

MUSIC

VERTICAL ALIGNMENT

Power Standard #1

Students will demonstrate their understanding of musical elements and form through the creating process.

Power Standard #2

Students will demonstrate their knowledge and skills of musical composition through performance.

Power Standard #3

Students will evaluate and analyze compositions and performances making connections between music, other disciplines, daily life and world cultures.

Grade	Content	Skills	Power Standard #1 Benchmark	Power Standard #2 Benchmark	Power Standard #3 Benchmark
K/1	Melodic/ Rhythmic	Singing Sol-Mi and La, Chant quarter note, eighth note, and corresponding rests, repeat signs and hand signs.	Create a 2-measure pattern using sol and mi on a barred instrument and a 2-measure rhythmic pattern using rhythm sticks.	Sing See-Saw Up and Down Perform on bar pitched instruments.	Aurally, students identify incorrect pitches and rhythmic accuracy of their own performance. Students identify musical patterns with similar patterns in classroom instruction
2	Pentatonic Scale Melody/Harmony	Sing Do-Re-Mi-Sol-La Singing in two parts, ostinato, round, time signature (2/4, 4/4), whole,	Create melody using Do-Re-Mi-	Perform their composition for	Evaluate through use of

	Rhythm	half, quarter, eighths, and corresponding rests.	Sol-La on a pitched instrument and create a 2-measure rhythmic composition using a hand percussion instrument. Rhythmic composition may be written	the class individually or as a group. Perform melodic compositions on flutophone.	written rubric, make connections with rhythmic forms and mathematical elements.
3	Melodic Literacy, Rhythmic Literacy	Read diatonic C scale. $\frac{3}{4}$ time signature, 16 th notes, dotted half note, and syncopa rhythm.	Create a 4-measure melody using the C scale in $\frac{3}{4}$ time signature. Create a rhythmic ostinato using Cotton-eyed Joe.	Perform their composition for the class individually. Perform melodic compositions on recorder.	Evaluate performance for melodic and rhythmic accuracy through videotape and recording. Students will connect music for performance with school cultural activities.
4	Melodic Literacy, Rhythmic Literacy, Use of dynamics, tempo, articulation, form, phrasing, dotted quarter note rhythm.	Play or sing sharped and flatted notes. 6/8 time, dynamics (including pp, p, mp, f, mf, ff), andante, allegro, moderato, tonguing, slurring, staccato, accents, legato	Create a 4-measure composition in the keys of F, and B flat. Create a rhythmic ostinato in 6/8 time.	Perform their composition using different tempi and dynamics either vocally or instrumentally. Perform ensemble piece in the key of concert B flat, E flat, or A major.	Evaluate performance by videotape. Make connections in musical styles to culture which the music is taken from.

				Perform one octave scales up to one flat and one sharp.	
5	Time Signatures, Key Signatures, Chromatic Scales, dotted eighth notes, dynamics	Play or sing a melody in two parts with dynamics and phrasing and melodic accuracy with regard to accidentals. Isolate various rhythmic patterns including dotted eighth followed by sixteenth.	Create a vocal or instrumental melody in the key of G, F or B flat. Compose an eight measure rhythmic duet.	Perform instrumental solo for instrumental class, vocal solo for vocal class with melodic and rhythmic accuracy, also with regard to rhythm, dynamics, and phrasing.	Class will evaluate students' performance through aural comments and in writing.
6	Key Signature up to three sharps and flats. Major and chromatic scales. Sight reading. Style.	Play/sing melodies in three parts using key signatures up to 3 sharps and 3 flats. Sight-read, playing or singing. Simple melodies in the key of C, F, G.	Create instrumental and vocal accompaniments in various keys. Compose 2 and three part rhythmic pieces for hand percussion and pitched instruments.	Perform instrumental and vocal pieces within large ensembles and chamber groups.	Students will self-evaluate and evaluate peers' performances through viewing video and critiquing live performance.
7/8	Key signatures up to four sharps and flats. Develop technique in upper register of wind instruments. Harmony: tonic,	Play major scales up to four sharps and four flats, and one octave chromatic scale. Demonstrate ability to play in the 2 nd and 3 rd octaves of an instrument. Vocally, demonstrate at least a 2 octave range.	Create three and four part rhythmic and melodic pieces. Prepare a solo for performance on either voice or an	Perform instrumental or vocal solo. Perform in large ensembles and chamber groups. Prepare solo	Students will be evaluated by their peers and their teachers. Students auditioning outside of

	subdominant, dominant. Use of “head- voice”, expanding vocal range.		instrument.	pieces for audition.	school will be evaluated by state certified adjudicators.