop readiness for composing and arranging music by experimenting with sound CCSS.ELA-LITERACY.CCRA.L.1 CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.4a MU:Cr1.1.4b MU:Cn10.0.4 MU:Cr2.1.4a MU:Cr2.1.4b MU:Cr3.2.4</p> <p>MU.400.55.01 Compose short pieces within specified guidelines</p> <p>MU.400.55.02 Correctly use notation symbols: treble clef, staff, bar lines, repeat sign, and double bar line</p> <p>MU.400.55.03 Compose rhythms in duple and triple meter according to the time signature</p> <p>MU.400.55.04 Compose and notate music using several pitches from the treble clef staff (e.g. B, A, G, low D, low E, high C, and high D)</p>	<p>MU.500.55 Develop readiness for composing and arranging music by experimenting with sound CCSS.ELA-LITERACY.CCRA.L.1 CCSS.ELA-LITERACY.CCRA.SL.1 CCSS.ELA-LITERACY.CCRA.W.4 CCSS.ELA-Literacy.CCRA.W.5 CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.5 MU:Cr1.1.5a MU:Cr2.1.5a</p> <p>MU.500.55.01 Compose short pieces within specified guidelines</p> <p>MU.500.55.02 Correctly use notation symbols: treble clef, staff, bar lines, repeat sign, and double bar line</p> <p>MU.500.55.03 Compose rhythms in duple and triple meter according to the time signature</p> <p>MU.500.55.04 Compose and notate music using several pitches from the treble clef staff (e.g. B, A, G, low D, low E, high C, and high D)</p>

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Criticism and Evaluation	<p>MU.300.60 Analyze, describe, and evaluate music CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.9 MU:Re7.2.3 MU:Re9.1.3 MU:Re7.1.3</p> <p>MU.300.60.01 Use criteria for evaluating performances and compositions (e.g. rubrics, active listening tools)</p> <p>MU.300.60.02 Explain, using appropriate music terminology, personal preferences for specific musical works and/or styles using individual oral response, individual written response, and group response</p> <p>MU.300.60.03 Discuss how changes in performance (e.g. dynamics and tempo) affect the listener’s reaction to musical works</p>	<p>MU.400.60 Analyze, describe, and evaluate music CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.9 MU:Re9.1.4 MU:Cr1.1.4a MU:Cr2.1.4a MU:Cr3.1.4a MU:Cr3.2.4 MU:Cn10.0.4 MU:Re7.1.4 MU:Re7.2.4</p> <p>MU.400.60.01 Devise criteria for evaluating performances and compositions (e.g. rubrics, active listening tools, checklists, and peer response sheets)</p> <p>MU.400.60.02 Explain, using appropriate music terminology, personal preferences for specific musical works and styles using individual oral response, individual written response, and group response</p> <p>MU.400.60.03 Discuss how changes in performance (e.g. dynamics and tempo) affect the listener’s reaction to musical works</p>	<p>MU.500.60 Analyze, describe, and evaluate music CCSS.ELA-Literacy.CCRA.SL.1 CCSS.ELA-Literacy.CCRA.SL.2 CCSS.ELA-Literacy.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.9 MU:Cr3.1.5a MU:Re9.1.5 MU:Re7.1.4 MU:Re7.2.4 MU:Cr2.1.5a</p> <p>MU.500.60.01 Devise criteria for evaluating performances and compositions (e.g. rubrics, active listening tools, checklists, and peer response sheets)</p> <p>MU.500.60.02 Explain, using appropriate music terminology, personal preferences for specific musical works and styles using individual oral response and individual written response</p> <p>MU.500.60.03 Discuss how changes in performance (e.g. dynamics and tempo) affect the listener’s reaction to musical works</p>

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Connections	<p>MU.300.65 Experience the role of music in developing and enhancing the skills required for study in other content areas CCSS.ELA-LITERACY.CCRA.R.10 MU:Cn10.0.3 MU:Cn11.0.3</p> <p>MU.300.65.01 Explain connections between music and other content areas (e.g. language arts concepts, fluency, literature, math, science, social studies, etc.)</p>	<p>MU.400.65 Discover relationships between music and other disciplines CCSS.ELA-LITERACY.CCRA.R.10 MU:Re7.2.4 MU:Cn10.0.4 MU:Cn11.0.4 MU:Cr1.1.4a</p> <p>MU.400.65.01 Identify ways in which the subject matter of other disciplines is integrated with music (e.g. language arts concepts, fluency, literature, math, science, social studies, etc.)</p> <p>MU.400.65.02 Identify similarities and differences in the meanings of common terms used in visual and performing arts (e.g. form, line, and contrast)</p>	<p>MU.500.65 Discover relationships between music and other disciplines CCSS.ELA-LITERACY.CCRA.R.10 MU:Cr1.1.5a MU:Cn10.0.5 MU:Cn11.0.5 MU:Re7.1.5</p> <p>MU.500.65.01 Identify ways in which the subject matter of other disciplines is integrated with music (e.g. language arts concepts, fluency, literature, math, science, social studies, etc.)</p> <p>MU.500.65.02 Identify similarities and differences in the meanings of common terms used in visual and performing arts (e.g. form, line, and contrast)</p>

FCPS Elementary Music Scope and Sequence

Semester 1	Semester 2
Improvisation	Composition
Rhythm	
Expressive Elements	Tone Color/Listening
Melody/Harmony	Form

EVPA MUSIC ENRICHMENT CURRICULUM

3	4	5
<ul style="list-style-type: none"> ● Identify and demonstrate fine and D.C. al fine ● Perform and identify all dynamic levels (<i>pp, p, mp, mf, f, ff, crescendo and decrescendo</i>) ● Perform music with varying articulation ● Use I, V and (V7) chords to accompany songs on classroom instruments ● Improvise using nontraditional songs ● Use environmental sounds to enhance the mood and/or words in a musical composition ● Compose ostinati using traditional notation ● Sing independently on pitch within an appropriate range (Bb - E2), with appropriate timbre (use of head voice), diction (enunciation), posture, breath control, and maintain a steady tempo 	<ul style="list-style-type: none"> ● Identify sharp, flat, natural ● Identify and demonstrate half steps and whole steps ● Identify key changes and chord changes aurally ● Identify and perform articulation: slurs and staccato/legato markings ● Perform on classroom instruments or sing expressively with appropriate dynamics and articulation ● Demonstrate 6/8 time ● Identify the key signatures of C major, F major, and G major ● Sing ostinati, rounds, descants, and simple two-part harmonies ● Sing independently, on pitch and in rhythm within an appropriate range (low Bb - f2) and with appropriate timbre (use of head voice and breath control with good diaphragmatic breathing), diction (introduce appropriate use of vowels/consonants), posture, and maintain a steady tempo 	<ul style="list-style-type: none"> ● Notate sharp, flat, natural; scale building (half and whole step) ● Identify tonal center, solfege/pitch systems, part singing ● Identify key changes and chord changes (e.g. 12 bar blues, chord progressions) ● Identify voice parts (soprano, alto, tenor, bass) ● Perform articulation: slur, staccato, legato, etc. ● Identify and explore larger forms including opera, symphony, etc. ● Identify and perform tempo terms (largo, lento, andante, and presto) ● Identify single sixteenth note ● Identify the bass clef ● Perform two-part vocal music with instrumental ostinato or countermelody ● Sing accurately, and with proper breath control, in solo passages ● Describe various careers in music and ways that they may provide personal satisfaction ● Improvise simple rhythmic variations and simple melodic embellishments of a countermelody using chord roots as a melodic source ● Improvise vocal or instrumental music using electronic sounds ● Compose, arrange, and notate music to accompany readings or dramatizations ● Compose and use standard notation to preserve chordal patterns which enhance given melodies ● Use a variety of electronic media when composing

ENRICHMENT CONTINUED

3	4	5
<ul style="list-style-type: none"> ● Sing with appropriate articulation (legato, staccato) ● Sing expressively with appropriate dynamics (using a variety of levels ranging from pp to ff), crescendo, decrescendo, accent, phrasing, and interpretation ● Sing, from memory a varied repertoire of songs representing genres and styles from diverse cultures ● Sing partner songs ● Sing in groups, responding to the cues of a conductor (entrances, cut-offs, dynamic levels, and tempo), maintaining a steady tempo, blending vocal timbre and matching dynamic level 	<ul style="list-style-type: none"> ● Sing expressively with appropriate dynamics (using a variety of levels ranging from pp to ff), crescendo, decrescendo, accent, phrasing, and interpretation ● Sing from memory, a varied repertoire of songs representing genres and styles from diverse cultures ● Sing in groups while maintaining a steady tempo, blending vocal timbres, breath control (with good diaphragmatic breathing), matching dynamic levels, and responding cues of a conductor (entrances, cut-offs, dynamic levels/tempo changes/articulation) 	<ul style="list-style-type: none"> ● Sing accurately, and with proper breath control, within small and large ensembles, responding to cues from the conductor ● Identify choral music ● Aurally and visually identify various groupings of singers and players including solo, duet, trio, and quartet ● Sing ostinati, rounds, descants, partner songs, and simple two-part harmony through I, IV, and V chords ● Sing on pitch and in rhythm, within an appropriate range (low G - a2) and with appropriate timbre (use of head voice and breath control with good diaphragmatic breathing), diction (appropriate use of vowels/consonants), posture, and maintain a steady tempo ● Sing expressively with appropriate dynamics (use a variety of levels, ranging from pp to ff), crescendo, decrescendo, accent, appropriate articulation (legato, staccato), phrasing, and interpretation ● Sing in groups while maintaining a steady tempo, blending vocal timbres, breath control (with good diaphragmatic breathing), matching dynamics levels, and responding to the cues of a conductor (entrances/cut-offs/dynamic levels/tempo changes/articulation) ● Sing, from memory, a varied repertoire of songs representing genres and styles from diverse cultures