

# Music in Kindergarten

## Concepts and Skills Introduced in Quarter 1

- Respond to music from various sound sources to show awareness of steady beat.
- Identify singing, speaking, and whispering voices.
- Respond to and explore music through creative play and found sounds in the music classroom.
- Exhibit age-appropriate music and life skills that will add to the success in the music classroom.
- Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.
- Respond to beat, rhythm, and melodic line through imitation.
- Sing or play songs from memory.
- Sing songs of limited range appropriate to the young child and use the head voice.
- Perform simple songs and accompaniments.
- Imitate simple rhythm patterns played by the teacher or a peer.
- Use movement to express a feeling, idea, or story.
- Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
- Recognize physical activities have safety rules and procedures.
- Identify the benefits of continuing to participate when not successful on the first try.

## Concepts and Skills Introduced Quarter 2

- Respond to music from diverse cultures through singing and movement.
- Respond to music to demonstrate how it makes one feel.
- Recognize locomotor skills.

## Concepts and Skills Introduced Quarter 3

- Identify various sounds in a piece of music.
- Identify, visually and aurally, pitched and unpitched classroom instruments.
- Identify similarities and differences in melodic phrases and/or rhythm patterns.

## Concepts and Skills Introduced Quarter 4

- Improvise a response to a musical question sung or played by someone else.

# Music in First Grade

## Concepts and Skills Introduced in Quarter 1

- Respond to specific, teacher-selected musical characteristics in a song or instrumental piece.
- Identify the similarities and differences between two performances of a familiar song.
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
- Describe how he or she likes to participate in music.
- Demonstrate appropriate manners and teamwork necessary for success in a music classroom.
- Perform simple songs, dances, and musical games from a variety of cultures.
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants.
- Respond to contrasts in music as a foundation for understanding structure.
- Sing simple songs in a group, using head voice and maintaining pitch.
- Match simple aural rhythm patterns in duple meter with written patterns.
- Explain the consequences of not following rules/practices when making healthy and safe decisions.
- Identify safety rules and procedures for teacher-selected physical activities.

## Concepts and Skills Introduced Quarter 2

- Differentiate between music performed by one singer and music performed by a group of singers.
- Identify patterns of a simple, four-measure song or speech piece.
- Respond to changes in tempo and/or dynamics within musical examples.
- Create short melodic and rhythmic patterns based on teacher-established guidelines.
- Play three- to five-note melodies and/or accompaniments on classroom instruments.
- Identify the critical elements of locomotor skills.

## Concepts and Skills Introduced Quarter 3

- Respond to music from various sound sources to show awareness of differences in musical ideas.
- Classify instruments into pitched and unpitched percussion families.
- Explain the work of a composer.
- Improvise a four-beat response to a musical question sung or played by someone else.
- Show visual representation of simple melodic patterns performed by the teacher or a peer.
- Demonstrate acuity in transferring given rhythmic patterns from the aural to the kinesthetic.

## Quarter 4

- Previous concepts and skills are incorporated while providing enrichment opportunities.

# Music Education in Second Grade

## Concepts and Skills Introduced in Quarter 1

- Identify appropriate listening skills for learning about musical examples selected by the teacher.
- Respond to a piece of music and discuss individual interpretations.
- Identify strengths and needs in classroom performances of familiar songs.
- Create a musical performance that brings a story or poem to life.
- Perform songs, musical games, dances, and simple instrumental accompaniments from a variety of cultures.
- Identify basic elements of music in a song or instrumental excerpt.
- Describe changes in tempo and dynamics within a musical work.
- Create simple ostinati to accompany songs or poems.
- Sing or play songs, which may include changes in dynamics, lyrics, and form, from memory.
- Sing songs in an appropriate range, using head voice and maintaining pitch.
- Play simple melodies and/or accompaniments on classroom instruments.
- Compare the consequences of not following rules/practices when making healthy and safe decisions.
- Identify safety rules and procedures for selected physical activities.

## Concepts and Skills Introduced Quarter 2

- Discuss how music is used for celebrations in American and other cultures.

## Concepts and Skills Introduced Quarter 3

- Classify unpitched instruments into metals, membranes, shakers, and wooden categories.
- Identify child, adult male, and adult female voices by timbre.
- Identify the form of a simple piece of music.
- Show visual, gestural, and traditional representation of simple melodic patterns performed by someone else.

## Concepts and Skills Introduced Quarter 4

- Identify the primary differences between composed and folk music.
- Perform one folk or line dance accurately

# Music Education in Third Grade

## Concepts and Skills Introduced in Quarter 1

- Describe listening skills and how they support appreciation of musical works.
- Respond to a musical work in a variety of ways and compare individual interpretations.
- Identify musical characteristics and elements within a piece of music when discussing the value of the work.
- Identify musicians in the school, community, and media.
- Describe opportunities for personal music-making.
- Identify timbre(s) in music from a variety of cultures.
- Identify, using correct music vocabulary, the elements in a musical work.
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- Describe how tempo & dynamics can change the mood or emotion of a piece of music.
- Improvise rhythms or melodies over ostinati.
- Play melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
- Understand the importance of safety rules and procedures in all physical activities.
- Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

## Concepts and Skills Introduced Quarter 2

- Discriminate between unison and two-part singing.
- Evaluate performances of familiar music using teacher-established criteria.
- Identify and describe the musical form of a familiar song.
- Identify patterns in songs to aid the development of sequencing & memorization skills.
- Sing rounds, canons, or ostinati in an appropriate range, using head voice & maintaining pitch.
- Match simple aural rhythm patterns in duple and triple meter with written patterns.
- Notate simple rhythmic and melodic patterns using traditional notation.

## Concepts and Skills Introduced Quarter 3

- Identify families of orchestral and band instruments.
- Rearrange melodic or rhythmic patterns to generate new phrases.
- Create an alternate ending to a familiar song.

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## Quarter 4

- Collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.
- Enhance the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
- Experience and discuss, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

# Music Education in Fourth Grade

## Concepts and Skills Introduced in Quarter 1

- Identify and describe basic music performance techniques to provide a foundation for critiquing one's self and others.
- Discuss the safe, legal way to download songs and other media.
- Describe the influence of selected composers on the musical works and practices or traditions of their time.
- Identify how expressive elements and lyrics affect the mood or emotion of a song.
- Play simple ostinati, by ear, using classroom instruments.
- Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

## Concepts and Skills Introduced Quarter 2

- Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.
- Perform, listen to, and discuss music related to Florida's history.
- Identify ways in which individuals of varying ages and cultures experience music.
- Improvise phrases, using familiar songs.
- Sing rounds, canons, and/or partner songs in an appropriate range, using proper vocal technique and maintaining pitch.
- Play rounds, canons, or layered ostinati on classroom instruments.

## Concepts and Skills Introduced Quarter 3

- Discuss and apply listening strategies to support appreciation of musical works.
- Classify orchestral and band instruments as strings, woodwinds, brass, percussion, or keyboard.
- Create new interpretations of melodic or rhythmic pieces by varying or adding dynamics, timbre, tempo, lyrics, and/or movement.
- Create melodic patterns using a variety of sound sources.

## Quarter 4

- Previous concepts and skills are incorporated while providing enrichment opportunities.

# Music Education in Fifth Grade

## Concepts and Skills Introduced in Quarter 1

- Define criteria, using correct music vocabulary, to critique one's own and others performance.
- Explain why live performances are important to the career of the artist and the success of performance venues.
- Practice safe, legal, and responsible acquisition and use of music media, and describe why it is important to do so.
- Examine the contributions of musicians and composers for a specific historical period.
- Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
- Sing or play simple melodic patterns by ear with support from the teacher.
- Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.
- Play melodies and accompaniments, by ear, using classroom instruments.
- Notate rhythmic phrases and simple diatonic melodies using traditional notation.

## Concepts and Skills Introduced Quarter 2

- Identify the purposes for which music is used within various cultures.
- Compare stylistic and musical features in works originating from different cultures.
- Describe how technology has changed the way audiences experience music.
- Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

## Concepts and Skills Introduced Quarter 3

- Identify, aurally, selected instruments of the band and orchestra.
- Create a performance, using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
- Create a new melody from two or more melodic motifs.
- Compose short vocal or instrumental pieces using a variety of sound sources.

## Quarter 4

- Identify, aurally, the four primary voice parts, i.e., soprano, alto, tenor, bass, of a mixed choir.
- Previous concepts and skills are incorporated while providing enrichment opportunities.