

# Music: Grades K, 1, 2

Adopted 2010

**Artistic Processes – The human experience can be created and recreated through sound.**

**M1 (K-2)-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...** M1 (K-2)-1

- a. reading, writing, and performing simple rhythmic patterns using iconic or standard notation, including: quarter note/rest, eighth notes (paired), sixteenth-notes, (i.e., four sounds on a beat), half note/rest
- b. reading, writing, and performing simple patterns in meters of 2 and 3
- c. reading, writing, and performing simple patterns of pitch using solfege (e.g., so-mi, la-so-mi, mi-re-do, la-so-mi-re-do)

**M1 (K-2)-2. Students show evidence of improvising, composing, and arranging by...** M1 (K-2)-2

- a. improvising songs to accompany play activities
- b. improvising rhythmic patterns to accompany songs

**Cultural Contexts – Music connects and expresses history and culture around the globe.**

**M2 (K-2)-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by...** M2 (K-2)-1

- a. using personal vocabulary to describe voices and instruments from diverse cultures
- b. recognizing and discussing music representing various cultures (e.g., represented in the school population)

**M2 (K-2)-2. Students show evidence of connecting music to the arts and other disciplines by...** M2 (K-2)-2

- a. identifying ways other disciplines are inter-related with music using personal vocabulary, movement, or singing/playing (e.g., lullabies, marches, time patterns relevant to math)

**Communication – Music of diverse genres is performed in a variety of settings.**

**M3 (K-2)-1. Students perform music alone and with others in a variety of settings...** M3 (K-2)-1

- a. singing a varied repertoire of music from diverse cultures, including unison songs and patterns with musical accuracy
- b. playing songs, classroom instruments, and body percussion (e.g., drums, shakers, rhythm, sticks, barred instruments)

**Aesthetic Judgment – Music knowledge is applied through reflection and evaluation of the music of self and others.**

**M4 (K-2)-1. Students analyze and describe music by... M4 (K-2)-1**

- a. identifying and describing basic musical elements of pitch and rhythm in selected pieces of music (e.g., high/low, fast/slow, loud/soft, ascending/descending melody, even/uneven rhythm patterns)
  - b. identifying simple musical forms (e.g., phrase/echo/verse/refrain, AB, ABA)
  - c. identifying individual timbres of instruments and voices in a variety of music (e.g., winds, brass, bass, soprano, strings)
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**M4 (K-2)-2. Students evaluate music by... M4 (K-2)-2**

- a. using age-appropriate music vocabulary to critique music (e.g., "I can hear a steady beat." "I can hear how the music gets louder." "The xylophones and drums played together.")
- b. using purposeful movement and drawings to demonstrate an awareness of the aesthetic qualities evoked by music (e.g., drawing or moving to show how the music sounds)