

How Can **Note Knacks** Help Your Students Achieve the California State Standards?

Prekindergarten

1.0 ARTISTIC PERCEPTION

Read and Notate Music

MEETS AND EXCEEDS 1.1 Use icons or invented symbols to represent musical sounds and ideas.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Move or use body percussion to demonstrate awareness of beat and tempo.

COMPLEMENTS 2.2 Use the voice to speak, chant, and sing.

Compose, Arrange, and Improvise

COMPLEMENTS AND EXCEEDS 2.3 Improvise simple instrumental accompaniments to songs, recorded selections, stories, and poems

3.0 HISTORICAL AND CULTURAL CONTEXT

Diversity of Music

COMPLEMENTS 3.1 Use a personal vocabulary to describe music from diverse cultures.

COMPLEMENTS 3.2 Use developmentally appropriate movements in responding to music from various genres and periods (rhythm).

4.0 AESTHETIC VALUING

Derive Meaning

COMPLEMENTS 4.1 Create movements in response to music.

COMPLEMENTS 4.2 Participate freely in musical activities.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

MEETS AND EXCEEDS 5.1 Improvise songs to accompany games and playtime activities.

Careers and Career-Related Skills

COMPLEMENTS 5.2 Demonstrate an awareness of music as a part of daily life.

Kindergarten

1.0 ARTISTIC PERCEPTION

Read and Notate Music

MEETS AND EXCEEDS 1.1 Use icons or invented symbols to represent beat.

Listen to, Analyze, and Describe Music

COMPLEMENTS 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Use the singing voice to echo short melodic patterns.

2.2 Sing age-appropriate songs from memory.

MEETS AND EXCEEDS 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

Compose, Arrange, and Improvise

MEETS AND EXCEEDS 2.4 Create accompaniments, using the voice or a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

COMPLEMENTS 3.1 Identify the various uses of music in daily experiences.

Diversity of Music

COMPLEMENTS 3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.

COMPLEMENTS 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

4.0 AESTHETIC VALUING

Derive Meaning

COMPLEMENTS 4.1 Create movements that correspond to specific music.

COMPLEMENTS AND EXCEEDS 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

COMPLEMENTS 5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

Careers and Career-Related Skills

COMPLEMENTS AND EXCEEDS 5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

Grade One

1.0 ARTISTIC PERCEPTION

Read and Notate Music

MEETS AND EXCEEDS 1.1 Read, write, and perform simple patterns of rhythm and pitch, using beat, rest, and divided beat (two sounds on one beat).

Listen to, Analyze, and Describe Music

MEETS AND EXCEEDS 1.2 Identify simple musical forms (e.g., phrase, AB, echo).

COMPLEMENTS 1.3 Identify common instruments visually and aurally in a variety of music.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Sing with accuracy in a developmentally appropriate range.

MEETS AND EXCEEDS 2.3 Play simple accompaniments on classroom instruments.

Compose, Arrange, and Improvise

MEETS AND EXCEEDS 2.4 Improvise simple rhythmic accompaniments, using body percussion or classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

COMPLEMENTS 3.1 Recognize and talk about music and celebrations of the cultures represented in the school population.

Diversity of Music

COMPLEMENTS 3.3 Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.

COMPLEMENTS 3.4 Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form).

4.0 AESTHETIC VALUING

Derive Meaning

MEETS AND EXCEEDS 4.1 Create movements to music that reflect focused listening.

MEETS AND EXCEEDS 4.2 Describe how ideas or moods are communicated through music.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

COMPLEMENTS 5.1 Recognize and explain how people respond to their world through music.

Careers and Career-Related Skills

COMPLEMENTS 5.2 Describe how the performance of songs and dances improves after practice and rehearsal.

Grade Two

1.0 ARTISTIC PERCEPTION

Read and Notate Music

MEETS AND EXCEEDS 1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, and rests.

COMPLEMENTS 1.2 Read, write, and perform simple patterns of pitch, using solfege.

Listen to, Analyze, and Describe Music

COMPLEMENTS AND EXCEEDS 1.3 Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.

MEETS AND EXCEEDS 1.4 Identify simple musical forms, emphasizing verse/refrain, AB, ABA.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Sing with accuracy in a developmentally appropriate range.

MEETS AND EXCEEDS 2.3 Play rhythmic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

COMPLEMENTS, MEETS AND EXCEEDS 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

COMPLEMENTS 3.1 Identify the uses of specific music in daily or special events.

Diversity of Music

COMPLEMENTS 3.3 Describe music from various cultures.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

COMPLEMENTS 4.1 Use the terminology of music in discussing individual preferences for specific music.

Derive Meaning

COMPLEMENTS 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music.

COMPLEMENTS AND EXCEEDS 4.3 Identify how musical elements communicate ideas or moods.

MEETS AND EXCEEDS 4.4 Respond to a live performance with appropriate audience behavior.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

COMPLEMENTS 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Careers and Career-Related Skills

MEETS AND EXCEEDS 5.2 Identify and discuss who composes and performs music.

Grade Three

1.0 ARTISTIC PERCEPTION

Read and Notate Music

MEETS AND EXCEEDS 1.1 Read, write, and perform simple rhythmic patterns using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.

COMPLEMENTS 1.2 Read, write, and perform pentatonic patterns, using solfege.

Listen to, Analyze, and Describe Music

COMPLEMENTS AND MEETS 1.3 Identify melody, rhythm, harmony, and timbre in selected pieces of music when presented aurally.

COMPLEMENTS 1.5 Describe the way in which sound is produced on various instruments.

COMPLEMENTS AND EXCEEDS 1.6 Identify simple musical forms (e.g., AABA, AABB, round).

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Sing with accuracy in a developmentally appropriate range.

COMPLEMENTS 2.2 Sing age-appropriate songs from memory, including rounds, partner songs, and ostinatos.

COMPLEMENTS AND EXCEEDS 2.3 Play rhythmic and melodic ostinatos on classroom instruments.

Compose, Arrange, and Improvise

MEETS AND EXCEEDS 2.4 Create short rhythmic and melodic phrases in question-and-answer form.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

COMPLEMENTS 3.1 Identify the uses of music in various cultures and time periods.

Diversity of Music

COMPLEMENTS AND EXCEEDS 3.4 Identify differences and commonalities in music from various cultures.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

COMPLEMENTS AND EXCEEDS 4.1 Select and use specific criteria in making judgments about the quality of a musical performance.

Derive Meaning

COMPLEMENTS 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics.

COMPLEMENTS AND EXCEEDS 4.3 Describe how specific musical elements communicate particular ideas or moods in music.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

COMPLEMENTS 5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm).

Careers and Career-Related Skills

MEETS AND EXCEEDS 5.2 Identify what musicians and composers do to create music.

Grade Four

1.0 ARTISTIC PERCEPTION

Read and Notate Music

COMPLEMENTS 1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege.

COMPLEMENTS 1.2 Read, write, and perform diatonic scales.

MEETS AND EXCEEDS 1.3 Read, write, and perform rhythmic notation, including sixteenth notes, dotted notes, and syncopation (e.g., eighth/quarter/eighth note and eighth-rest/quarter/eighth note).

Listen to, Analyze, and Describe Music

COMPLEMENTS AND EXCEEDS 1.4 Describe music according to its elements, using the terminology of music.

COMPLEMENTS 1.6 Recognize and describe aural examples of musical forms, including rondo.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS 2.1 Sing a varied repertoire of music from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others.

COMPLEMENTS 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos, by oneself and with others.

Compose, Arrange, and Improvise

MEETS AND EXCEEDS 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Diversity of Music

COMPLEMENTS 3.2 Identify music from diverse cultures and time periods.

COMPLEMENTS 3.4 Compare musical styles from two or more cultures.

COMPLEMENTS 3.5 Recognize the influence of various cultures on music in California.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

MEETS AND EXCEEDS 4.1 Use specific criteria when judging the relative quality of musical performances.

Derive Meaning

MEETS AND EXCEEDS 4.2 Describe the characteristics that make a performance a work of art.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connections and Applications

COMPLEMENTS 5.1 Identify and interpret expressive characteristics in works of art and music.

COMPLEMENTS 5.2 Integrate several art disciplines (dance, music, theatre, or the visual arts) into a well-organized presentation or performance.

COMPLEMENTS 5.3 Relate dance movements to express musical elements or represent musical intent in specific music.

Careers and Career-Related Skills

MEETS AND EXCEEDS 5.4 Evaluate improvement in personal musical performances after practice or rehearsal.

Grade Five

1.0 ARTISTIC PERCEPTION

Read and Notate Music

COMPLEMENTS 1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.

MEETS AND EXCEEDS 1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.

Listen to, Analyze, and Describe Music

COMPLEMENTS AND EXCEEDS 1.4 Analyze the use of music elements in aural examples from various genres and cultures.

COMPLEMENTS 1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.

COMPLEMENTS 1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.

2.0 CREATIVE EXPRESSION

Apply Vocal and Instrumental Skills

COMPLEMENTS AND EXCEEDS 2.1 Sing a varied repertoire of music, including rounds, descants, and songs with ostinatos and songs in two-part harmony, by oneself and with others.

COMPLEMENTS AND EXCEEDS 2.2 Use classroom instruments to play melodies and accompaniments from a varied repertoire of music from diverse cultures, including rounds, descants, and ostinatos and two-part harmony, by oneself and with others.

Compose, Arrange, and Improvise

MEETS AND EXCEEDS 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.

3.0 HISTORICAL AND CULTURAL CONTEXT

Role of Music

COMPLEMENTS 3.1 Describe the social functions of a variety of musical forms from various cultures and time periods (e.g., folk songs, dances).

Diversity of Music

COMPLEMENTS AND EXCEEDS 3.2 Identify different or similar uses of musical elements in music from diverse cultures.

COMPLEMENTS AND EXCEEDS 3.3 Sing and play music from diverse cultures and time periods.

COMPLEMENTS 3.4 Describe the influence of various cultures and historical events on musical forms and styles.

3.5 Describe the influences of various cultures on the music of the United States.

4.0 AESTHETIC VALUING

Analyze and Critically Assess

COMPLEMENTS AND EXCEEDS 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.

Derive Meaning

COMPLEMENTS AND EXCEEDS 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**Connections and Applications**

COMPLEMENTS 5.1 Explain the role of music in community events.

Careers and Career-Related Skills

COMPLEMENTS 5.2 Identify ways in which the music professions are similar to or different from one another.