



Key Concept	Kindergarten	1st	2nd	3rd	4th	5th
Singing	<ul style="list-style-type: none"> ▪ Finding singing voice ▪ Match pitch 	<ul style="list-style-type: none"> ▪ Match pitch with accuracy ▪ Learn many songs by memory 	<ul style="list-style-type: none"> ▪ Sing familiar melodies independently ▪ Sing with good tone quality & diction 	<ul style="list-style-type: none"> ▪ Use singing voice with increased accuracy & independence ▪ Expand vocal range 	<ul style="list-style-type: none"> ▪ Sing confidently with others in canon and part songs ▪ Gain independence singing alone 	<ul style="list-style-type: none"> ▪ Sing confidently with others in canon and part songs with expanded range ▪ Begin sight-singing
Melody	<ul style="list-style-type: none"> ▪ Distinguish high/low 	<ul style="list-style-type: none"> ▪ Perform, recognize and notate melodic patterns using <i>so, mi, la</i> 	<ul style="list-style-type: none"> ▪ Add <i>do, re</i> to complete the pentatonic scale 	<ul style="list-style-type: none"> ▪ Add high <i>do, low la, low so</i>. Introduce <i>fa</i> and <i>ti</i>, if ready 	<ul style="list-style-type: none"> ▪ Sing and play melodies using entire diatonic scale 	<ul style="list-style-type: none"> ▪ Distinguish between pentatonic and diatonic scales
Rhythm	<ul style="list-style-type: none"> ▪ Develop a sense of steady beat 	<ul style="list-style-type: none"> ▪ Perform, recognize and notate quarter note, eighth note, quarter rest ▪ Beat vs. rhythm ▪ Learn 2/4 meter 	<ul style="list-style-type: none"> ▪ Learn half notes, tied notes & sixteenth note patterns ▪ Learn 4/4 meter 	<ul style="list-style-type: none"> ▪ Learn combination of sixteenth & eighth notes, dotted half note, whole note, and syncopation ▪ Learn 3/4 meter 	<ul style="list-style-type: none"> ▪ Learn dotted rhythms on one beat ▪ Distinguish upbeat/downbeat/offbeat 	<ul style="list-style-type: none"> ▪ Work with syncopated patterns
Harmony	<ul style="list-style-type: none"> ▪ Distinguish accompaniment / no accompaniment 	<ul style="list-style-type: none"> ▪ Add simple ostinati to melodies 	<ul style="list-style-type: none"> ▪ Sing canons & rounds 	<ul style="list-style-type: none"> ▪ Sing & play canons, ostinato, and partner songs 	<ul style="list-style-type: none"> ▪ Combine recorder and singing 	<ul style="list-style-type: none"> ▪ Sing & play 2 and 3 part songs
Form	<ul style="list-style-type: none"> ▪ Call & response ▪ Echo 	<ul style="list-style-type: none"> ▪ Recognize like/unlike phrases ▪ Read & write repeat signs 	<ul style="list-style-type: none"> ▪ Identify question / answer phrases 	<ul style="list-style-type: none"> ▪ Understand simple forms (AB, ABA) ▪ Improvise answer phrases to questions 	<ul style="list-style-type: none"> ▪ D.C. al Fine ▪ Theme and variations 	<ul style="list-style-type: none"> ▪ Identify rondo sections
Cultural Context	<ul style="list-style-type: none"> ▪ Listen to and sing folks songs from other countries 	<ul style="list-style-type: none"> ▪ Discuss music & celebrations of other cultures ▪ Listen to and sing folks songs from many cultures 	<ul style="list-style-type: none"> ▪ Identify similar themes in various art forms ▪ Learn folk songs & dances from many cultures 	<ul style="list-style-type: none"> ▪ Learn the music of California, Ohlone & other Native American cultures 	<ul style="list-style-type: none"> ▪ Experience California's history through folk & popular songs 	<ul style="list-style-type: none"> ▪ Understand the diversity of culture through its music
Creating	<ul style="list-style-type: none"> ▪ Dramatize songs 	<ul style="list-style-type: none"> ▪ Improvise simple rhythmic & melodic patterns ▪ Create movements to songs 	<ul style="list-style-type: none"> ▪ Create rhythmic or melodic accompaniments to songs using classroom instruments 	<ul style="list-style-type: none"> ▪ Create movements to express tempo, form or mood 	<ul style="list-style-type: none"> ▪ Compose simple melodic & rhythmic patterns ▪ Create movement combinations to express mood 	<ul style="list-style-type: none"> ▪ Use known melodies & rhythmic elements in songs for improvisational dance
Playing Instruments	<ul style="list-style-type: none"> ▪ Exploration of body percussion and classroom instruments 	<ul style="list-style-type: none"> ▪ Pitched instruments (tone bars) ▪ Percussion 	<ul style="list-style-type: none"> ▪ Pitched instruments (tone bars, other mallet instruments) ▪ Percussion 	<ul style="list-style-type: none"> ▪ Use bells / xylophone for accompaniment ▪ Recorder may be introduced 	<ul style="list-style-type: none"> ▪ Recorder instruction ▪ All Classroom instruments 	<ul style="list-style-type: none"> ▪ Recorder instruction ▪ All Classroom instruments ▪ Beginning level band and strings (if available)