

K-2

Singing	Playing	Listening	Reading	Creating
Sing simple songs appropriate for children’s voices.	Experience feeling and moving to a steady beat.	Experience aural patterns and phrases in music.	Experience iconic representation of steady beat in familiar songs.	Create vocal characterizations as part of a story song or book.
Learn to differentiate Between the singing voice and the speaking voice.	Explore beat in a variety of songs and activities using body percussion or walking.	Recognize the fundamental difference between vocal and instrumental sounds.	Explore a variety of icons representing steady beat in songs and music.	Create simple singing conversations using 2 or 3 pitches.
Explore the range of high and low pitches in a child’s voice.	Recognize the difference between strong and weak beats in familiar songs.	Respond to patterns of same and different in songs and recorded music.	Explore iconic representation of pitch in a variety of simple songs.	Create new words and rhymes for favorite classroom songs.
Recognize repeated pitch patterns in familiar songs.	Understand the relationship between beat and divided beat in the creation of simple rhythm patterns.	Listen to differentiate between fast and slow (tempo) in songs and recorded music.	Explore metric groupings using iconic symbols in simple songs.	Create simple actions or body percussion patterns to accompany familiar songs.
Practice singing with sensitivity to pitch accuracy.	Recognize and respond to beat and divided beat patterns grouped in meters of 2 and 4.	Listen to differentiate between loud and soft (dynamics) in songs and recorded music.	Understand the relationship between beat and rhythm by using complimentary iconic symbols to represent divided beat.	Create a simple beat or rhythm pattern using classroom instruments.
Participate in a variety of 2 or 3 pitch songs and singing games.	Learn to use both sound and silence in simple patterns to accompany familiar songs.	Listen to differentiate between many and few (texture) in songs and recorded music.	Experience the use of pitch, rhythm, and metric icons together as a visual representation of music.	Create a simple (guided) movement pattern (dance) using steady beat and rhythm.
Practice singing skills within the natural ability of young voices.	Practice moving or body percussion patterns to accompany singing activities or recorded music.	Identify simple vocal or instrumental examples in recorded music.	Engage in music activities which use iconic symbols to represent the patterns performed by students.	Create a simple (guided) iconic representation of a familiar song.
Develop an appreciation for singing using a variety of songs and singing games.	Practice moving or body percussion patterns to accompany singing activities or recorded music.	Learn to listen carefully to others (beat, pitch, tempo) when engaged in music activities.	Recognize music icons as another example of symbols we learn to read for understanding.	Create expressive singing and playing by varying tempo, dynamics, and timbre in music.

3-6

Singing	Playing	Listening	Reading	Creating
Develop in-tune singing through healthy use of the natural voice.	Practice the skills of beat accuracy while singing, playing, and listening.	Recognize repeated or contrasting phrases in familiar songs or recordings.	Explore the use of iconic notation in beat, meter, rhythm and pitch.	Create or improvise a simple melody using steps, skips and repeats.
Explore appropriate use of the head voice and chest voice.	Practice playing strong and weak beats in patterns of 2, 3, and 4 using body percussion.	Explore the varying uses of tempo and dynamics in songs and listening selections.	Explore the use of traditional notation of beat, rhythm, meter, and pitch in a variety of songs.	Create harmony for a familiar song using an ostinato or counter melody.
Develop music appreciation by experiencing a variety of folk and traditional songs.	Explore sound and silence in rhythmic patterns of beat and divided beat.	Recognize timbre as an identifying characteristic of instrumental family groups.	Experience familiar songs written in iconic or traditional notation.	Create simple rhythmic ostinato patterns in meters of 2, 3, 4 OR 6.
Recognize the difference between melody and harmony in songs and recorded music.	Identify duple and triple meter through playing strong and weak beat patterns in songs.	Identify form in songs including verse/refrain, introduction, interlude, and coda.	Experience the use of instrumental “tablatures” as a form of music notation.	Create simple rhythmic phrases or ostinato patterns to be played against a steady beat.
Build skill in harmony by singing partner songs, ostinatos, rounds, descants, and counter melodies.	Practice playing rhythmic patterns simultaneously against beat or rhythmic patterns played by others.	Recognize form in listening selections including AB, ABA, Rondo, and Theme & Variations.	Practice singing simple songs while reading iconic or traditional notation.	Create expression in a familiar song by sensitively varying tempo and dynamics.
Understand the use of steps, skips, and repeated pitches in the accuracy of singing melody and harmony.	Build skill in playing rhythm patterns through the use of a variety of classroom instruments.	Analyze how changes in tempo and dynamics can affect the ideas and emotions	Practice playing simple songs while reading iconic or traditional notation.	Create style in music by varying timbre, texture, and articulation in addition to tempo and dynamics.
Build skill in singing parallel harmony using folk, traditional, popular and multi-cultural songs.	Practice layering various percussion and melodic instruments to accompany a song.	Understand how changes in timbre and texture can affect musical style.		Create a simple accompaniment for a familiar song using classroom percussion or melodic instruments.