

	<b>CREATING</b>	<b>PERFORMING</b>	<b>RESPONDING</b>	<b>CONNECTING</b>
<b>K</b>	<b>Improvise:</b> * simple body percussion * use various sound sources	<b>Sing online varied repertoire</b>	<b>Listen, analyze, describe:</b> * contrasts in music * using appropriate language * class instruments by sight and sound	<b>Other fine arts and outside arts</b>
	<b>Compose:</b> * sound effects to poems etc. * simple rhythm patters * vary text familiar chants and poems	<b>Perform:</b> * echo rhythmic patterns * steady beat * rhythmic patterns		<b>To History and Culture</b> * various periods and cultures * sounds/ music in daily life * appropriate audience behavior
	<b>Share:</b> * final version of personal work	<b>Read and Notate:</b> * quarter, q. rest and barred eighths * simple melodic contour	<b>Evaluate music and performances:</b> * with specific criteria * refine with feedback * personal preferences	
			<b>Move to varied repertoire:</b> * respond with locomotor movement * choreographed and non chor	
<b>1</b>	<b>SAME AS ABOVE</b>	<b>SAME AS ABOVE PLUS :</b> * simple melodic patterns ~ with reduced staff	<b>SAME AS ABOVE PLUS :</b> * folk intruments by sight and sound *distinguish men, women, child voices	<b>SAME AS ABOVE</b>
<b>2</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE</b>
	<b>Improvise:</b> * simple rhythmic patterns * simple pentatonic melodies? and accompaniments?	<b>Perform:</b> * ostinato while others play * simple melodic patterns using instrum?	<b>Listen, analyze, describe:</b> * repeating and contrasting sections * simple formal structures * appropriate mood * orchestral instruments * solo/ ensemble * accompanied/ unaccomp singing	
	<b>Compose:</b> * rhythmic patterns quarters, q. rests barred eighths, halves, h. rests * arrange rhythmic patterns to create simple forms and instrumentation	<b>Read and Notate:</b> *halfs, h rests * melodic/ penta patterns within treble cleff * standard symbols		
<b>3</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE</b>
	<b>Improvise:</b> * rhythmic question and answer	<b>Read and Notate:</b> * sixteenth notes * standards symbols	<b>Listen, analyze, describe:</b> * phrases * intervals, timbre, adjectives, texture * American folk intruments	
	<b>Compose:</b> * rhythmic and melodic? Motives to enhance literature * rhythmic patterns barred sixteenths melodic patterns?			<b>Evaluate music and performances:</b> * create criteria to evaluate

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<b>4</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE</b>
	<b>Compose:</b> * dotted halves, wholes and w. rests	<b>Perform:</b> * major/ minor melodies * instrumental parts following a conductor  <b>Read and Notate:</b> * various meters * dotted halves, wholes and w. rests * melodic patterns w/in treble	<b>Listen, analyze, describe:</b> * world instruments * various ensembles * soprano, alto, tenor, bass * tonal center	
<b>5</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE PLUS :</b>	<b>SAME AS ABOVE</b>
	<b>Compose:</b> * music within an octave scale in simple meter * rhythmic patterns ~ various styles	<b>Perform:</b> * various genres, tonalities, meters and cultures  <b>Read and Notate:</b> * dotted quarters, single eighths, e. rests and triplets		