

Anchorage School District
 Music K-6 Scope and Sequence Spring 2005

	K	1	2	3	4	5	6
Melody							
Sing/Play songs (so-mi)	I/E						
Sing/Play songs (so-mi-la)		I/E					
Sing/Play songs (do-re-so-mi-la)			I/E				
Sing/Play songs (do-re-mi-so-la-do ¹)				I/E			
Sing/Play songs (so ₁ -la ₁ -do-re-mi-so-la-ti-do ¹)					I/E	R/R	D
High/Low	I/E	A					
Up/Down	I/E	D	A				
Repeated tones		I/E	R/R	D	A		
Note reading & Melodic notation				I/E	R/R	D	A
Directional relationship of musical alphabet				I/E	R/R	D	A
Line/Space Concept with note names				I/E	R/R	D	A
Treble Clef				I/E	R/R	D	A
Bass Clef						I/E	R/R
Contour			I/E	R/R	D	A	
Step/Skip			I/E	R/R	D	A	
Home Tone			I/E	R/R	D	A	
Octave			I/E	R/R	D	A	
Pentatonic					I/E	R/R	D

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	K	1	2	3	4	5	6
Harmony							
Recognize melody alone&melody w/harmony	I/E	R/R	R/R	D	A		
Thick/Thin Texture				I/E	R/R	D	A
Ostinato				I/E	R/R	D	A
2 Part harmony					I/E	R/R	D
Simple chord construction					I/E	R/R	D
I-IV-V Chord					I/E	R/R	D
I-V Chord					I/E	R/R	D

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	K	1	2	3	4	5	6
Form							
Cumulative	I	R/R	D	A			
Call/Response	I/E	R/R	D	A			
Repetition Contrast:Patterns (AB & ABA etc)	I	I/E	R/R	D			
Phrases (Long/Short phrases)		I/E	R/R	D	A		
Partner Songs				I/E	R/R	D	A
Rounds/Canon				I/E	R/R	D	A
Introduction/Coda				I/E	R/R	D	A
Rondo				I/E	R/R	D	A
ABC Patterns				I/E	R/R	D	A
12 Bar Blues						I/E	R/R
Theme & Variation						I/E	R/R
Ragtime							I/E
Improvisation			I/E	R/R	D	D	A

General Music

Kindergarten

Strand	Instructional Objectives	Benchmarks
<i>Rhythm</i>	<ul style="list-style-type: none">• Identify and use steady beat• Recognize the difference between short and long sounds and between sound and silence• Perform, read and identify quarter note and rest and two eighth notes	<ul style="list-style-type: none">• Pat the steady beat while listening, singing or rhythmically speaking• Experience long and short sounds through singing, playing, listening and body percussion• Explore sound and silence• Read rhythms using syllables and visuals
<i>Melody</i>	<ul style="list-style-type: none">• Recognize high and low pitches and up and down movement of pitches• Sing accurately within given range	<ul style="list-style-type: none">• Move hands or body up or down to show pitch• Speak and sing using high and low sounds• Sing alone and with others so-mi songs
<i>Harmony</i>	<ul style="list-style-type: none">• Identify melody alone and melody with an accompaniment	<ul style="list-style-type: none">• Listen to songs with accompaniment and melody alone
<i>Form</i>	<ul style="list-style-type: none">• Recognize same and different• Identify call and response• Recognize cumulative songs	<ul style="list-style-type: none">• Identify patterns in sound• Perform call and response songs• Experience a variety of cumulative songs

Kindergarten

Strand

Expressive Qualities

Instructional Objectives

- Experience different styles of music
- Recognize differences in sounds of instruments
- Recognize differences vocal qualities
- Experience music from varied cultures

Benchmarks

- Listen to various styles of music
- Recognize the sound of instruments (shakers, scrapers, woods, metals, skins) and label them
- Correctly a singing, a shouting, a whispering, and a singing voice
- Know that all cultures create music
- Sing songs from various cultures
- Sing a simple song in another language
- Perform singing games from a variety of cultures
- Listen to music from various cultures

General Music

First Grade

Readiness Standards

The following are expected indicators of student readiness for 1st grade

- Pat steady beat while listening to music
- Sing and speak using high and low sounds
- Distinguish between high/low, sound/silence, loud/soft, fast/slow, up/down
 - Sing songs with a group from rote
- Demonstrate walking, jogging, jumping, gentle patting, gallop, hop, march

Strand	Instructional Objectives	Benchmarks
<i>Rhythm</i>	<ul style="list-style-type: none"> • Identify and use steady beat • Experience meter of 2 • Recognize long and short sounds • Experience strong beat (accent) • Understand sound and silence • Perform read, write and identify quarter note and rest and two eighth notes 	<ul style="list-style-type: none"> • Pat the steady beat while listening to music, while singing or rhythmically speaking • Experience long and short sounds through singing, playing, listening and body percussion • Play an instrument on accented while marching • Move to sound and stop in silence • Read rhythms using rhythm syllables • Create and perform rhythms using selected note and rest values • Verbally identify rhythms • Pat the steady beat and clap the rhythm of a known song
<i>Melody</i>	<ul style="list-style-type: none"> • Understand high and low • Understand and perform upward/downward direction • Sing accurately within given range • Use a system of syllables for singing intervals • Recognize repeated tones 	<ul style="list-style-type: none"> • Move hands or body up or down and high or low to show pitch • Show direction by playing a melodic instrument • Correctly sing, alone and with others, a short melody that contains intervals sol, mi, la • Moves hands or body to shop repeated pitches in a simple melody
<i>Harmony</i>	<ul style="list-style-type: none"> • Recognize the presence of multiple sounds • Perform an accompaniment 	<ul style="list-style-type: none"> • Identify presence of one sound or multiple sounds in listening examples • Add simple accompaniments to a song using body percussion, voices or instruments

First Grade

Strand	Instructional Objectives	Benchmarks
<i>Form</i>	<ul style="list-style-type: none"> • Understand repetition & contrast • Identify call and response • Recognize cumulative songs • Identify long and short phrases • Recognize same and different phrases (AB patterns) 	<ul style="list-style-type: none"> • Identify patterns in sound, same and different • Perform call and response songs • Perform and listen to a variety of cumulative songs • Move to phrases of different lengths • Identify same and different phrases within a simple song
<i>Expressive Qualities</i>	<ul style="list-style-type: none"> • Recognize differences in vocal qualities • Recognize differences in sounds of instruments • Recognize tempos and dynamics and their affects on the mood of a piece • Experience music from varied cultures • Recognize National Anthem and Alaska Flag Song 	<ul style="list-style-type: none"> • Correctly label a singing, a shouting, a whispering and a speaking voice • Recognize the sound of instruments (shakers, scrapers, woods, metals, skins) and label them • Show tempos corresponding movement • Use different tempos and dynamic levels for a song and determine which one works best for a given song • Know that all cultures create music • Sing songs and games from various cultures • Sing and listen to simple songs in another language • Listen to National Anthem and Alaska Flag Song

Ongoing Learner Goals	<ul style="list-style-type: none"> • Sing, alone and with others • Demonstrate steady beat • Recognize sound/silence, high/low, fast/slow • Utilize shared space • Experience music from various cultures • Demonstrate appropriate audience behaviors
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General Music

Second Grade

Readiness Standards

The following are expected indicators of student readiness for 2nd grade

- Write, read and perform quarter note and rest and two eighth notes
 - Understand upward/downward melodic contour
 - Understand dynamic and tempo affect mood
 - Sing sol, mi, la in tune within range of D-A
- Utilize shared space while performing locomotor activities
 - Know that other cultures create music

Strand

Instructional Objectives

Benchmarks

Rhythm

- | | |
|---|--|
| <ul style="list-style-type: none"> • Perform, read and write half note and rest rhythms • Recognize and interpret basic rhythm patterns by using rhythm syllables • Recognize and use rhythmic patterns in songs • Understand grouping of beats is called meter | <ul style="list-style-type: none"> • Write simple dictation using manipulatives • Decode rhythms of halves, quarters and eighths using rhythmic syllables • Clap or rhythmically chant pattern heard in a song • Perform patterns on rhythmic instruments • Respond to beats of 2 and 3 by creating movements to fit that pattern |
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Melody

- | | |
|---|--|
| <ul style="list-style-type: none"> • Recognize melodic movement in steps, leaps and repeated notes • Sing accurately within given range • Supply phrase endings with home tone | <ul style="list-style-type: none"> • Show melodic movement with hand and body movements • Sing, alone and within others, do-re-mi-so-la songs • Respond to unfinished melodic patterns using voice or classroom instruments (home tone, echo phrases / Call and response) |
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Harmony

- | | |
|---|--|
| <ul style="list-style-type: none"> • Recognize accompaniment/no accompaniment • Recognize two or more pitches sounding simultaneously | <ul style="list-style-type: none"> • Listen to examples and decide if the song has an accompaniment • Experiment with a melodic instrument playing individual and combined notes |
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Second Grade

Strand	Instructional Objectives	Benchmarks
<i>Form</i>	<ul style="list-style-type: none">• Identify the forms of AB and ABA• Identify long and short phrases• Understand repetition & contrast• Identify call and response• Recognize cumulative songs	<ul style="list-style-type: none">• Listen to music and use manipulatives of different shapes to show form of music• Move to phrases of different lengths• Identify patterns in sound• Perform call and response songs• Perform and listen to a variety of cumulative songs
<i>Expressive Qualities</i>	<ul style="list-style-type: none">• Recognize getting louder or softer with a gradual or sudden change• Recognize getting faster or slower gradually or with a sudden change• Understand the differences between pitched or non-pitched instruments• Identify and classify sound qualities• Identify classroom instruments• Understand that sound can be representative of real or imaginary characters or objects	<ul style="list-style-type: none">• Move to the dynamics of a song in an appropriate way to show either gradual or sudden change• Move to the steady beat of music, changing as the beat gradually or suddenly changes tempo• Identify instruments as pitched or non-pitched• Describe sounds heard as a strum, hit, blow or voice• Label and identify classroom instruments visually or aurally• Create, perform or arrange music or sound to accompany readings or dramatizations

Second Grade

Strand

Expressive Qualities
Cont'd

Instructional Objectives

- Experience music from various cultures through singing, listening and moving
- Demonstrate audience behavior appropriate for context and style of music performed
- Recognize National Anthem and Alaska Flag Song

Benchmarks

- Perform action songs, singing games, and dances from various cultures
- Listen to music from various cultures
- Sing simple phrases in another language
- During school performances sit still and listen quietly
- Listen to National Anthem and Alaska Flag Song

**Ongoing
Learner
Goals**

- Keep steady beat
- Sing in tune
- Recognize high/low, loud/soft, fast/slow
- Utilize shared space
- Experience music from various cultures
- Demonstrate appropriate audience behaviors

General Music

Third Grade

Readiness Standards

- The following are expected indicators of student readiness for 3rd grade
- Write, read and perform quarter note and rest, two eighth notes, and half notes and half rests
 - Know that melodies move in steps, leaps and repeated notes
 - Sing sol, mi, la in tune within range of D-B
 - Recognize two or more pitches sounding simultaneously
 - Identify AB and ABA form
 - Be able to use combinations of locomotor and non-locomotor activities

Strand	Instructional Objectives	Benchmarks
<i>Rhythm</i>	<ul style="list-style-type: none"> • Perform, read and write rhythms using whole and half note and rests, quarter note and rest, and 2 eighth notes. • Recognize and interpret basic rhythm patterns by using rhythm syllables • Understand grouping of beats is called meter • Recognize measures and bar lines. 	<ul style="list-style-type: none"> • Reproduce simple rhythms by using body percussion or classroom instruments • Aurally identify rhythms in context of a song • Decode rhythms of half, quarter and eighth notes and quarter rests using rhythmic syllables • Respond to beats of 2 and 3 and 4 by creating movements to fit that pattern • Identify measures and bar lines in a given piece.
<i>Melody</i>	<ul style="list-style-type: none"> • Use system of syllables for reading notation • Recognize melodic movement in steps, skips, octaves and repeated notes • Develop home tone recognition • Recognize and understand notation of the treble clef • Use standard notation on treble staff 	<ul style="list-style-type: none"> • Sing a song that could include la₁, sol₁, do, re, mi, sol, la, do • Demonstrate melodic contour with body movement • Identify home tones in selected songs • Build words using notes on the treble clef
<i>Harmony</i>	<ul style="list-style-type: none"> • Experience melody and harmony • Perform simple harmonic ostinati 	<ul style="list-style-type: none"> • Decide if a song is in unison or has harmony in listening examples • Sing a melodic ostinato • Chant rhythmic ostinati • Using melodic instruments, play borduns as accompaniment

Third Grade

Strand	Instructional Objectives	Benchmarks
<i>Form</i>	<ul style="list-style-type: none">• Expand knowledge of AB and ABA and Rondo form including the use of introductions and codas• Understand repetition/contrast and call/response • Reinforce cumulative form • Experience rounds and canons	<ul style="list-style-type: none">• Create a piece with specific form using classroom instruments• Create an introduction and a coda to a song using classroom instruments• Create a sound pattern using repeating/contrasting elements• Listen and create call and response songs• Identify and create songs in cumulative form• Sing songs in round and canon form
<i>Expressive Qualities</i>	<ul style="list-style-type: none">• Understand D.C.al fine, D.S.al fine and fermata• Recognize and utilize standard dynamic markings – p, mp, mf, f• Recognize tempo markings• Explore accents, legato, marcato and staccato articulations• Understand the relationship of words and music and the influence on style• Recognize tone quality of basic string, wind and percussion instruments and voice quality	<ul style="list-style-type: none">• Verbally explain the musical road map when these symbols are used• Create a sound piece that uses the various dynamic markings• Identify tempo markings in a given piece.• Sing, play and move using these different styles• Move showing the 4 different styles• Compare styles and content between two songs• Identify instrument family or voice category (man, woman or child) in listening examples• Create an accompaniment using appropriate instruments for style of song

Third Grade

Strand	Instructional Objectives	Benchmarks
<i>Expressive Qualities</i> <i>Cont'd</i>	<ul style="list-style-type: none">• Recognize how timbre affects mood• Experience music from various cultures and styles	<ul style="list-style-type: none">• Create a sound piece• Sing selections of folk, ethnic and classical songs• Perform action songs, singing games and dances from various cultures• Listen to music from various cultures

**Ongoing
Learner
Goals**

- Develop the ability to read music
- Sing in tune
- Perform vocal and instrumental accompaniments
- Continue to develop solo and group movement skills
- Appreciate and experience music from various cultures
- Continue to develop appropriate audience behaviors

General Music

Fourth Grade

Readiness Standards

- The following are expected indicators of student readiness for 4th grade
- Write, read and perform quarter note and rest, two eighth notes, half notes and rests and whole notes and rests
 - Understand meters of 2/4, 3/4 and 4/4
 - Recognize melodic patterns of same, different or similar
 - Read standard treble clef notation
 - Identify and perform D.C. al fine, D.S. al fine and fermatas
 - Classify standard band and orchestra instruments in appropriate families
 - Sing in tune include la₁, sol₁, do, re, mi, sol, la, do¹, within range C- D¹
 - Perform locomotor and non-locomotor movements alone and with a group

Strand	Instructional Objectives	Benchmarks
<i>Rhythm</i>	<ul style="list-style-type: none"> • Read, perform and write rhythms using quarter note and rest, two eighth notes, dotted half notes, half notes and rests and whole notes and rests • Recognize and understand rhythmic motifs • Experience 6/8 meter • Reinforce 2/4, 3/4, and 4/4 • Reinforce measures and bar lines 	<ul style="list-style-type: none"> • Reproduce simple rhythms by using body percussion or classroom instruments • Aurally identify rhythms in context of a song • Decode rhythms of whole, dotted half, half, quarter and eighth notes and half and quarter rests • Aurally identify rhythmic motifs in the context of a piece • Sing or play songs in 6/8 • Sing, play and compose music in 2/4, 3/4, and 4/4 meters • Interpret time signature symbols • Create measures and bar lines in an appropriate context
<i>Melody</i>	<ul style="list-style-type: none"> • Sing with good breath control and expression within a given range • Recognize a pentatonic scale • Read and understand notation of the treble clef • Understand melodic contour • Recognize steps, skips and octave leap 	<ul style="list-style-type: none"> • Sing a song that could include la₁, sol₁, do, re, mi, fa, sol, la, ti, do • Play and improvise in a pentatonic scale in various keys • Build words using notes on the treble clef • Identify a known song by its notation • Name notes when presented • Read notes to play a simple melody • Play recorder using the following notes: D, E, G, A, B, C¹, D¹ • Show contour using body movement • Place note correctly to show octave leap when given starting note • Identify steps, skips and octave leap in written music and aurally

Fourth Grade

Strand	Instructional Objectives	Benchmarks
<i>Harmony</i>	<ul style="list-style-type: none">• Perform music in 2 parts (partner songs, rounds)• Perform ostinati• Understand melody with chordal accompaniment• Experience I -V and I-IV-V chords• Compare textures of musical examples	<ul style="list-style-type: none">• Decide if a song is in unison or has harmony in listening examples• Sing or play duets• Add counter-melodies or an ostinato to a song• Sing a melodic ostinato• Chant rhythmic ostinati• Using melodic instruments, play borduns as accompaniment• Play classroom instruments using 1 or 2 chords while singing a single melody• Build chords using classroom instruments, keyboards or bells• Identify thick/thin texture in vocal and instrumental selections
<i>Form</i>	<ul style="list-style-type: none">• Experience different forms such as rondo, partner songs, ballads, program music and rounds/canons• Reinforce introduction and coda	<ul style="list-style-type: none">• Identify and perform songs in rondo form, partner songs and rounds/canons• Identify ballad form• Listen to program music• Create a more elaborate introduction and coda to a given piece.
<i>Expressive Qualities</i>	<ul style="list-style-type: none">• Understand and recognize dynamics and their use as expressive elements: pp, p, mp, mf, f, ff, crescendo, decrescendo• Understand and recognize tempos and their use as expressive elements: adagio, moderato, allegro, presto, accelerando, ritardando• Experience legato, slur and staccato articulations	<ul style="list-style-type: none">• Perform music following dynamic markings• Add dynamics to music, readings or dramatizations to reflect emotion• Label dynamics, using the correct Italian term• Perform music following tempo markings• Add tempo changes to music, readings or dramatizations to reflect emotion• Label tempos, using correct Italian terms• Identify various articulations in both instrumental and vocal pieces

Fourth Grade

Strand	Instructional Objectives	Benchmarks
<i>Expressive Qualities</i> <i>Cont'd</i>	<ul style="list-style-type: none"> • Identify brass, woodwind, string, percussion and voice • Reinforce National Anthem • Expand timbre and how it affects mood 	<ul style="list-style-type: none"> • Visually and aurally place instruments in the proper family • Listen to and perform National Anthem • Label tempos, using correct Italian terms • Visually and aurally place instruments in the proper family • Compare two or more songs and describe how timbre affects the mood • Sing selections of folk, ethnic and classical songs • Perform action songs, singing games and dances from various cultures • Listen to music from various cultures

Ongoing Learner Goals	<ul style="list-style-type: none"> • Develop the ability to read music • Sing in tune expressively • Continue to develop solo and group movement skills • Appreciate and experience music from various cultures including Alaskan Native • Continue to develop appropriate audience behaviors
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General Music

Fifth Grade

Readiness Standards

- The following are expected indicators of student readiness for 5th grade
- Understand rhythmic notation of quarter note and rest, two eighth notes, half notes and rests and whole notes and rests
 - Understand treble clef notation
 - Understand tempo and dynamic markings
 - Recognize melodic patterns of same, different or similar
 - Sing in tune include la₁, sol₁, do, re, mi, fa, sol, la, ti, do¹
 - Sing songs in two parts
 - Understand melodic contour
 - Demonstrate more complex movements in a group
 - Perform locomotor and non-locomotor movements alone and with a group

Strand

Instructional Objectives

Benchmarks

Rhythm

- Read, perform and write 4 sixteenth notes
- Understand 6/8, 2/4, 3/4 and 4/4 meters
- Demonstrate rhythmic patterns, including syncopation and polyrhythms
- Utilize measures and bar lines

- Read stated rhythms using a system of rhythm syllables
- Aurally identify stated rhythms as they are performed in pieces and songs
- Aurally identify songs and rhythmic chants in 6/8, 2/4, 3/4, 4/4
- Visually identify time signature symbols
- Read 6/8 rhythm using a system of rhythm syllables
- Compose short rhythmic patterns using whole, half, quarter and eighth notes and rests and ties
- Improvise rhythmic answers using above rhythms
- Use body percussion and speech to perform selected rhythms
- Place bar lines correctly within given rhythmic patterns, incorporating pick-up notes and ties

Melody

- Sing with good breath control, expression and technical accuracy within given range
- Understand the treble and bass clef
- Review home tone
- Reinforce octave leap
- Experience and perform songs in various pentatonic scales

- Sing a song that could include la₁, sol₁, do, re, mi, fa sol, la, ti do
- Draw a treble clef and a bass clef and label the notes
- Create song pieces with home tones
- Aurally and visually identify an octave leap
- Perform an octave leap on a melodic instruments
- Identify the notes in a given pentatonic scale
- Sing/play songs in pentatonic scales

Fifth Grade

Strand

Instructional Objectives

Benchmarks

Harmony

- Utilize I-IV-V harmonic settings
 - Describe musical texture
 - Expand knowledge of ostinati
 - Experience major and minor tonalities and their affect on mood
 - Recognize common key signatures
- Sing chord roots to accompany a song
 - Play chord roots to accompany a song
 - Play accompaniments using I-IV-V chords on classroom instruments
 - Create musical selections with thick and thin textures
 - Sing or play ostinati
 - Identify major and minor in listening examples
 - Describe how tonality affects the mood of a piece
 - Visually identify key signatures

Form

- Understand theme and variation
 - Explore various forms including symphonic form, 12 bar blues, rounds/canons and partner songs
 - Expand knowledge of introduction/coda
 - Reinforce forms of rondo and ABC
- Aurally identify music composed in theme and variation
 - Identify given forms and compose simple melodies in selected forms
 - Write an introduction and coda and perform it
 - Write and perform rondo and ABC forms

Fifth Grade

Strand

Expressive Qualities

Instructional Objectives

- Recognize difference between band and orchestra instruments
- Identify the four musical families and the instruments within each, including world instruments

Benchmarks

- Identify instrumental group as band or orchestra
- Label various instruments and place them in the correct category (brass, string, woodwind or percussion)
- Sing selections of folk, ethnic and classical songs
- Perform action songs, singing games and dances from various cultures
- Listen to music from various cultures

Ongoing Learner Goals	<ul style="list-style-type: none">• Develop the ability to read music• Sing in tune expressively• Perform vocal and instrumental accompaniments• Continue to develop solo and group movement skills• Appreciate and experience music from various cultures including Alaskan Native• Continue to develop appropriate audience behaviors
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General Music

Sixth Grade

Readiness Standards

- The following are expected indicators of student readiness for 6th grade
- Understand rhythmic notation of quarter note and rest, two eighth notes, half notes and rests and whole notes and rests, and 4 sixteenth notes
 - Understand meters of 2/4, 3/4, 4/4, 6/8 and common time
 - Understand pentatonic scales and be able to perform songs in selected scales
 - Be able to interpret tempo and dynamic markings
 - Utilize I-IV-V harmonic settings
 - Sing in tune include la₁, sol₁, do, re, mi ,fa, sol, la ti, do¹with two parts
 - Sing songs with two part and rounds with three parts
 - Read treble and bass clefs
 - Perform specific movement sequences

Strand	Instructional Objectives	Benchmarks
<i>Rhythm</i>	<ul style="list-style-type: none"> • Read, perform and write dotted quarter note, eighth rest and 3 eighth notes (triplets) • Reinforce 6/8 meter • Demonstrate rhythmic patterns, including syncopation and polyrhythms, • Utilize measures and bar lines 	<ul style="list-style-type: none"> • Read stated rhythms using a system of rhythm syllables • Write rhythmic dictation • Create various rhythmic patterns using stated rhythms • Sing, play and compose music in 6/8 meter • Create body percussion and speech patterns with selected rhythms • Place bar lines correctly within given rhythmic patterns, incorporating pick-up notes and ties
<i>Melody</i>	<ul style="list-style-type: none"> • Sing with good breath control, expression and technical accuracy within given range • Expand knowledge of treble and bass clefs • Understand scale construction of sharps and flats • Understand minor tonality 	<ul style="list-style-type: none"> • Sing a song that could include la₁, sol₁, do, re, mi, fa, sol, la, ti, do • Identify notes on treble and bass clefs • Describe whole and half steps • Read easy major key signatures: C, F, B^b, G and D • Know songs in minor tonality by rote • Aurally identify musical pieces and songs in minor tonality • Sing phrases in a major and a minor scale using solfege • Improvise minor phrases vocally or on classroom instruments

Sixth Grade

Strand	Instructional Objectives	Benchmarks
<i>Harmony</i>	<ul style="list-style-type: none"> Expand knowledge and utilization of I, IV, V chords Experience different tonalities (atonal, whole-tone and chromatic) Demonstrate musical textures 	<ul style="list-style-type: none"> Create a harmonic accompaniment using I, IV, V chords to a given song Write the I, IV, V chords for a specific key signature Show by hand signs when a piece of music changes key Create and analyze thick and thin
<i>Form</i>	<ul style="list-style-type: none"> Reinforce dynamics, tempos and articulations Experience 12-bar blues 	<ul style="list-style-type: none"> Sing, play and compose music using appropriate tempos, dynamics and articulations Listen to, play, and/or sing 12-bar blues
<i>Expressive Qualities</i>	<ul style="list-style-type: none"> Sing in tune within the range of $A_1 - F_1^1$ (for unchanged voice) Recognize that music has changed throughout time and place Support opinions about aesthetic qualities in a selection of music 	<ul style="list-style-type: none"> Sing independently with accuracy in major and minor tonalities Sing using proper breathing, tone quality, posture and diction Sight sing a melody that could include la₁, sol₁, do, re, mi fa, sol, la, ti, do¹ Perform songs with two independent parts including: partner songs, counter-melodies, and ostinati Perform three and four-part rounds Listen to music from the different eras of music Analyze, compare and contrast music from a variety of styles, periods and cultures Describe personal aesthetic reactions to a selection of music using musical vocabulary Value others' aesthetic opinions of music