

Kindergarten Music Skills – Essential and Extended

Vocal Skills

- Use the singing voice as distinct from the speaking voice
- Produce higher and lower, louder and softer, upward and downward vocal sounds
- Match the sol-mi interval, using the solfege syllables
- Sing simple songs in their entirety with a group,
- Sing simple songs with echo and/or call and response
- Sing the chorus of verse and chorus songs
- Sing songs at faster and slower tempos

Extended Skills

- Experience simple rhythm patterns (i.e. chants and rhymes)
- Explore vocal and mouth sounds
- Audiate music (hear it in one's head)
- Work toward singing in the upper register
- Expand vocal range
- Improvise random pitch songs

Playing Instruments

- Play instruments in a variety of ways (tap, scrape, shake, rub etc.)

Extended Skills

- Explore various means of playing instruments
- Play steady beat using bilateral motions

Moving

- Maintain steady beat using bilateral movement against the body
- Demonstrate awareness of steady beat using alternating locomotor movement in the lower body
- Demonstrate faster/slower movement
- Demonstrate upward/downward movement

Extended Skills

- Move intuitively to music
- Dramatize songs and stories through movement
- Explore basic nonlocomotor movement: rocking, patting, etc.
- Explore locomotor movement: walking, running, jumping, etc.
- Explore purposeful movement through participation in singing games and finger plays
- Explore higher/lower, longer/shorter, movement
- Experience moving to music in sections using locomotor and non-locomotor movement

Creating

- Create movements for songs
- Create one-word phrase variation to familiar songs, i.e. “Going On a Picnic”

Extended Skills

- Explore sound possibilities with objects, voice, instruments, and words
- Add sound effects to songs (making deliberate choices)
- Create movements and dramatizations for songs, stories, and poems
- Create words to songs
- Express ideas or moods using instruments and environmental or body sounds
- Improvise simple sound pieces

Listening

- Attend to a short piece of music (relatively still, quiet, eyes on performer if applicable)

Extended Skills

- Listen to a variety of music (genres, styles, cultures, languages, tonalities etc.)
- Listen for a specific purpose (concepts, audience skills, etc.)

Reading

- Use pictures to recall the phrases of a familiar song

Extended Skills

- Recognize that music notation exists

= **Essential Skill**

• = **Extension Skill**

Essential- core, benchmark, assessed, most important, skills to be mastered, **BEALR**

Extension-building, preparatory, support essential skills, enrich essential skills, skills to be explored

Grade One Music Skills – Essential and Extended

Vocal Skills

- Sing the shape of a melodic phrase**
- Sing in the upper register (child voice, above break, not throaty)
- Sing with an awareness of pitch
- Match the sol-mi-la intervals, using the solfege syllables
- Audiate music (hear it in one's head)

Extended Skills

- Continue to explore vocal and mouth sounds (i.e. imitate animal and environmental sounds)
- Continue to expand vocal range
- Work toward singing in tune
- Sing alone and with a group

Playing Instruments

- Play steady beat using bilateral motions
- Identify at least 3 classroom instruments by sight and by timbre

Extended Skills

- Explore various means of playing instruments
- Play steady beat using bilateral and alternating motions
- Play simple accompaniments to songs and/or stories

Moving

- Maintain steady beat using bilateral upper body movements away from the body (push, reach, flick) with end point such as air or carpet.
- Maintain steady beat using alternating, locomotor movement (walking, marching, scissoring legs, etc.)
- Demonstrate upward and downward movement to match upward and downward sounds
- Move to longer/shorter sounds

Extended Skills

- Continue to explore purposeful movement through participation in singing games and finger plays
- Maintain steady beat using recurring one-beat, bilateral, single movement (bouncing knees, heels, or toes, jumping, hopping, stamping)
- Explore more complex locomotor movement: skipping, hopping, galloping
- Dramatize songs and stories through movement
- Move in response to the form of the music

Creating

- Organize simple sound compositions

Extended Skills

- Continue to create movements and dramatizations for songs, stories, and poems
- Create words to songs
- Continue to express ideas or moods using instruments and environmental or body sounds
- Create sound backgrounds/settings for songs, stories, and poems

Listening

- Listen for upward and downward motion
- Listen for introductions

Extended Skills

- Listen to a variety of music (genres, styles, cultures, languages, tonalities etc.)
- Listen for a specific purpose (audience, concepts, etc.)

Reading

- Read simple patterns of sounds and silences in iconic notation (quarter note and quarter rest values)

Extended Skills

- Continue to recognize that music notation exists

- = **Essential Skill**
- = **Extension Skill**

Essential- core, benchmark, assessed, most important, skills to be mastered, **BEALR**

Extension-building, preparatory, support essential skills, enrich essential skills, skills to be explored

Grade Two Music Skills – Essential and Extended

Singing Skills

- Match the sol-mi-la and mi-re-do intervals, using the solfege syllables or pitches
- Sing verse and chorus songs in their entirety with a group
- Sing in tune

Extended Skills

- Explore uses of the voice
- Continue to expand vocal range
- Sing familiar melodies independently
- Sing alone and with a group
- Explore the expressive elements of tempo and dynamics (sing loud songs, soft songs, fast songs, slow songs)

Playing Instruments

- Play instruments at louder and softer volumes
- Identify at least 5 classroom instruments by sight and by timbre
- Play instruments at faster and slower tempos
- Play bilateral accompaniments using a common steady beat
- Play simple rhythmic patterns on a variety of instruments

Extended Skills

- Explore various means of playing instruments
- Play steady beat using alternating motions
- Play simple accompaniments to songs and/or stories
- Play rhythm instruments that require inhibiting one hand, such as triangle, guiro, and wood block
- Play simple melodic phrases or ostinatos on barred instruments

Moving

- Maintain macrobeat using nonlocomotor movement
- Maintain microbeat using locomotor movement

Extended Skills

- Continue to explore purposeful movement through participation in singing games
- Refine more complex locomotor movements: skipping, hopping, galloping
- Dramatize songs and stories through movement
- Move in response to the form of music
- Explore macrobeat using locomotor movement
- Perform movement sequences
- Perform simple folk and line dances

Creating

- Organize simple sound compositions using louder and softer volumes
- Organize simple sound compositions using faster and slower tempos
- Express ideas or moods using instruments and environmental or body sounds

Extended Skills

- Continue to create sound backgrounds/settings for songs, stories, and poems
- Continue to create movements for stories and song lyrics
- Continue to create words to songs
- Create rhythmic and melodic patterns
- Improvise on a pentatonic scale using barred instruments
- Create simple, informal systems for notating musical ideas

Listening

- Listen to identify the nature or source of the sound being heard - instrument, voice, environmental, animal, or machine
- Listen for endings
- Listen for contrasting volumes
- Listen for contrasting tempos

Extended Skills

- Listen to a variety of music (genres, styles, cultures, languages, tonalities etc.)

Reading

- Read basic rhythm patterns using quarter note, paired eighth note, and quarter rest values in informal notation

Extended Skills

- Recognize standard notation
- Read own informal notation

= **Essential Skill**

• = **Extension Skill**

Essential- core, benchmark, assessed, most important, skills to be mastered, **BEALR**

Extension-building, preparatory, support essential skills, enrich essential skills, skills to be explored

Third Grade Music Skills - Essential and Extended

Singing Skills

- Match the sol-mi-la, mi-re-do, and sol-do intervals, using solfege syllables
- Sing harmony, such as ostinato, rounds and partner songs with a group**

Extended Skills

- Continue to expand vocal range
- Explore uses of the voice for expression (tempo, dynamics, and phrasing)
- Work toward singing with a clear tone
- Continue to sing familiar melodies independently
- Sing alone and with a group
- Sing songs written in major and minor keys
- Use the voice as an accompaniment by singing simple ostinatos with familiar songs
- Practice breathing between phrases

Playing Instruments

- Identify xylophones, metallophones, and glockenspiels by sight and by timbre
- Play instruments that require inhibiting one hand, such as triangle, guiro, wood block, autoharp, and barred instruments
- Play simple melodic phrases on barred instruments**
- Play alternating motion accompaniments using a common steady beat

Extended Skills

- Continue to explore various means of playing instruments
- Play simple accompaniments to songs and/or stories
- Continue to play simple rhythmic ostinatos on a variety of instruments
- Play instruments using the expressive qualities of tempo and dynamics
- Play cross-over patterns on barred instruments

Moving

- Perform movement sequences (p. 26 Teaching Folk Dance)
- Move in response to the form of music: AB and ABA

Extended Skills

- Maintain macrobeat using locomotor movement
- Maintain microbeat using locomotor movement
- Perform movement patterns through participation in singing or rhythm games
- Begin to integrate microbeat movements in the feet with macrobeat movements in the upper body
- Perform simple rhythm patterns through movement

- Perform folk dances in duple meter
- Perform folk dances in triple meter

Creating

- Create simple movement sequences using familiar music
- Organize simple sound compositions using AB or ABA
- Create 2 bar rhythmic patterns

Extended Skills

- Continue to create movements for stories and song lyrics
- Continue to create sound backgrounds/settings for songs, stories, and poems
- Continue to create words to songs
- Continue to improvise on a pentatonic scale using barred instruments
- Create rhythmic and melodic patterns using steps, skips, and repeated notes
- Create simple, informal systems for notating musical ideas

Listening

- Listen for harmony in music
- Listen for changes in musical form (see curriculum poster for elements of form)
- Listen to identify the forms AB and ABA

Extended Skills

- Listen to a variety of music (genres, styles, cultures, languages, tonalities etc.)
- Listen for and identify the families of instruments
- Listen for melodic contour including steps, skips, and repeated notes

Reading

- Read basic rhythm patterns using quarter note, paired eighth note, and quarter rest values in standard notation
- Read “roadmap” symbols including repeat signs, double bars and codas
- Read melodic notation, in order to play simple instrument parts, using the teacher/classroom system (symbols, numbers, letters)

Extended Skills

- Continue to read own informal notation
- Map the contour of melodies using steps, skips, and repeated notes

- = **Essential Skill**
- = **Extension Skill**

Essential- core, benchmark, assessed, most important, skills to be mastered, **BEALR**

Extension-building, preparatory, support essential skills, enrich essential skills, skills to be explored

Fourth Grade Music Skills – Essential and Extended

Singing Skills

- Match the sol-mi-la, mi-re-do, sol-do, and do-do intervals, using the solfege syllables
- Sing simple ostinatos with familiar songs
- Sing the ascending diatonic scale using solfege syllables
- Sing with articulation such as staccato and legato
- Sing with expressive elements of tempo and dynamics

Extended Skills

- Sing alone and with a group
- Continue to expand vocal range
- Continue to sing familiar melodies independently
- Work toward accuracy of intonation and clarity of tone
- Continue to sing songs written in major and minor keys
- Sing the descending diatonic scale using solfege syllables
- Explore the uses of the voice for phrasing and articulation
- Practice good posture and breathing techniques (phrasing and support)
- Continue to sing rounds, partner songs, and descants

Playing Instruments

- Play simple rhythmic ostinatos on a variety of instruments
- Play instruments using the expressive qualities of tempo
- Play instruments using the expressive qualities of dynamics

Extended Skills

- Continue to explore various means of playing instruments
- Continue to play steady beat using bilateral and alternating motions including cross-over patterns on barred instruments
- Continue to play melodic phrases or ostinatos on barred instruments
- Play more complex accompaniments to songs and/or stories on barred instruments or rhythm instruments.

Moving

- Perform partner dances
- Perform folk dances in duple meter
- Perform folk dances in triple meter

Extended Skills

- Perform movement sequences and more complex rhythms through singing or rhythm games through participation in singing games
- Perform more complex rhythm patterns through movement
- Continue to integrate microbeat movements in the feet with macrobeat movements in the upper body
- Explore integrating macrobeat movements in the feet with microbeat movements in the upper body

- Perform folk dances that require complex use of space or rhythm in the feet
- Walk in steady beat while clapping rhythms
- Move in uncommon meters such as 7 and 9

Creating

- Create informal systems for notating musical ideas
- Create and notate 2 bar rhythmic patterns

Extended Skills

- Continue to create movements for stories and song lyrics
- Continue to create words to songs
- Continue to create rhythmic and melodic patterns using steps, skips, and repeated notes
- Continue to improvise using barred instruments
- Create even and uneven rhythm patterns
- Work toward creating simple compositions using standard notation
- Create simple folk dances using familiar music

Listening

- Listen for and identify the instruments found in elementary band and orchestra
- Listen for melodic contour including steps, skips, and repeated notes

Extended Skills

- Attend to longer pieces of music
- Listen to a variety of music (genres, styles, cultures, languages, tonalities etc.)
- Continue to listen for and identify the families of instruments
- Continue to listen for melodic contour including steps, skips, and repeated notes
- Listen for themes in music

Reading

- Read basic rhythm patterns using quarter note, paired eighth note, and quarter rest, half note and half rest values in standard notation**
- Read own informal notation

Extended Skills

- Read dynamic markings
- Continue to map the contour of melodies using steps, skips, and repeated notes
- Explore reading standard melodic notation
- Explore reading solfege on the staff

- = **Essential Skill**
- = **Extension Skill**

Essential- core, benchmark, assessed, most important, skills to be mastered, **BEALR**

Extension-building, preparatory, support essential skills, enrich essential skills, skills to be explored