

8 musicians of the month per year:

* World Music / Latino (Sept.)

* Folk (October)

* Spirituals (November)

* Classical (January)

* Blues (February)

* Jazz (March)

* Popular (April)

* Choice (May)

Highlight styles, instrument timbres/families, and historical-cultural contexts

1=Rhythm

2=Pitch

3=Elements

4=Ensemble

5=Instruments

MASTERY OBJECTIVES, preK-6 General Music

Students will be able to:

Pre-K

1. Emulate teacher in moving to a steady beat, such as through clapping and marching.
2. Echo and emulate teacher in singing simple folk songs and reciting nursery rhymes and chants using varied inflection.
3. Freely move and dance to a variety of genres of music.
4. Have access to basic rhythm instruments for free play and sound exploration.

Kindergarten

1. Tap and step to a steady beat.
2. Sing with correct vocal placement and identify high and low pitch.
3. Recognize and perform fast vs. slow, loud vs. soft, and same vs. different.
4. Play group singing games with movement.
5. Explore and practice basic techniques on hand percussion.

1st Grade

1. Play, sing, read, and create using quarter notes, eighth note pairs, and quarter rests in 2/4 and 4/4.
2. Sing, read, and create using the pitch collections *sol-mi*, *sol-la*, and *mi-la*.
3. Use letters to describe musical form (e.g. ABA) and use barlines and repeat signs.
4. Sing and play melodic and rhythmic ostinati.
5. Play a steady beat on hand or barred percussion.

2nd Grade

1. Play, sing, read, and create using half notes, whole notes, and corresponding rests in 2/4 and 4/4.
2. Sing, read, and create using the pitch collections *sol-mi-do*, *sol-mi-re*, and *mi-re-do*.
3. Recognize and perform the dynamics *piano*, *mezzo-forte*, and *forte* and the tempo markings *largo*, *moderato*, and *allegro*.
4. Sing two-part rounds.
5. Play drone accompaniments on barred instruments.

3rd Grade

1. Play, sing, read, and create using dotted half notes and the corresponding rest in $\frac{3}{4}$ time.
2. Sing, read, and create using the pentaton and using letter names on the treble staff.
3. Recognize and perform first and second endings, D.C., and D.S. markings.
4. Sing three-part rounds.
5. Play 3-note melodies on soprano recorder.

4th Grade

1. Play, sing, read, and create using sixteenth notes (,).
2. Sing, read, and create using the pitch collections *la, -do* and *sol, -do* in *do* and *la* pentatonic and identify the tonal center of each.
3. Recognize and perform *crescendo*, *decrescendo*, *accelerando*, and *ritardando*.
4. Sing partner songs.
5. Play 5-note melodies on soprano recorder.

5th Grade

1. Play, sing, read, and create using the syncopated figure (, dotted quarter notes, single eighth notes, and corresponding rests.
2. Sing, read, and create using the full pentatonic scale, including high *do*.
3. Recognize, sing, and play staccato and legato articulation.
4. Sing in 2 parts through call-and-response and imitation.
5. Play 7-note melodies on soprano recorder.

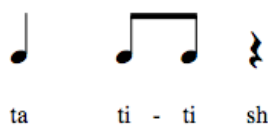
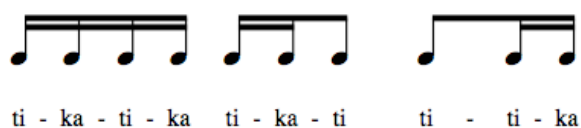
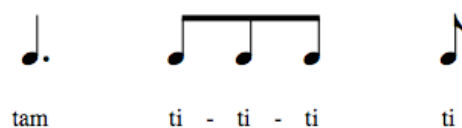
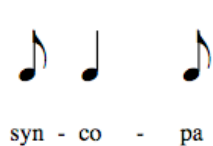
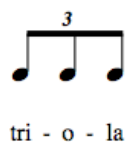
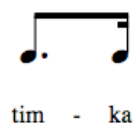
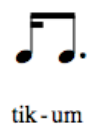
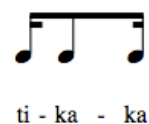
6th Grade

1. Play, sing, read, and create using dotted quarter notes, three eighth note groupings, and corresponding rests in $\frac{6}{8}$.
2. Sing, read, and create using *fa* and *ti* to complete the diatonic scale.
3. Recognize and audiate the I and V chords.
4. Sing in 2 distinct parts.
5. Play chord roots to the 12-bar blues on barred instruments.

7th/8th Chorus

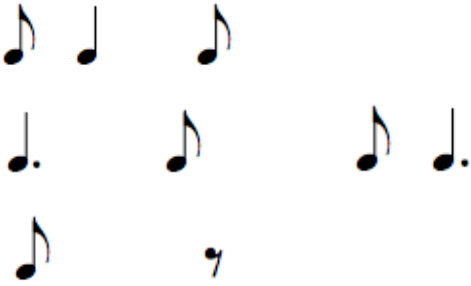
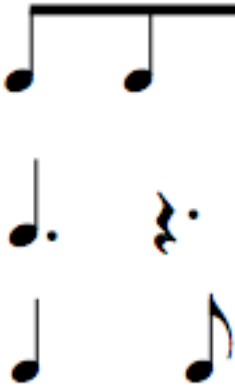
1. Perform songs with proper breathing, posture, resonance, diction, and expression.
2. Sight-sing diatonic melodies with solfege and letter names; chant rhythms with syllables.
3. Sing in three parts.
4. Exhibit appropriate rehearsal and performance ensemble etiquette.

RHYTHM SYLLABLE GUIDE



SEQUENCE

PITCH	RHYTHM
1st Grade s-m s-l-s s-m-l-s	 2/4, 4/4
2nd Grade d-s s-d m-d d-m d-l l-d m-r-d d-r-m s-m-r r-s s-r r-l l-r	
3rd Grade Letter Names-Treble Clef Spaces (FACE) Lines (EGBDF) Below and above the staff (low D, high A) Ledger Lines (Middle C, high A)	 3/4

<p>4th Grade</p> <div> <div>l,-d d-l, l,-r r-l, l,-m m-l, l,-l l-l,</div> <div>s,-d d-s, s,-l, l,-s, s,-r r-s, s,-m m-s, s,-s s-s,</div> </div>	
<p>5th Grade</p> <div>d'-s s-d' d'-l l-d' d'-m m-d' d'-d d-d'</div>	
<p>6th Grade</p> <div> <div>s-f-m m-f-s f-l l-f d-f f-d</div> <div>d-t, t,-d d-t,-l, l,-t,-d s,-l,-t,-d d-t,-l,-s, s,-t,-r r-t,-s,</div> </div>	 <p>6/8</p>