

Kindergarten Benchmarks

1. Sing in tune within the range of a major 6th (d-b)
2. Aurally distinguish between **different voices** (whisper, shout, talk, sing)
3. **Art Song FOCUS:** national holidays and our community
4. Develop a feeling for the **steady beat**
5. Be able to identify and demonstrate understanding of **fast and slow**
6. Be able to identify and demonstrate understanding of **loud and soft**
7. Be able to identify and demonstrate understanding of **high and low**
 - o Read simple **melodic contour representations**
8. Be able to identify and demonstrate understanding of **short and long**
 - o **Read quarter notes and 2 eighths**
9. Be able to identify and demonstrate understanding of **same and different**
10. Be able to identify and demonstrate understanding of **smooth and jerky**
11. Be able to **improvise melodies, variations and accompaniments**
12. **Move** to a varied repertoire of music, alone and with others
13. Create both individual and whole class **compositions** using long/ short sounds and added expressive elements
 - o **Present first draft, discuss, edit and present final composition**
14. Identify **non-pitched percussion** in classroom by sight and sound
15. Connect music to **other fine arts and disciplines outside the arts**

First Grade Benchmarks

1. Review all Kindergarten concepts
2. Be able to **Improvise melodies, variations, and accompaniments**
3. **Art song FOCUS:** John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan and Annie Oakley.
 - a. My Country Tis Of Thee and America The Beautiful
4. **Move** to a varied repertoire of music, alone and with others
5. Identify and demonstrate **heartbeat**
6. Identify and demonstrate **rhythm**
7. Identify and demonstrate the **difference between heartbeat and rhythm**
8. Identify and demonstrate an understanding of a **whole, half, quarter and eighth**
9. Gain **familiarity with sixteenths**
10. Identify and demonstrate an understanding that these **equal the length of one quarter note** where one beat = a quarter such as 2/4, 3/4, and 4/4 time)
11. Identify and demonstrate an understanding of a **quarter rest** (end of year)
12. Identify and demonstrate **two beat ostinati**
13. Identify and demonstrate an understanding of **measure, bar line, double bar line and repeat sign**
14. Identify and demonstrate an understanding of contour representations and simple melodic patterns using the **solfege syllables sol and mi** on a reduced staff
15. Create both 2 mm individual and longer whole class **compositions** using wholes, halves, quarters and eighths and adding expressive elements
 - a. Composing in 2/4 and 4/4
 - b. Final works will utilize measures, bar lines, double bar lines and repeat signs.
 - c. Present first draft, discuss, edit and present final composition**
16. Learn names of **pitched percussion** in classroom by sight and sound
17. Connect music to **other fine arts and disciplines outside the arts**

Second Grade Benchmarks

1. Review all First Grade benchmarks
2. **Art song FOCUS:** GA regional folk songs
3. Identify and demonstrate a **half** note as a **2 beat rhythm** where the beat equals the quarter note
4. Identify and demonstrate **four beat meter** when the beat equals a quarter note
5. Identify and demonstrate **wholes, halves, quarters, eighths, sixteenths and their corresponding rests** in singing and speaking where a quarter equals one beat
 - a. 2 eighth notes *and their rests* **MUST** always be in groups of 2
 - b. 4 sixteenths *and their rests* **MUST** always be in groups of 4
6. Identify and demonstrate an understanding of **two beat meter, measure, bar line, double bar line and repeat sign**
7. Read simple **melodic patterns** within a Treble Staff
 - a. Identify and demonstrate the **solfege syllables sol, mi, do** and **re** on staff
8. Identify the **skip between mi and sol** in preparation for the pentatonic scale
9. Be able to **Improvise melodies, variations, and accompaniments**
10. Create both 4 mm individual and longer whole class **compositions** using wholes, halves, quarters, eighths, sixteenths, their corresponding rests, form, instrumentation and added expressive elements
 - a. Final works will utilize sol, mi, 2 line staff, measures, bar lines, double bar lines and repeat signs.
11. Understand repeating and contrasting sections, phrases, and simple formal structures (**AB, ABA, Rondo, etc.**)
12. Learn names of the **4 instrument families of the orchestra and their characteristics**
13. Aurally distinguish between **solo/ ensemble** and **accompanied/ unaccompanied** singing
14. Connect music to the **other fine arts and disciplines outside the arts**

Third Grade Benchmarks

1. Review all Second Grade benchmarks
2. **Art song FOCUS:** Civil rights throughout history
3. Identify and demonstrate the **solfege syllables la, sol, mi, do** and **re** on staff
4. Identify and demonstrate **barred eighth to 2 sixteenths** in singing and speaking where a quarter equals one beat
5. Identify and demonstrate **barred 2 sixteenths to one eighth** in singing and speaking where a quarter equals one beat
6. Identify and demonstrate the **pentatonic scale**
7. Identify and demonstrate **absolute pitch names of the treble staff**
8. Identify and demonstrate an understanding of **time signature, measure, bar line, double bar line, repeat sign and crescendo/ decrescendo**)
9. Understand **time signature**
10. Understand repeating and contrasting sections (**AB, ABA, Rondo, etc.**)
11. Be able to **Improvise melodies, variations, and accompaniments**
12. Create both individual and whole class **compositions** using wholes, halves, quarters, eighths, sixteenths, their corresponding rests, barred eighths to 2 sixteenths, 2 sixteenths to a barred eighth, form, instrumentation and added expressive elements
 - a. Final works will utilize la, sol, mi, do, re and will be written on a 5 line staff properly
13. Learn names of **all main instruments** in the **4 instrument families** by sight and sound
14. **Recorders** and their history
15. Connect music to the **other fine arts and disciplines outside the arts**

Fourth Grade Benchmarks

1. Review all Second Grade benchmarks
2. **Art song FOCUS:** American Revolution and the differing regions, War of 1812
3. Identify and demonstrate the **solfege syllables la, sol, mi, do** and **re**
4. Identify and demonstrate an understanding of **major** and **minor**
5. Identify and demonstrate **barred eighth to 2 sixteenths** in singing and speaking where a quarter equals one beat
6. Identify and demonstrate **barred 2 sixteenths to one eighth** in singing and speaking where a quarter equals one beat
7. Identify and demonstrate the **pentatonic scale**
8. Identify and demonstrate **absolute pitch names of the treble staff**
9. Identify and demonstrate an understanding of **time signature, measure, bar line, double bar line, repeat sign and crescendo/ decrescendo, coda and 1st and 2nd endings**
10. Create both individual and whole class **compositions** using wholes, halves, quarters, eighths, sixteenths, their corresponding rests, barred eighths to 2 sixteenths, 2 sixteenths to a barred eighth, form, instrumentation and added expressive elements
 - a. Final works will utilize la, sol, mi, do, re and will be written on a 5 line staff properly
11. Learn names of **all main instruments** in the **4 instrument families** by sight and sound
12. Connect music to the **other fine arts and disciplines outside the arts**
13. Be able to **improvise melodies, variations, and accompaniments**

Fifth Grade Benchmarks

1. Review all Second Grade benchmarks
2. **Art song FOCUS:** Civil War, Harlem Renaissance, Jazz Age and beyond
3. Identify and demonstrate the **solfege syllables la, sol, mi, do and re**
4. Identify and demonstrate an understanding of **major** and **minor**
5. Identify and demonstrate **barred eighth to 2 sixteenths** in singing and speaking where a quarter equals one beat
6. Identify and demonstrate **barred 2 sixteenths to one eighth** in singing and speaking where a quarter equals one beat
7. Identify and demonstrate the **pentatonic scale**
8. Identify and demonstrate **absolute pitch names of the treble staff**
9. Identify and demonstrate an understanding of **time signature, measure, bar line, double bar line, repeat sign and crescendo/ decrescendo, coda and 1st and 2nd endings**
10. Create both individual and whole class **compositions** using wholes, halves, quarters, eighths, sixteenths, their corresponding rests, barred eighths to 2 sixteenths, 2 sixteenths to a barred eighth, form, instrumentation and added expressive elements
 - a. Final works will utilize la, sol, mi, do, re and will be written on a 5 line staff properly
11. Learn names of **all main instruments** in the **4 instrument families** by sight and sound
12. Connect music to the **other fine arts and disciplines outside the arts**
13. Be able to **improvise melodies, variations, and accompaniments**