

- Demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
- Apply personal, teacher, and peer feedback to refine performances.
- Perform music with expression.
- List personal interests and experiences and demonstrate why they prefer some music selections over others.
- Demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- Demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1st Grade

What Your Child Will Learn (with limited guidance)

- Create musical ideas (such as answering a musical question) for a specific purpose.
- Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
- Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.
- Demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.
- Demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
- Apply personal, teacher, and peer feedback to refine performances.
- Perform music for a specific purpose with expression.
- Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.
- Demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music.
- Demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- Apply personal and expressive preferences in the evaluation of music for specific purposes.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

2nd Grade

What Your Child Will Learn

- Develop the understanding of steady beat, rhythm, pitch (high and low), tempo (fast and slow), dynamics (loud and soft)
- Students will sing alone and in groups.
- Learn to clap and count rhythms
- Learn to sing using hand signals and solfa syllables.
- Learn creative movement through music.

3rd Grade

What Your Child Will Learn

- Improve the skills learned in the previous grade.
- Introduce playing the bells and percussion instruments, including the xylophone.
- Improve on reading musical notation and rhythms.
- Learn to draw some musical symbols as well as learning to sing melodic patterns in steps and skips. Folk songs will be used to do creative movement.

4th Grade

What Your Child Will Learn

- Build on singing with hand signals using larger intervals.
- Learn to clap and count more advanced rhythms with the use of songs using rhythm activities and creative movement.
- Learn to play the recorder using a program called Recorder Karate in which the students earn belts (colored ribbon) by playing with accuracy the correct notes, rhythms and fingerings.
- Begin learning partner songs.

5th Grade

What Your Child Will Learn

- Work on harder solfa syllable patterns
- Learn 16th note rhythms as well as dotted rhythms and syncopation.
- Learn musical terms (of which there are many) and continue to do partner songs.

- There will be a unit on Patriotic music and instruments of the orchestra.
- They will learn a new classical piece each week.
- Expand on the Orf method by using improvisation and composition.

6th Grade

What Your Child Will Learn

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- Explain how understanding the structure and the elements of music are used in music selected for performance.
- Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.
- Perform the music with technical accuracy to convey the creator's intent.
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.
- Describe how the elements of music and expressive qualities relate to the structure of the pieces.
- Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.
- Apply teacher-provided criteria to evaluate musical works or performances.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

7th Grade

What Your Child Will Learn

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- Explain how understanding the structure and the elements of music are used in music selected for performance.
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- Apply teacher-provided criteria to evaluate musical works or performances.
- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

8th Grade

What Your Child Will Learn

- Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.
- Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.
- Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.
- Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- Explain how understanding the structure and the elements of music are used in music selected for performance.
- Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
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