

Music ELOs:

Kindergarten

Students will:

- Discover musical ideas through simple rhythm and melodic patterns (steady beat- experience, 1/4 & 1/8 note patterns, Melodic direction, Emotion, High Low & Slow Fast).
- Explore and identify the meaning of a song through its text by listening, singing, or playing an instrument.
- Examine and share the performance with the class and teacher.
- Express musical ideas through verbal, movement, written, or artistic means.
- Move fast-slow, be loud-soft, show different moods.
- Explore and identify the meaning of a song through its text by listening, singing, or playing an instrument.
- Examine and share the performance with the class and teacher.

1st Grade

Students will:

- Show high, medium, or low sounds.
- Show how melodies go up, down, or stay the same.
- Move to and play the steady beat.
- Perform rhythms using quarter notes, quarter rests, and eighth notes.
- Identify and use speaking, whispering, calling, and singing voices.
- Identify and use many classroom instruments (woods, metals, shakers/scrapers, drums).
- Identify if phrases are the same or different.
- Identify and perform with different expression in music: loud and quiet, fast and slow, smooth and bumpy, heavy and light.
- Identify tempo: fast, medium, slow.
- Be good listeners and respectful audience members.
- Create and play patterns using pictures.
- Tell or show with movement how music makes us feel.

2nd Grade

Students will:

- Explore music through both reading and aural approaches.
- Discover musical ideas through simple rhythm and melodic patterns.
- Explore music through both reading and aural approaches.
- Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.
- Recognize and respond to foundational musical elements.
- Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
- Discover how to express a piece of music to convey its meaning.
- Identify persons serving in the roles of performer/audience and proper etiquette.
- Explore the creation of short pieces using standard and/or alternative notation.
- Explore and identify the meaning of a song through its text by singing and/or playing an instrument.
- Explore musical connections, similarities, and differences.

Music ELOs:

3rd grade

Students will:

- Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.
- Explore rhythmic, melodic, and harmonic phrases.
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- Explore and demonstrate an understanding of the elements of music by reading, singing and/or playing an instrument.
- Recognize and define grade-appropriate foundational musical elements.
- Utilize appropriate music terminology in the evaluation /reflection of music performances.
- Investigate music from aural traditions and through standard and alternative notation through performance.
- Demonstrate expressive qualities in performance.
- Critique performances of self and peers.
- Demonstrate proper concert/audience etiquette.
- Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
- Compose short pieces using standard and/or alternative notation to document personal musical ideas.
- Identify musical ideas using standard and/or alternative notation through verbal, written, aural, or technological means.
- Explain how music relates to self, others, and the world.
- Examine and evaluate musical connections, similarities, and differences.

4th Grade

Students will:

- Sing, read, and play using the notes on the treble clef staff.
- Perform rhythms using quarter notes, quarter rests, dotted quarter notes, eighth notes, half notes, dotted half notes, whole notes, sixteenth notes, and triplets.
- Identify and classify instruments and ensembles by sight and sound.
- Perform and describe AB, ABA, and rondo forms, and repeat signs.
- Use and create rhythmic and melodic ostinatos.
- Demonstrate expression through the use of various dynamics, tempos, and articulation.
- Sing, move and play instruments.
- Describe and demonstrate good performance and concert etiquette.
- Create and play: rhythms, melodies, and accompaniments for songs.
- Discuss musical concepts using appropriate vocabulary.
- Tell or show with movement how music makes us feel.
- Make connections between music and what they are learning in other classes.

5th Grade

Students will:

- Show high, medium, or low sounds.
- Show how melodies go up, down, or stay the same.
- Move to and play the steady beat.
- Perform rhythms using quarter notes, quarter rests, and eighth notes.
- Identify and use speaking, whispering, calling, and singing voices.
- Identify and use many classroom instruments (woods, metals, shakers/scrapers, drums)
- Identify if phrases are the same or different.
- Show phrases with movement.
- Identify and perform with different expression in music: loud and quiet, fast and slow, smooth and bumpy, heavy and light.
- Identify tempo: fast, medium, slow.
- Sing and play instruments.
- Be good listeners and respectful audience members.
- Create and play patterns using pictures.
- Improvise melodies.
- Tell or show with movement how music makes us feel.

Choir & Band ELOs:

5th – 6th Choir

Students will:

- Rehearse collaboratively within their section and as a whole group.
- Receive constructive feedback and make changes.
- Listen and watch director.
- Prepare for performance.
- Demonstrate the ability to perform in a variety of time signatures, styles, rhythmic patterns.
- Learn how to sing with proper posture and support.
- Learn how to read choral music.
- Learn how to identify and perform with unison, 2-part singing.
- Learn how to sing as a section.
- Sing and play instruments to the best of your ability with an audience.
- Be good listeners and respectful audience members.
- Enter stage in an organized fashion.
- Stand/Sit on the risers in an organized way.
- Stage etiquette- no talking on stage or between pieces.
- Reflect on performance.

5th – 6th Band

Students will:

- Rehearse and demonstrate the ability to sing and/or play expressively on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.
- Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Perform using expressive qualities and techniques.
- Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- Define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade appropriate music vocabulary.
- Improvise rhythmic, melodic, and harmonic variations to embellish a song.
- Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.
- Categorize musical connections, similarities, and differences.
- Perform using expressive qualities and techniques.
- Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- Define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade appropriate music vocabulary.

Band ELOs:

Junior High

Students will:

- Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.
- Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings.
- Define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- Rehearse and demonstrate the ability to sing and/or play expressively on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques.
- Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.
- Reflect upon and critique performances using grade appropriate music vocabulary.
- Rehearse and demonstrate the ability to sing and/or play expressively on pitch, and in rhythm, while using proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques.
- Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.

Concert

Students will:

- Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy.
- Perform in public settings with appropriate decorum (posture, behavior, attire)
- Rehearse and demonstrate the ability to play expressively on pitch, in rhythm, and with proper technique and maintaining a steady beat.
- Perform using expressive qualities and techniques with the composer's intent.
- Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.
- Perform in public settings with appropriate decorum (posture, behavior, attire)
- Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member.
- Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections.
- Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.
- Analyze connections, similarities, and differences in a musical context.
- Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance.
- Describe important elements about the composer and/or the composition that impacts their musical performance.
- Analyze connections, similarities, and differences in a musical context.
- Demonstrate proper concert/audience etiquette for a variety of musical settings.

Choir ELOs:

Junior High

Students will:

- Rehearse collaboratively within their section and as a whole group.
- Receive constructive feedback and make changes.
- Listen and watch director.
- Prepare for performance.
- Demonstrate the ability to perform in a variety of time signatures, styles, rhythmic patterns.
- Study and perform choral music from the WSMA Large Group Contest Festival List.
- Learn about the message of the piece off the list.
- Demonstrate the ability to perform in a variety of time signatures, styles, rhythmic patterns at a higher level.
- Respond and reflect on judge feedback.
- Sing and play instruments to the best of your ability with an audience.
- Be good listeners and respectful audience members.
- Enter stage in an organized fashion.
- Stand/Sit on the risers an organized way.
- Stage etiquette- no talking on stage or between pieces.
- Reflect on performance.
- Continue to develop singing with consistent proper posture and support.
- Develop how to read more challenging choral music.
- Learn how to identify and perform within 2–3-part music.

High School

Students will:

- Almost always rehearse collaboratively within their section and as a whole group at a high level.
- Consistently receive constructive feedback and make changes quickly.
- Listen and watch director during the entire rehearsal.
- Prepare for performances efficiently.
- Demonstrate the ability to perform in a wider variety of time signatures, styles, rhythmic patterns than Jr. High.
- Study and perform choral music from the WSMA Large Group Contest Festival List.
- Learn about the message of the piece from the list.
- Demonstrate the ability to perform in a variety of time signatures, styles, rhythmic patterns at a higher level.
- Respond and reflect on judge feedback.
- Sing and play instruments to the best of your ability with an audience.
- Be good listeners and respectful audience members.
- Enter stage in an organized fashion.
- Stand/Sit on the risers a organized way.
- Stage etiquette- no talking on stage or between pieces.
- Reflect on performance.
- Sing with proper posture and support and in tune.
- Accurately read and perform choral music in 3 or more parts.
- Learn how to identify and perform with unison, 2-part singing.
- Define and perform musical terms and symbols.
- Sing solo or in small groups.