

Analysis, Evaluation, Criticism			National Standard		National Standard		National Standard		National Standard
Pre K	Design: Form, Texture	Movement Exploration (FS, p. 106-110)		Distinguish between same and different (SM, p. 74, 57, 77)		Sing call and response songs, (SM, p. 25, 37, 101)	1b	Sing verse and refrain songs, (SM, p.87, 124)	1b
		Songs have a beginning and ending (SM, p. 4)						Create movement demonstrating A/B form (SM, p. 76)	
	Tone Color, Timbre	Use voice to imitate other sounds (SM, p. 44)		Demonstrate a whisper/speaking/singing/calling voice (SM, p. 74)	1a	Aurally identify classroom instruments (SM, p. 35, 80)	3a	Assign instruments to stories, etc. (SM, p. 35, 80)	2b/2c
Aesthetics			National Standard		National Standard		National Standard		National Standard
	Expression: Dynamics, Tempo, Articulation			Demonstrate fast and slow through movement (SM, p. 54, 64)	3b	Demonstrate dynamics (SM, p. 56)	1a		
Music History and Cultural Context			National Standard		National Standard		National Standard		National Standard
	Cross-Curricular	Throughout the year, students will learn about connections between music and other disciplines.	4a	Students will use stories/other materials as determined on a site-by-site basis.	2b				

Kindergarten	Concept	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Additional Concepts to Explore
Music			VA SOL		VA SOL		VA SOL		VA SOL	
Literacy										
Year-long: K.7.5 K.10 K.13 K.14	Duration: Beat, Meter, Rhythm	Demonstrate fast/slow through movement	K.7.2	Respond to music with movement	K.7.1					
		Play a variety of instruments alone and with others	K.4	Demonstrate fast/slow vocally	K.2.3	Read rhythms using varied notation systems	K.1			
		Perform a steady beat	K.6							Steady Beat against Rhythm
		Demonstrate fast/slow using instruments	K.4.2			Perform rhythmic patterns that include sounds and silences	K.5			Clap the rhythm of words
	Pitch: Melody	Sing a variety of songs alone and with others	K.3	Sing two-pitch songs	K.3.1			Read high and low pitches	K.1	Prepare S-M
		Match pitches	K.2.2			Sing at the appropriate time after a musical introduction	K.3.2			Gesture to show low, high & higher pitches (prep for Mi-Sol-La)
						Demonstrate high and low sounds by playing pitched instruments	K.4.1			
	Pitch: Harmony, Tonality			Accompany songs and chants using body percussion	K.4.3	Accompany songs and chants using instruments	K.4.3			Mallet hold

Analysis, Evaluation, Criticism										
Kindergarten	Design: Form, Texture	Analyze music by recognizing basic contrasts in music	VA SOL K.12.4		VA SOL		VA SOL		VA SOL	Unpitched vs. Pitched
	Tone Color, Timbre			Distinguish between different voices	K.12.1	Identify selected instruments	K.12.2	Classify sound sources	K.12.3	
Aesthetics										
	Expression: Dynamics, Tempo, Articulation	Demonstrate singing and speaking voice	VA SOL K.2.1	Demonstrate loud/soft vocally	VA SOL K.2.3		VA SOL		VA SOL	
		Demonstrate loud/soft through movement	K.7.2	Demonstrate loud/soft through playing instruments	K.4.2					Staccato and Legato through movement
Music History and Cultural Context										
	Context: Cultural, Stylistic, Historical	Explore historical and cultural aspects of music through patriotic and seasonal songs	VA SOL K.9.1	Identify people who make music as musicians	VA SOL K.9.2		VA SOL		VA SOL	Halloween, Harvest, Holiday, and President's Day Songs
		Perform dances and music activities from various cultures	K.7.4							Sing short phrases in other languages
	Cross-Curricular					Illustrate children's stories through movement	K.7.3	Create music to enhance stories and poems	K.8.2	Dramatic Play
								Identify relationships with other disciplines	K.11	

Grade 1	Concept	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Additional Concepts to Explore
Music Literacy			VA SOL		VA SOL		VA SOL		VA SOL	
Year-long: 1.10.2 1.10.3 1.10.4 1.11 1.15 1.16 1.17	Duration: Beat, Meter, Rhythm	Demonstrate changes in tempo vocally	1.2.3	Perform rhythmic patterns that include quarter notes, paired eighths, and quarter rests Demonstrate melodic rhythm through performance	1.5	Read and notate rhythmic patterns using traditional and nontraditional notation	1.1.2	Identify basic music symbols	1.1.3	Ta=quarter, Ti-ti= 2 eighths beamed, Z= Rest
		Demonstrate the difference between melodic rhythm and steady beat	1.6		1.7		Create music by composing simple rhythmic patterns	1.9.4	Pat or clap beat in speech piece Play on the beat using visual cue	
	Pitch: Melody	Sing a variety of songs alone and with others	1.3.1	Read and notate High/Low pitches	1.1.1	Improvise vocal responses to given melodic questions	1.9.1			Create Sol-Mi melody
		Demonstrate High/Low pitches vocally	1.2.1			Play two-pitch melodies using imitation	1.4.1	Sing three-pitch songs (Sol, Mi, La) using echo and ensemble singing	1.3.2	Read & Sing Sol-Mi-La on staff
		Demonstrate high and low pitches through movement	1.8.2							Kodaly hand signs
	Pitch: Harmony, Tonality	Proper instrument playing technique	1.4.4							Simple Bordun
		Accompany songs and chants	1.4.3							

Analysis, Evaluation, Criticism										
Grade 1	Design: Form, Texture	Recognize differences in patterns and dynamics	1.13.4							Intro, Repeat Sign, AB, ABA, Verse, Refrain, and Phrase
	Tone Color, Timbre	Demonstrate speaking vs. singing voice	1.2.2	Differentiate between vocal and instrumental music	1.13.2	Distinguish between accompanied and unaccompanied vocal music	1.13.3			Unpitched Instrument Families (Wood, Metal, Skin)
		Identify timbres of pitched/unpitched instruments by sounds	1.13.1					Improvise using four levels of body percussion	1.9.2	Instrument Families
Aesthetics										
	Expression: Dynamics, Tempo, Articulation	Respond to music through movement	1.8.1	Demonstrate dynamics vocally	1.2.3	Read poems and speech pieces at different tempos		Dramatize songs, stories, and poems	1.8.6	Vocal Qualities
				Demonstrate expressive qualities of music through movement	1.8.3	Play a variety of instruments using appropriate dynamics and tempo	1.4.2	Improvise to enhance songs, stories, and poems	1.9.3	Move to different tempi using animal moves
Music History and Cultural Context										
	Context: Cultural, Stylistic, Historical	Identify and explain elements of performances	1.14							Sing song in French
		Perform line and circle dances	1.8.4	Perform dances and music activities from other cultures	1.8.5	Recognize how music is used by various cultures	1.10.1	Identify relationships with other disciplines	1.12	Sing Brazilian Song

Grade 2 Music Literacy											Additional Concepts to Explore
Grade 2 Music Literacy	Concept	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter						
		VA SOL	VA SOL	VA SOL	VA SOL						
Year-long: 2.2.3 2.8 2.11 2.12 2.13 2.14	Duration: Beat, Meter, Rhythm	Perform rhythmic patterns using instruments, voice, body percussion, and movement	2.4.1	Perform rhythmic patterns using a variety of rhythms	2.4	Read and notate rhythmic patterns	2.1.4	Perform rhythmic patterns using traditional notation	2.4.3	Tempo, Time Signatures	
				Aurally imitate given rhythmic phrases	2.4.2	Improvise simple rhythmic question and answer phrases	2.6.1			Distinguish between simple and compound meter	
	Pitch: Melody	Sing a repertoire of songs alone and with others	2.2	Read melodies based on pentatonic scale	2.1.3	Sing melodies utilizing the range of a sixth	2.2.2	Read and notate music using basic music symbols	2.1.5	Treble Clef, Read pentatonic scale	
		Read and notate melodic patterns	2.1.1	Play a variety of instruments	2.3.1			Read and notate melodic patterns using the musical alphabet	2.1.2	Read, Sing, and Create with Sol-Mi-La	
		Sing melodic patterns	2.2.1					Compose simple pentatonic melodies	2.6.4		
		Play a variety of instruments using proper playing techniques	2.3.4	Create music through improvising accompaniments	2.6.2					Read & play pentatonic accomp.	
		Accompany songs and chants using a variety of instruments	2.3.3							Vocal ostinato, Play simple broken bordun	

Analysis, Evaluation, Criticism										
Grade 2	Design: Form, Texture		VA SOL	Identify and categorize selected musical forms	2.10.3	Create movement to illustrate AB and ABA forms	2.5.3	Use music vocabulary to describe music	2.10.4	Bar line, Measure, Coda
	Tone Color, Timbre									Identify Pitched Instruments
Aesthetics										
	Expression: Dynamics, Tempo, Articulation	Play a variety of instruments with expression	2.3.2	Use movement to demonstrate changes in dynamics and tempo	2.5.2	Respond to music through movement	2.5.1			Instruments can represent characters in music
				Use music terms to describe changes in dynamics and tempo	2.10.2					Movement concepts- Time, Space, Shape, Force, Accent
Music History and Cultural Context										
	Context: Cultural, Stylistic, Historical	Identify selected orchestral and folk instruments	2.10.1	Perform dances and music activities from a variety of cultures	2.5.5	Use movement to portray songs, stories, and poems from a variety of cultures	2.5.6			Introduce orchestra families
		Perform a variety of movements	2.5.4							Patriotic Songs
		Explore historical and cultural aspects of music	2.7							
	Cross-Curricular					Identify relationships with other disciplines	2.9			

Grade 3	Concept	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Additional Concepts to Explore
Music Literacy			VA SOL		VA SOL		VA SOL		VA SOL	
3.15 3.16	Duration: Beat, Meter, Rhythm	Read and notate Whole, Half, Quarter and Paired Eighth notes/rests	3.1	Read and notate dotted half notes	3.1.6	Read and notate single eighth note and rest	3.1	Read and notate 4 beamed sixteenth notes	3.4	Conduct in 2 & 3
	Pitch: Melody	Sing, in tune, a varied repertoire of songs using proper vocal technique	3.2.1, 3.2.6	Read and notate melodies on the treble staff	3.1.1, 3.3.2	Play echo phrases using BAG on soprano recorder		Sing question-answer phrases	3.2.3, 3.2.4, 3.7.1	Major and minor tonalities
		Play recorder or other melodic instruments	3.3	Explain the function of treble clef and other basic music symbols including lines and spaces of the staff	3.1.7					
					Use traditional notation to write melodies on the treble staff	3.1.3				
	Pitch: Harmony, Tonality	Perform/improvise ostinato, simple crossover, and bordun accompaniments	3.7.2			Read and/or compose pentatonic melodies	3.1.4, 3.7.3	Accompany songs and chants with I-V (V7) using proper playing techniques	3.3.4, 3.3.5	Score reading
					Perform in canon/round					

Analysis, Evaluation, Criticism										
Grade 3	Design: Form, Texture	Demonstrate the melodic contour of a phrase	3.1.2	Listen to and describe music elements using correct terminology	3.11.3	Identify rondo form and create movement for it	3.6.2, 3.11.1	Divide rhythms into measures	3.1.5	Interlude, fermata, and extended form
	Tone Color, Timbre					Identify instruments from four orchestral families	3.11.2			Recorder Family
Aesthetics										
	Expression: Dynamics, Tempo, Articulation	Play with expression (crescendo and decrescendo)	3.3.3							Hand Drum technique with accent
Music History and Cultural Context										
	Context: Cultural, Stylistic, Historical	Examine how music of a culture reflects its people's attitudes and beliefs	3.14	Explore diverse cultural music (holidays are appropriate)	3.8	Line/circle dances to diverse music	3.6.3, 3.6.4, 3.11.4	Sing, play, listen and discuss music from four different periods of music history	3.8.1, 3.8.2	Sing in foreign language(s)
		Demonstrate appropriate concert behaviors	3.9							
		Pre/post assembly/concert evaluations	3.12							
	Cross-Curricular			Identify relationships with other disciplines	3.10					

Grade 4	Concept	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		Additional Concepts to Explore
Music Literacy			VA SOL		VA SOL		VA SOL		VA SOL	
	Duration: Beat, Meter, Rhythm					Read and notate dotted quarter followed by eighth note	4.1.4	Identify 2/4, 3/4, 4/4	4.1.6	Conduct in 3, Syncopation, Triplet, Anacrusis
	Pitch: Melody	Play soprano recorder or other melodic instrument (do, re mi/BAG)	4.3	Play soprano recorder or other melodic instrument (5 notes)	4.3.1, 4.3.2, 4.3.3, 4.3.6	Read and define sharp/flat		Define ledger lines, scale, glissando		Question & answer Unpitched Percussion
		Write melodies containing stepwise motion	4.1.2	Play/sing music based on hexatonic scale	4.1.1		Sight read melodic and rhythmic patterns	4.1.5	Soprano recorder BAGEDC'	
	Pitch: Harmony, Tonality	Sing diverse songs in harmony	4.2.5	Demonstrate proper posture for singing	4.2.6	Distinguish between major and minor tonalities	4.10.2	Accompany songs and chants with I-V (V7)	4.3.5	Moving bordun
Analysis, Evaluation, Criticism			VA SOL		VA SOL		VA SOL		VA SOL	
	Design: Form, Texture	Sing with expression using phrasing	4.2.4	Question & Answer Vocal based on diatonic scale	4.2.1, 4.2.2	Create using question & answer (end on tonic)	4.6.1 4.6.2 4.6.3	Identify elements of music through listening	4.10.4	A Prime (A')
		Identify Rondo	4.10.5							
	Question & Answer Body Percussion									Additive form
	Tone Color, Timbre									Review Orff and orchestral instruments

Aesthetics			VA SOL		VA SOL		VA SOL		VA SOL	
Grade 4	Expression: Dynamics, Tempo, Articulation							Identify dynamic markings and play them correctly	4.1.7, 4.3.4	Accel., rit., slur
Music History and Cultural Context										
			VA SOL		VA SOL		VA SOL		VA SOL	
	Context: Cultural, Stylistic, Historical	Pre/post assembly/concert evaluations	4.10, 4.10.4, 4.11, 4.12	Explore diverse cultural music (holidays are appropriate)	4.2.3, 4.9, 4.14, 4.15	Sing, play, listen and discuss music from four different periods of music history	4.7, 4.10.3, 4.13	Perform line/circle dances in rondo form	4.5.1 4.5.2 4.5.3	
		Demonstrate appropriate concert behaviors	4.8							
	Cross-Curricular			Identify relationships with other disciplines	4.9					

Grade 5	Concept	1st Quarter		2nd Quarter		3rd Quarter				Additional Concepts to Explore
Music Literacy			VA SOL		VA SOL		VA SOL		VA SOL	
	Duration: Beat, Meter, Rhythm			Create question & answer (Can use unpitched percussion)	5.6.1 5.6.2 5.6.3			Identify 6/8 time signature	5.1.5	Eighth-2 sixteenth notes, conduct in 4
	Pitch: Melody	Sing a variety of songs (including Honors Chorus audition song)	5.2.1, 5.2.2, 5.2.3, 5.2.5,			Sing/play and notate music for melodic instrument	5.1	Sing/play music of increased complexity including a variety of tempi and syncopation	5.1.6, 5.4	5/4 Time Signature
	Pitch: Harmony, Tonality					Sing and play in 2 and 3 part harmony	5.2.4, 5.2.3, 5.2.4, 5.3.1, 5.3.2, 5.14			Experience Dorian, Mixolydian, Partner Songs, Counter-melody, major and minor scales, canon, round

Analysis, Evaluation, Criticism										
Grade 5	Design: Form, Texture		VA SOL		VA SOL	Explain theme & variation from	5.11.4		VA SOL	Phrase, Rondo, 12-Bar Blues, 1st & 2nd Endings
	Aesthetics									
	Expression: Dynamics, Tempo, Articulation		VA SOL	Analyze diverse music using specific terminology	5.11.1, 5.11.3			VA SOL		mf
Music History and Cultural Context										
	Context: Cultural, Stylistic, Historical	Pre/post Assembly/concert evaluations	5.10, 5.12, 5.15, 5.17	Explore diverse cultural music (holidays are appropriate)		Sing, play, listen and discuss music from four different periods of music history	5.7.1, 5.7.2, 5.16	Perform choreographed and non choreographed movement	5.5	Review Orchestral families in context of sound production
		Explore historical and cultural aspects of music	5.7.3, 5.7.4							
		Demonstrate appropriate concert behaviors	5.8							
	Cross-Curricular			Identify relationships with other disciplines	5.9	Experiment with the science of sound/found sounds	5.11.2	Define copyright	5.13	

Virginia Department of Education Standards of Learning for Music
http://www.doe.virginia.gov/instruction/fine_arts/music/strategies_correlations/index.shtml

National Association for Music Education: National Standards of Learning for Music
<http://musiced.nafme.org/resources/national-standards-for-music-education/>

National Performance Standards for Music with Assessment Rubrics
<http://musiced.nafme.org/resources/performance-standards-for-music/preface/>

Cognitive Development
http://teachingasleadership.org/sites/default/files/Related-Readings/LT_Ch2_2011.pdf

Characteristics of Prekindergarten Children
<http://www.education.com/reference/article/characteristics-interests-preschool/>
<http://www.education.com/slideshow/developmental-milestones-4-5-years-old/pushing-through-preschool-3/>

Characteristics of Kindergarten Children
<http://www.education.com/slideshow/developmental-milestones-5-6-years-old/kindergarten-special-time-3/>

Characteristics of the Elementary Learner
<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/health/elementary/el.PDF>

Characteristics of 9-12 year olds
http://www.classbrain.com/artread/publish/article_35.shtml