

Kindergarten Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of a major 6th (d-b) using proper singing technique
 - o Sing simple **accompanied/ unaccompanied melodies**
 - o Echo **simple singing and speech patterns**
2. Be able to identify and demonstrate understanding of **high and low**
 - o Read simple **melodic contour representations**
3. Sing a variety of repertoire including 1 song in a foreign language
4. **Art Song FOCUS:** national holidays and our community

RHYTHM

5. Perform **steady beat / simple rhythmic patterns** with appropriate technique using body percussion and classroom instruments
 - o Echo **simple singing and speech patterns**
6. Be able to identify and demonstrate understanding of **short and long**
 - o **Read quarter notes and 2 eighths**

(TEXTURE)

7. Be able to identify **1 voice vs. many voices**

TIMBRE

8. Aurally distinguish between **different voices** (whisper, shout, talk, sing)
9. Identify **basic classroom instruments** by sight and sound

EXPRESSIVE ELEMENTS

10. Be able to identify and demonstrate understanding of **fast and slow**
11. Be able to identify and demonstrate understanding of **loud and soft**

FORM/ FORMAT

12. Be able to identify and demonstrate understanding of **same and different**

EXPERIENCE

13. Distinguish between **contrasts in music**
14. **Move and respond** to a varied repertoire of music alone and with others:
 - o **locomotive/ non-locomotive movements**
 - o **choreographed and non-choreographed**

CREATION

15. **Vary the text** for familiar melodies, chants, and poems
16. Be able to **improvise melodies, variations and accompaniments to songs, poems, and stories**
 - Improvise **simple body percussion patterns, sound scapes, and various sound sources**
17. Create **sound effects to accompany to songs, poems, and stories**
18. Create both individual and whole class **compositions** using **long/ short sounds** (using **quarters and eighths** when ready) and added expressive elements
19. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances when given specific criteria
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

20. Connect music to **other fine arts and disciplines outside the arts**
21. Perform and respond to music from **various historical periods and cultures**
22. Describe how sounds and music are **used in our daily lives**
23. Demonstrate **performance etiquette and appropriate audience behavior**

First Grade Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of C to C' using proper singing technique
 - a. Sing simple **accompanied/ unaccompanied melodies**
 - b. Echo **simple singing and speech patterns**
 - c. Perform **Call and Response** songs
2. Be able to identify and demonstrate understanding of **high and low, upward/ downward**
3. Identify and demonstrate an understanding of contour representations and simple melodic patterns using the **solfege syllables sol, mi, and la** on a reduced staff
4. Sing a variety of repertoire including 1 song in a foreign language
5. **Art song FOCUS:** John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.
 - a. My Country Tis of Thee and America the Beautiful

RHYTHM

6. Perform **steady beat / simple rhythmic patterns** with appropriate technique using body percussion and classroom instruments
 - a. Echo **simple singing and speech patterns**
7. Be able to identify and demonstrate understanding of **short and long**
 - a. **Read quarter, quarter rest, and eighth notes**
8. Begin to identify and demonstrate an understanding of a **whole and half notes**.
9. Gain familiarity with **sixteenths**
10. Demonstrate an understanding of **length relationships between notes**
11. Gain familiarity with the **difference between steady beat and rhythm**

TEXTURE

12. Be able to identify **1 voice vs. many voices**

TIMBRE

13. Aurally distinguish between **different voices** (whisper, shout, talk, sing)
14. Identify **classroom and folk instruments** by sight and sound

EXPRESSIVE ELEMENTS

15. Be able to identify and demonstrate understanding of **fast and slow**
16. Be able to identify and demonstrate understanding of **forte and piano**

FORM/ FORMAT

17. Be able to identify and demonstrate understanding of **same and different**
18. Be able to identify and demonstrate understanding of **AB form**

EXPERIENCE

24. Distinguish between **contrasts in music**
25. **Move and respond** to a varied repertoire of music alone and with others:
 - **locomotive/ non-locomotive movements**
 - **choreographed and non-choreographed**

CREATION

19. **Vary the text** for familiar melodies, chants, and poems
20. Be able to **improvise melodies, variations and accompaniments to songs, poems, and stories**
 - a. Improvise **simple body percussion patterns, sound scapes, and various sound sources**
21. Create **sound effects to accompany to songs, poems, and stories**
22. Create both **2 mm individual and longer whole class compositions** using wholes, halves, **quarters, quarter rests, and eighths**. Can Add expressive elements
 - **Composing in 2/4 and 4/4**
23. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances when given specific criteria
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

24. Connect music to **other fine arts and disciplines outside the arts**
25. Perform and respond to music from **various historical periods and cultures**
26. Describe how sounds and music are **used in our daily lives**
27. Demonstrate **performance etiquette and appropriate audience behavior**

Second Grade Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of C to C¹ using proper singing technique
 - a. Sing simple **accompanied/ unaccompanied pentatonic melodies**
 - b. Sing with others ~ **rounds, canons, game songs, and ostinati**
2. Be able to identify and demonstrate understanding of **upward/ downward**
3. Read simple **melodic patterns** within a Treble Staff
 - a. Identify and demonstrate the **solfege syllables sol, mi, la, do** and **re** on staff
4. Perform simple **melodic patterns using instruments** with appropriate technique
5. Sing a variety of repertoire including 1 song in a foreign language
6. **Art song FOCUS:** GA regional folk songs

RHYTHM

7. Perform **steady beat / simple rhythmic patterns** with appropriate technique using body percussion and classroom instruments
8. Perform simple body percussion and instrumental parts including an **ostinato while others play or sing contrasting parts**
9. Be able to identify and demonstrate understanding of **short and long**
 - a. **Read wholes, halves, quarters, eighths, sixteenths, and their corresponding rests** in singing and speaking where a quarter equals one beat
 - i. 2 eighth notes *and their rests* **MUST** always be in groups of 2
 - ii. 4 sixteenths *and their rests* **MUST** always be in groups of 4

TEXTURE

10. Aurally distinguish between **solo/ ensemble** and **accompanied/ unaccompanied** singing

TIMBRE

11. Describe music using correct timbre adjectives **dark/ bright, heavy/ light**
12. Learn names of the **4 instrument families of the orchestra and their characteristics**

EXPRESSIVE ELEMENTS

13. Be able to identify and demonstrate understanding of **presto/ largo**
14. Be able to identify and demonstrate understanding of **forte/ piano**
15. Be able to identify and demonstrate understanding of **appropriate mood (happy/ sad)**

FORM/ FORMAT

16. Understand repeating and contrasting sections, phrases, and simple formal structures (**AB, ABA, rondo**)
17. Identify and demonstrate an understanding of a **measure, bar line, double bar line and repeat sign**

EXPERIENCE

18. Distinguish between **repeating and contrasting sections in music**
19. **Respond to contrasts and events** in music with:
 - a. **locomotive/ non-locomotive movements**
 - b. **choreographed and non-choreographed**
 - c. **line and circle dances**

CREATION

20. Be able to **improvise simple rhythmic patterns using a variety of sound sources**
21. Be able to **improvise simple pentatonic melodies and accompaniments**
22. Create **sound effects to accompany songs, poems, and stories**
23. Create both **2 mm individual and longer whole class compositions** using wholes, halves, quarters, eighths, sixteenths, and their corresponding rests. They can utilize form, instrumentation and added expressive elements to improve their works
 - b. Final works will utilize sol, mi, 2-line staff, measures, bar lines, double bar lines and repeat signs.
24. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances when given specific criteria
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

25. Connect music to **other fine arts and disciplines outside the arts**
26. Perform and respond to music from **various historical periods and cultures**
27. Describe how sounds and music are **used in our daily lives**
28. Demonstrate **performance etiquette and appropriate audience behavior**

Third Grade Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of C to C' using proper singing technique
 - a. Sing simple **accompanied/ unaccompanied melodies**
 - b. Sing with others ~ **rounds, canons, game songs, and ostinati**
2. Identify and demonstrate the **pentatonic scale**
3. Identify and demonstrate the **solfege syllables la, sol, mi, do** and **re** on staff
4. Perform simple **melodic patterns, including pentatonic patterns, using instruments** with appropriate technique
5. Identify **intervals ~ skip, step, repeat, leap**
6. Identify and demonstrate **absolute pitch names of the treble staff**
 - a. Read **melodic patterns within a treble staff**
7. Sing a variety of repertoire including 1 song in a foreign language
8. **Art song FOCUS:** Civil rights throughout history

RHYTHM

9. Perform **rhythmic patterns** with appropriate technique using body percussion and a variety of instruments
10. Perform simple body percussion and instrumental parts including an **ostinato while others play or sing contrasting parts**
29. Read **wholes, halves, quarters, eighths, sixteenths, barred eighth to 2 sixteenths, barred 2 sixteenths to one eighth, and their corresponding rests** in singing and speaking where a quarter equals one beat
 - i. 2 eighth notes *and their rests* **MUST** always be in groups of 2
 - ii. 4 sixteenths *and their rests* **MUST** always be in groups of 4
11. Understand **time signature**

TEXTURE

12. Aurally distinguish between **solo/ ensemble** and **accompanied/ unaccompanied** singing
13. Aurally distinguish between **thick/ thin**

TIMBRE

14. Describe music using correct timbre adjectives **dark/ bright**
15. Identify and classify **classroom, orchestral, and American folk instruments by sight and sound**
16. **Recorders** and their history

EXPRESSIVE ELEMENTS

17. Be able to identify and demonstrate understanding of **presto/ largo/ moderato**
18. Be able to identify and demonstrate understanding of **forte/ piano/ mezzo**

- a. Be able to identify and demonstrate understanding of **crescendo/ decrescendo**
- 19. Be able to identify and demonstrate understanding of **smooth/ separated**

FORM/ FORMAT

- 20. Understand repeating and contrasting sections, phrases, and simple formal structures (**AB, ABA, rondo**)
- 21. Identify and demonstrate an understanding of a **measure, bar line, double bar line and repeat sign**
- 22. Identify and demonstrate an understanding of **time signature, measure, bar line, double bar line, repeat sign**

EXPERIENCE

- 30. Distinguish between **repeating and contrasting sections in music**
- 31. **Respond to contrasts and events** in music with:
 - d. **locomotive/ non-locomotive movements**
 - e. **choreographed and non-choreographed**
 - f. **line and circle dances, including traditional folk dances**

CREATION

- 23. Be able to **improvise rhythmic question and answer phrases using a variety of sound sources**
- 24. Be able to **improvise pentatonic melodies and accompaniments**
- 25. Create **rhythmic and melodic motives to enhance literature**
- 32. Create both **4 mm individual and longer whole class compositions** using wholes, halves, quarters, eighths, sixteenths, and their corresponding rests. They can utilize form, instrumentation and added expressive elements to improve their works
- 33. Compose **melodic patterns**
 - a. Final works will utilize la, sol, mi, do, re and will be written on a 5-line staff
- 34. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances using formal/ informal criteria by themselves and others
 - i. With teacher's guidance, collaborate to **develop criteria for evaluation** of music and music performances
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

- 35. Connect music to **other fine arts and disciplines outside the arts**
- 36. Perform and respond to music from **various historical periods and cultures**
- 37. Describe how sounds and music are **used in our daily lives**
- 38. Demonstrate **performance etiquette and appropriate audience behavior**

Fourth Grade Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of B flat to E' using proper singing technique
 - a. Sing simple **accompanied/ unaccompanied melodies**
 - b. Sing with others ~ **rounds, canons, game songs, partner songs, and ostinati**
2. Sing and perform expressively, **following the cues of a conductor**
3. Identify and demonstrate the **solfege syllables do, re, mi, fa, sol, la, (ti), and do** on staff
4. Identify **intervals ~ skip, step, repeat, leap**
5. Identify and demonstrate the **pentatonic scale**
6. Identify and demonstrate **absolute pitch names of the treble staff**
 - a. Read **melodic patterns within a treble staff**
7. Aurally identify **tonal center**
8. Identify and demonstrate an understanding of **major** and **minor**
 - a. Perform simple **major/ minor melodic patterns** with appropriate technique
9. Sing a variety of repertoire including 1 song in a foreign language
10. **Art song FOCUS:** American Revolution and the differing regions, War of 1812

RHYTHM

11. Perform **rhythmic patterns** with appropriate technique using body percussion and a variety of instruments
12. Perform simple body percussion and instrumental parts including an **ostinato while others play or sing contrasting parts**
13. Read **wholes, halves, quarters, eighths, sixteenths, barred eighth to 2 sixteenths, barred 2 sixteenths to one eighth, and their corresponding rests** in singing and speaking where a quarter equals one beat
14. Read and notate **time signature**

TEXTURE

15. Aurally distinguish between **thick/ thin**
16. Aurally distinguish between **various ensembles**
17. Aurally distinguish between **soprano, alto, tenor, bass instruments and voices**

TIMBRE

18. Describe music using correct timbre adjectives **dark/ bright**
19. Identify and classify **classroom, orchestral, American folk instruments, and world instruments by sight and sound**

EXPRESSIVE ELEMENTS

20. Be able to identify and demonstrate understanding of **presto/ largo/ moderato/ allegro/ adagio**

21. Be able to identify and demonstrate understanding of **forte/ piano**
 - a. Be able to identify and demonstrate understanding of **fortissimo/ pianissimo**
 - b. Be able to identify and demonstrate understanding of **crescendo/ decrescendo**
 - c. Be able to identify and demonstrate understanding of **accent marks**
22. Be able to identify and demonstrate understanding of **legato/ staccato**

FORM/ FORMAT

23. Understand repeating and contrasting sections, phrases, and simple formal structures (**AB, ABA, verse/ refrain, rondo, introduction, coda**)
24. Identify and demonstrate an understanding of **measure, bar line, double bar line, repeat sign, coda and 1st and 2nd endings**

EXPERIENCE

39. Distinguish between **repeating and contrasting sections in music**
40. **Respond to contrasts and events** in music with:
 - g. **locomotive/ non-locomotive movements**
 - h. **choreographed and non-choreographed**
 - i. **line and circle dances, including traditional folk dances**

CREATION

41. Be able to **improvise rhythmic question and answer phrases using a variety of sound sources**
42. Be able to **improvise pentatonic melodies and accompaniments**
43. Create **rhythmic and melodic motives to enhance literature**
44. Create both **8 mm individual and longer small group compositions** using wholes, halves, quarters, eighths, sixteenths, and their corresponding rests. They can utilize form, instrumentation and added expressive elements to improve their works
45. Compose **melodic patterns within a treble staff**
46. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances using formal/ informal criteria by themselves and others
 - i. With teacher's guidance, collaborate to **develop criteria for evaluation** of music and music performances
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

47. Connect music to **other fine arts and disciplines outside the arts**
48. Perform and respond to music from **various historical periods and cultures**
49. Describe how sounds and music are **used in our daily lives**
50. Demonstrate **performance etiquette and appropriate audience behavior**

Fifth Grade Benchmarks

PITCH/ MELODY

1. Sing in tune within the range of B flat to E' using proper singing technique
 - a. Sing simple **accompanied/ unaccompanied melodies**
 - b. Sing with others ~ **rounds, canons, game songs, partner songs, and ostinati**
2. Sing and perform expressively, **following the cues of a conductor**
3. Identify and demonstrate the **solfege syllables do, re, mi, fa, sol, la, ti, and do** on staff
4. Identify **intervals ~ skip, step, repeat, leap**
5. Identify **sharp/ flat**
6. Read **melodic patterns within a treble staff**
7. Aurally identify **tonal center**
8. Identify and demonstrate an understanding of **major** and **minor**
 - a. Perform simple **major/ minor melodic patterns** with appropriate technique
9. Sing a variety of repertoire including 1 song in a foreign language
10. **Art song FOCUS:** Civil War, Harlem Renaissance, Jazz Age and beyond

RHYTHM

11. Perform **rhythmic patterns** with appropriate technique using body percussion and a variety of instruments
12. Perform simple body percussion and instrumental parts including an **ostinato while others play or sing contrasting parts**
13. Read **wholes, halves, quarters, eighths, sixteenths, dotted halves, dotted quarters, single eighths, triplets, and their corresponding rests** in singing and speaking where a quarter equals one beat
14. Read and notate **time signature**

TEXTURE

15. Aurally distinguish between **unison/ harmony**
16. Aurally distinguish between **various ensembles**
17. Aurally distinguish between **soprano, alto, tenor, bass instruments and voices**

TIMBRE

18. Describe music using correct timbre adjectives **dark/ bright**
19. Identify and classify **classroom, orchestral, American folk instruments, and world instruments by sight and sound**

EXPRESSIVE ELEMENTS

20. Be able to identify and demonstrate understanding of **presto/ largo/ moderato/ allegro/ adagio**
21. Be able to identify and demonstrate understanding of **accelerando/ ritardando**

22. Be able to identify and demonstrate understanding of **forte/ piano**
 - a. Be able to identify and demonstrate understanding of **fortissimo/ pianissimo**
 - b. Be able to identify and demonstrate understanding of **crescendo/ decrescendo**
 - c. Be able to identify and demonstrate understanding of **accent marks**
 - d. Be able to identify and demonstrate understanding of **legato/ staccato**

FORM/ FORMAT

23. Understand repeating and contrasting sections, phrases, and simple formal structures (**AB, ABA, verse/ refrain, rondo, introduction, coda, theme/ variations**)
24. Identify and demonstrate an understanding of **measure, bar line, double bar line, repeat sign, coda and 1st and 2nd endings**

EXPERIENCE

51. Distinguish between **repeating and contrasting sections in music**
52. **Respond to contrasts and events** in music with:
 - a. **locomotive/ non-locomotive movements**
 - b. **choreographed and non-choreographed**
 - c. **line and circle dances, including traditional folk dances**

CREATION

25. Be able to **improvise melodies, variations, and accompaniments**
26. Create **rhythmic and melodic motives to enhance literature**
53. Create both **8 mm individual and longer small group compositions** using wholes, halves, quarters, eighths, sixteenths, dotted halves, dotted quarters, single eighths, triplets, and their corresponding rests. They can utilize form, instrumentation, text, and added expressive elements to improve their works
54. Compose **melodic patterns within a treble staff**
55. **Present first draft, discuss, edit, and present final composition**
 - **Evaluate** music and musical performances using formal/ informal criteria by themselves and others
 - i. With teacher's guidance, collaborate to **develop criteria for evaluation** of music and music performances
 - **Present** first draft, discuss, edit, and present final composition
 - **Explain** personal preferences for specific musical works using appropriate vocabulary

CONNECTION

27. Connect music to **other fine arts and disciplines outside the arts**
28. Perform and respond to music from **various historical periods and cultures**
29. Describe how sounds and music are **used in our daily lives**
30. Describe various **career paths in music**
31. Demonstrate **performance etiquette and appropriate audience behavior**