

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Pitch	Vocal Exploration (K.1.D)	Read and write melodic patterns including three tones from the pentatonic scale. (Sol, Mi & La) (1.2.A) Read and write melodic patterns including SLMD (1.2.A) Sing and perform melodic patterns (1.2.A) Recognize melodic elements in simple aural examples (1.6.B) (1.6.C)	Read and write pentatonic melodic pattern using standard staff notation. (MRD, R, DRMSL) (2.2.B) Recognize known melodic elements in simple aural examples (2.6.B) Aurally distinguish between higher and lower pitches (2.6.C)	Recognize and explain melody in aural examples (3.1.C) (3.6.B) (3.6.E) Read and write extended pentatonic melodic patterns using standard staff notation including Low La, and Low Sol (3.2.B) Identify and distinguish between intervals including steps, skips, and repeats. (3.2.B)	Read and write extended melodic patterns using standard notation including Fa and Ti (4.2.B) Distinguish between major and minor (4.6.B) Recognize known melodic elements in simple aural examples (4.1.C) (4.6.B) Identify and distinguish between intervals including steps, skips, leaps, and repeats. (4.2.B)	Read and write extended pentatonic and diatonic melodic patterns (5.2.B) Identify melodic elements in aural examples (5.6.B) Identify and read the lines and spaces of the treble clef in standard notation (5.2.B) Identify and perform a scale using standard notation. (5.2.B)	Describe and notate tonal musical elements including solfège and absolute note names. (6.1.B) (6.2.B) Read music notation using appropriate cognitive and kinesthetic responses such as inner hear and hands signs (6.2.C) Sightread using the appropriate clef in at least two keys (6.2.E) (6.3.E) Interpret symbols and terms referring to keys and clef. (sharps and flats, finding do) (6.3.F)
	Identify, compare, and perform higher/lower (K.1.D) (K.4.C)						
	Two or three tone melodies using iconic representation: Sol-Mi & Sol, Mi, La (K.1.E)						
Harmony	Sing and play simple Partwork (i.e) beat vs. rhythm (K.2.D)	Identify Melody (1.6.B)	Perform simple part work including rhythmic ostinato, and vocal exploration (2.3.D) Identify and distinguish between melody and accompaniment (2.3.D) Perform simple rounds and canons (2.3.D)	Perform simple part work including rhythmic and melodic ostinati and partner songs. (3.3.D) Perform songs utilizing melody and counter melody. (3.3.D)	Perform simple part work including rhythmic and melodic ostinati and partner songs. (4.3.E)	Perform simple two part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies. (5.3.E) Perform simple accompaniments using I and V Chords (5.3.E)	Read and perform simple part music using proper vocal technique (6.3.C) Perform simple accomaniments using I, IV, and V Chords (6.2.B)
		Simple Partwork including: beat/rhythm, rhythmic ostinato and vocal exploration. (1.3.D)					
Beat, Rhythm, Meter	Identify and compare beat/rhythm (K.1.D) (K.4.C)	Identify steady beat (1.5.B) Read and write rhythmic patterns including quarter notes, paired eighth notes and quarter rests. (1.2.A) Sing and perform rhythmic patterns (1.2.A) Recognize rhythmic elements in simple aural examples (1.6.B) (1.6.C) Recognize and interpret tie in rhythmic patterns. (1.6.B) Identify measure as a section of rhythm (1.6.B)	Read and write rhythmic patterns using standard notation 2/4 and 4/4 meter including half note/half rest & whole note/whole rest (2.2.A) Recognize known rhythm elements in simple aural examples (2.6.B) (2.6.C)	Explain rhythm in aural examples (3.1.C) (3.6.E) Read and write rhythmic patterns using standard notation including separated eighth notes, eighth and sixteenth note combinations, triplets, and dotted half notes in known meters. (4.2.A) Recognize known rhythmic and melodic elements in aural examples using terminology. (4.6.B) Identify and perform in the time signature of 6/8 (4.2.A) Read and write rhythms using standard notation such as bar lines, double bar lines, time signature, and measures. (3.2.A)	Read and write rhythm patterns using standard notation including separated eighth notes, eighth and sixteenth note combinations, triplets, and dotted half notes in known meters. (4.2.A) Recognize known rhythmic and melodic elements in aural examples using terminology. (4.6.B) Identify and perform in the time signature of 6/8 (4.2.A) Explain rhythm in music sounds (4.1.C)	Read, write, and perform rhythmic patterns using standard notation, including syncopated patterns and all known in various meters. (5.2.A) Discuss and interpret simple and compound meter in aural musical examples. (5.1.C) (5.2.C) (5.3.F) Read, write, and perform music including syncopated rhythms. (5.2.A) Discuss, identify, interpret and perform new and previously learning music symbols referring to rhythm. (5.1.C) (5.6.B)	Describe and notate rhythmic elements including rhythmic values and counting systems including: whole notes/rests, half notes/rests, quarter notes/rests, paired and single eighth notes/rests, sixteenth notes/rests, and all known meters. (6.1.B) (6.1.C) (6.2.B) Read music notation using appropriate cognitive and kinesthetic response such as inner hearing, and silent fingers. (6.2.D) Sightread in various meters and rhythms (6.2.E) (6.3.E)
	Identify steady beat (K.1.E) (K.4.B)						
	Differentiate between steady beat and no steady beat (K.1.E)						
	Identify and differentiate between Ta and Ti-Ti (K.1.A)						
	Perform simple rhythms using Ta & Ti-ti (K.1.A)						
Composing, Improvisation and Creating	Create simple rhythm patterns (K.1.E)	Create rhythmic patterns including quarter notes, paired eighth notes and quarter rests. (1.2.A) (1.4.A) Create melodic patterns including three tones from the pentatonic scale (Sol, Mi, & La) (1.2.B) (1.4.B) Explore new musical ideas using singing voice and classroom instruments. (1.4.C)	Create rhythmic patterns including half note/half rest and whole note/whole rest in 2/4 and 4/4 meters (2.2.A) (2.4.A) Create pentatonic melodic patterns using standard staff notation (2.2.B) (2.4.B) Explore new musical ideas in phrases using singing voices and classroom instruments. (2.4.C)	Create rhythmic phrases through improvisation or composition. (3.4.A) Create melodic phrases through improvisation or composition. (3.4.B) Create simple accompaniments through improvisation or composition. (3.4.C) Arrange rhythm patterns to create simple forms. (3.4.A)	Create rhythmic phrases through improvisation or composition. (4.4.A) Create melodic phrases through improvisation or composition. (4.4.B) Create simple accompaniments through improvisation or composition. (4.4.C) Arrange rhythmic and melodic patterns to create simple forms. (4.4.A) (4.4.B)	Create rhythmic phrases through improvisation or composition (5.2.A) (5.4.A) Create melodic phrases through improvisation and composition. (5.2.B) (5.4.B) Create simple accompaniments through improvisation and composition (5.4.C)	Create rhythmic phrases using known rhythms (6.2.C) (6.3.G) Create melodic phrases using known pitches (6.2.C) (6.3.G)
	Improvise sound scapes to accompany (K.2.D)						
	Improvise simple body percussion (K.2.C)						
Form	Identify & compare same/different (K.1.D)	Identify repetition and contrast in simple songs, identify phrases, (1.1.D)	Identify and label simple small forms such as AABA and ABAC (2.1.D)	Explain form in musical examples (3.1.C) (3.6.C) (3.6.E) Identify and label small and large forms such as ABAC, AB, and ABA when presented aurally. (3.1.D)	Identify, label, and perform forms such as ABAC, AB, ABA, and rondo (4.1.D) Identify and interpret forms utilizing 1st & 2nd endings, D.C. al fine/Fine, and Coda. (4.1.D)	Identify, describe, label, and perform forms such as ABAC, AB, ABA, rondo, verse/refrain, and theme and variations. (5.1.D) (5.6.C)	Identify music forms such as binary, ternary, phrasic, rondo, and theme and variations. (6.1.D) Identify repeat sign (6.2.A)
	Compare simple patterns using same/different (K.1.D)	Label repetition and contrasts as AB, AABA, and ABAC (1.1.D)	Aurally identify simple patterns in musical performances (2.6.C)	Discuss and performs forms including call & response and rondo (3.1.D)	Explain form (4.1.C)		Distinguish between and Opera and a Musical (6.5.B) (6.3.B)
	simple patterns (K.1.D)	Distinguish same/different in musical performances using known terminology. (1.6.C)	Identify and interpret a repeat sign.				
Tempo	Identify, compare and perform faster/slower (K.1.D) (K.2.E) (K.4.C)	describe changes in tempo (1.1.C)	Explain examples of tempo using presto, moderato and andante (2.1.C) Read and perform presto, allegro, andante, moderato, and largo (2.2.C) (2.3.E) Distinguish between faster/slower tempos in aural examples (2.6.C)	Explain tempo in musical examples (3.1.C) (3.2.C) (3.6.E) Interpret known tempos in musical performances. (3.3.D) Aurally identify changes in tempo (3.6.C) Explain examples of tempo using lento and vivace. (3.1.C) Discuss and interpret tempo changes as accelerando and ritardando (3.3.D)	Identify and interpret known tempos in musical performances. (4.2.C) (4.3.F) Describe changes in tempo in aural examples (4.6.C) Understand and interpret a conductor's movements and follow changes in tempo. (4.3.F)	Describe and interpret changes in tempo as accelerando and ritardando. (5.1.C) (5.2.C) (5.3.F) Discuss, identify, interpret and perform new and previously learning music symbols referring to tempo. (5.1.C) (5.2.C) (5.3.F)	Identify and interpret tempi including: accelerando, ritardano, moderato, and allegro. (6.2.A) (6.3.F)
		Identify and compare Allegro and Largo (1.1.C) (1.6.C)					
		Perform music using allegro and largo (1.3.E)					
Timbre & Instruments, Texture	Identify the differences between the five voices: singing, speaking, inner (audiating), whispering, and calling voices. (K.1.A)	Identify the differences between the five voices: singing, speaking, inner (audiating), whispering, and calling voices. (1.1.A)	Identify choral voices, including unison versus ensemble (2.1.A)	Categorize and explain a variety of musical sounds including children's and adult voices and groupings such as solos, duet, trios, etc (3.1.A)	Categorize and explain a variety of musical sounds including children's voices and soprano and alto adult voices. (4.1.A)	Distinguish and discuss changes among a variety of timbres including children's voices, soprano, tenor, alto, and bass adult voices. (5.1.A) (5.6.C)	Describe musical elements such as instrumentation and voicing. (6.1.B) Demonstrate characteristic vocal or instrumental timbres. (6.3.A)

	Identify the timbre of adult and child singing voices (K.1.B)	Identify the timbre of adult and children singing voices (1.1.A)	Identify instruments from strings, brass, woodwinds, and percussion visually and aurally (2.1.B)	Categorize and explain instruments from all families and instruments from various cultures and distinguish between band and orchestra (3.1.B)	Categorize and explain instruments from woodwinds, brass, percussion, strings, keyboards, electronic instruments, and instruments of various cultures. (4.1.B)	Distinguish among instruments from woodwinds, brass, percussion, strings, keyboards, electronic instruments, and instruments of various cultures (5.1.B)	Identify and describe soprano, alto, tenor, and bass (6.1.B)
	Identify the timbre of instrument families including unpitched and pitched percussion instruments.(K.1.C)	Identify visually and aurally the instrument families (1.1.B)		Explain timbre in aural examples (3.1.C) (3.6.C) (3.6.E)	Describe and describe changes in timbre in aural examples. (4.1.C) (4.6.C)	Recognize and discuss contrasting sections of texture including homophony and polyphony.	Describe and perform using electronic instrument timbres (6.3.A)
				Distinguish between thin and thick texture in musical examples (3.6.A)	Describe changes in texture in musical examples (Solo, Unison, Polyphony, Contrast, etc) (4.1.A) (4.1.C)		Describe texture in vocal and orchestra compositions (6.1.B)
Expression (Articulation, Dynamics, etc) & Musicianship	Identify, compare, and perform louder/softer (K.1.D) (K.2.E) (K.4.C)	Describe changes in dynamics (1.1.C)	Explain examples of dynamics including fortissimo and pianissimo and distinguish in aural examples (2.2.C) (2.6.C)	Identify and Explain dynamics in aural examples including mezzo piano and mezzo forte (3.1.C) (3.2.C)	Identify , explain, and interpret articulation such as staccato, legato, and slur. (4.1.C) (4.2.C) (4.3.F)	Discuss, identify, interpret and perform new and previously learning music symbols referring to dynamics. (5.1.C) (5.2.C) (5.3.F) (5.6.C)	Identify, interpret, and notate dynamics including: piano/forte, crescendo/ decrescendo and others. (6.2.A) (6.2.B) (6.3.F)
		Identify, compare and perform Forte and Piano (1.1.C) (1.3.E) (1.6.C)		Interpret dynamics in musical performances. (3.3.D)	Interpret dynamics in musical performances.(4.3.F)		Identify and interpret articulations including staccato and legato (6.2.A) (6.3.F)
		Identify and demonstrate glissando		Read and perform forte/piano and fortissimo/pianissimo (2.2.C) (2.3.E)	Describe a variety of compositions and performances using music vocabulary (3.6.E)		Interpret and describe changes in dynamics as crescendo and decrescendo (4.1.C) (4.2.C) (4.3.F)
			Demonstrate glissando and tremolo	Interpret and describe changes in dynamics as crescendo and decrescendo (3.6.C)	Describe changes in dynamics and articulation in aural examples (4.6.C)	Perform using correct vocal technique including proper pronunciation of vowels and consonants. (5.3.A)	Explore health and wellness concepts related to musical practice including body mechanics, hearing protections, vocal health, hydration, and appropriate hygienic practice. (6.1.E)
		Creative Expression	Sing & play instruments alone and in groups from diverse cultures and styles (K.2.A)	Sing tunelessly (head voice) or play classroom instruments independently or in groups. (1.3.A)	Sing tunelessly (head voice) or play classroom instruments, including rhythmic and melodic patterns independently or in groups (2.3.A)	Sing or play instruments with accurate intonation and rhythm independently or in groups. (3.3.A)	Sing or play instruments with accurate intonation and rhythm independently or in groups. (4.3.A)
Movement using gross and fine locomotor and non-locomotor movement. (K.2.C)	Movement using gross and fine locomotor and non-locomotor movement. (1.3.C)		Move alone or with others using gross and fine locomotor and nonlocomotor movement. (2.3.C)	Move alone or with others using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together. (3.3.C)	Move alone or with others using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together. (4.3.C)	Move alone or with others using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together. (5.3.C)	Demonstrate cognitive and kinesthetic response to music. (6.5.D)
			Respond verbally or through movement to short musical examples (1.6.D)	Respond verbally or through movement to short musical examples (2.6.D)	Perform various folk dances and play parties. (4.3.D)	Perform various folk dances and play parties. (5.3.D)	Identify criteria for listening to and evaluating musical performances; Evaluate the quality and effectiveness of music performances (6.5.B) (6.5.D)
				Respond verbally and through movement to short musical examples (3.6.D)	Respond verbally and through movement to short musical examples (4.6.D)	Respond verbally and through movement to short musical examples (5.6.D)	Describe process and tools for self evaluation and personal artistic improvement such as critical listening and recordings. (6.5.C)
Historical/ Cultural	Diverse Cultures: musical games, rhymes, folk music and seasonal music (K.2.B) (K.3.A)	Diverse Cultures: rhymes, patriotic events, folk music and seasonal music (1.3.B)(1.5.A)	Diverse Cultures: musical games, patriotic, folk and seasonal music (2.3.B) (2.5.A)	Sing a varied repertoire of music such as American folk songs and folk songs representative of local cultures. (3.3.B) (3.5.A)	Sing a varied repertoire of music such as American folk songs and historic folk songs Texas, Hispanic, and American Indian cultures in Texas (4.3.B) (4.5.A)	Sing a varied rep of American folk songs, patriotic music, and folk songs from various local and world cultures including Texas, American, European, and African cultures. (5.3.B) (5.5.A)	Experience and explore exemplary musical examples using technology and available live performances. (6.1.A)
	SQUILT (K.2.B) (K.4.A)	SQUILT (1.3.B) (1.5.A)	SQUILT (2.3.B) (2.5.A)	SQUILT (3.3.B)	SQUILT (4.5.C)		Perform a varied repertoire of music representing various styles and cultures. (6.3.D)
	Identify and demonstrate audience etiquette (K.4.A)	Identify and demonstrate appropriate audience etiquette (1.6.A)	Examine music from various periods or times in history and diverse and local cultures. (2.5.B)	Identify music from diverse cultures, styles, periods. (3.5.B) (3.6.E)	Perform music representative of America and Texas including "Texas Our Texas." (4.5.B)	Perform music representative of Texas and American including the "Star Spangled Banner." (5.5.B)	Perform music representative of of diverse cultures including American and Texas heritage. (6.4.A)
			Practice audience behavior (2.6.A)	Exhibit audience etiquette (3.6.A)	Identify and describe music from diverse styles, cultures, and periods. (4.5.C)	Identify and describe music from diverse genres, styles, periods, and cultures (5.5.C)	Describe write and aurally presented music representative of diverse styles, periods, and cultures. SQUILT (6.4.B)
					Exhibit audience etiquette (4.6.A)	Exhibit audience etiquette (5.6.A)	Demonstrate appropriate concert and stage etiquette as a listener and performer. (6.5.A)
Advocacy /Societal Relevance	Identify simple interdisciplinary concepts related to music. (K.3.B)	Identify simple interdisciplinary concepts relating to music (1.5.C)	Identify simple interdisciplinary concepts relating to music (2.5.C)	Identify the relationships between music and interdisciplinary concepts (3.5.C)	Examine the relationships between music and interdisciplinary concepts. (4.5.D)	Examine the relationships between music and interdisciplinary concepts (5.5.D)	Identify relationships between music and other academic disciplines (6.4.C)
					Justify personal preferences using music vocabulary (4.6.F)	Justify personal preferences using music vocabulary (5.6.F)	Describe music-related vocations and avocations (6.4.D)

Elementary Music Curriculum Outline-2nd Grade

	Singing/Saying	Playing Instruments	Creating/Improvising	Reading/Writing	Listening/Analyzing	Movement	Vocabulary	
	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Demonstrates	Student Recognizes	
Pitch	** I can tunelessly sing melodic patterns by myself and in groups. ** I can sing music with melodic notation such as DRMSL.	** I can rhythmic patterns using classroom instruments. ** I can play melodic notation including DRMSL.	** I can create pentatonic melodic patterns and phrases using standard staff notation (DRMSL). ** I can explore new musical ideas in phrases using my voice.	** I can read and reproduce pentatonic melodic patterns using standard staff notation (DRMSL). ** I can read and audiate music using steps, skips, and repeats.	** I can recognize DRMSL in simple aural examples. ** I can distinguish between higher and lower in musical performances.	** I can move to show pitches as they move higher and lower.	** Pitch ** Do ** Re ** Mi * Sol ** La ** Step ** Skip ** Repeats ** Higher ** Lower.	
Harmony	** I can speak/sing partwork such as rhythmic and melodic ostinati.	** I can perform simple partwork on instruments including chord bordun, broken bordun, and rhythmic ostinati accompaniment.	** I can create and perform vocal explorations. ** I can create accompaniments using rhythmic ostinati.		** I can identify melody alone vs. melody with accompaniments.		** Ostinato ** Melody ** Accompaniment	
Beat, Rhythm, & Meter	** I can tunelessly sing rhythmic patterns by myself and in groups. ** I can sing music with notation including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes.	** I can melodic patterns using classroom instruments. ** I can play rhythmic notation including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes.	** I can create rhythmic patterns using standard notation in 2/4 meter including quarter/notes/rests, half notes/rests, whole notes, rests, and paired eighth notes. ** I can explore new musical ideas in phrases using classroom instruments.	** I can read and reproduce rhythmic patterns and phrases using standard notation in 2/4 meter including quarter notes/rests, half notes/rests, whole notes/rests, and paired eighth notes. ** I can read rhythmic phrases with a tie.	* I can recognize quarter notes/rests, half notes/rests, whole notes/rests, paired eighths, and steady beat in simple aural examples. ** I can distinguish between beat and rhythm in musical examples. ** I can use language to decipher the rhythm of the words to create music.	** I can move to show longer and shorter sounds. ** I can move to show duple and triple meter.	** Steady Beat ** Quarter Notes/Rests ** Half notes/Rests ** Whole notes/rests ** Paired Eighth Notes ** 2/4 Meter ** Meter in 2 ** Meter in 3 ** Rhythm	
Form			** I can organize rhythmic and melodic phrases to create elemental forms.	** I can read and interpret a repeat sign in musical examples.	** I can identify simple small forms such as AB, ABA, AABA, and ABAC. ** I can distinguish simple patterns in musical performances. ** I can identify a repeat sign.	** I can move to show repetition and contrast in aural examples. ** I can use movement to respond to short musical examples.	** Form ** Phrase ** Repeat Sign	
Expressive Qualities	** I can perform music in tempos such as presto, allegro, moderato, andante, and largo. ** I can perform dynamics such as forte, piano, fortissimo, and pianissimo.			** I can create music with tempo markings such as allegro and largo. ** I can create music with dynamics markings such as forte and piano. ** I can create sound exploration on pitched and unpitched instruments.	** I can read and reproduce tempo markings such as allegro and largo. ** I can read and reproduce dynamics markings such as forte and piano.	** I can move to show changes in tempo and dynamics.	** Tempo ** Presto ** Allegro ** Moderato ** Andante ** Largo ** Dynamics ** Forte ** Piano ** Fortissimo ** Pianissimo	
	** I can use expressive qualities in a speech piece.							
Timbre, Instruments, & Texture	I can perform tunelessly using my head voice.	* I can demonstrate efficiency in playing a multiple of classroom instruments.			** I can identify unison versus ensemble in aural examples. ** I can identify instruments aurally and visually.		** Unison ** Ensemble ** Instrument Families ** Woodwinds ** Brass ** Strings ** Percussion	
Historical/Cultural	** I can perform songs, rhymes, and musical games including patriotic, folk, and seasonal music.		** I can create phrases to add to cultural music.	** I can read and interpret rhythmic and melodic notation in the context of a historical/cultural song.	** I can differentiate between Western and Eastern music in simple examples.			
Response, Evaluation, & Technique	** I can exhibit proper stage etiquette during live performances. ** I can produce quality sounds with my singing voice.	** I can exhibit proper mallet technique while playing. ** I can alternate hands while playing keyboard instruments.			** I can exhibit proper audience etiquette in live and recorded performances.	** I can maintain personal space when moving. ** I can move by traveling and being stationary.		