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| State |  | Expression | State |  | Creation | State |  | Theory | State |  | Aesthetics | PSD |  | Movement |
| 5.1.1a |  | Perform using 4 part vocal/instrumental rounds, using movement, and speech | 5.2.1a |  | Improvise rhythmic or melodic phrase, focusing on similarities of question and answer, length of phrase, meter, mood, etc. | 5.3.1a |  | Apply vocabulary: largo, moderato, diminuendo, and slur when describing music | 5.4.1a |  | Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works | D.tt |  | Demonstrate a dance, and then identify its basic dance movements |
| 5.1.1b |  | Respond to the conductor for phrasing and dynamics | 5.2.1b |  |  Improvise instrumentally and vocally using I-IV-V in 12 bar blues | 5.3.1b |  | Demonstrate: largo, moderato, diminuendo, and slur using movement, voice, and instruments | 5.4.1b |  | Discuss difference between preference for and quality of musical works | D.uu |  | Perform a dance from memory |
| 5.1.1c |  | Demonstrate proper care of voice and instruments | 5.2.2a |  | Create 8 measure melody on treble staff | 5.3.2a |  | Visually identify line and space notes and notate on bass clef | 5.4.2a |  | Identify and analyze differences in tempo and dynamics in contrasting music selections | D.vv |  | Notate a dance or phrase using basic dance vocabulary |
| 5.1.2a |  | Perform patterns: tika-ti, ti-tika, ti-ta-ti, and ties | 5.2.2b |  | Reproduce notated 8 measure melody from teacher on treble staff | 5.3.2b |  | Aurally identify 12 bar blues form | 5.4.2b |  | Explain how people in a particular culture use and respond to specific musical works from that culture | D.ww |  | Create various group shapes and spatial settings |
| 5.1.2b |  | Perform patterns of major scale |  |  |   | 5.3.3a |  | Aurally and visually identify various world instruments | 5.4.2c |  | Describe the means used to describe images or evoke feelings and emotions in musical works from various cultures | D.xx |  | Identify universal dance themes found throughout the world |
| 5.1.2c |  | Perform I-IV-V in C, F, and G |  |  |  | 5.3.3b |  | Aurally identify soprano, alto, tenor, and bass voices | 5.4.2d |  | Discuss criteria used to make evaluations of musical works and performances | D.yy |  | Recognize the relationship between music and dance when learning dances from around the world |
| 5.1.3a |  | Play and sing notated melodies (12-16 measures) focusing on pitch, rhythm, and expressive qualities |  |  |  | 5.3.3c |  | Aurally identify music from various historical periods and cultures | 5.4.2e |  | Discuss elements of performance in an observational and evaluative way, using appropriate music terminology | D.zz |  | Examine step patterns and use of gestures for social dances using vocabulary |
| 5.1.3b |  | Play and sing simple melodic notation in treble clef in Major and minor keys |  |  |  | 5.3.4a |  | Identify and notate: tika-ti, ti-tika, and ti-ta-ti and ties |  |  |   |  |  |   |
|  |  |  |  |  |  | 5.3.4b |  | Notate 8 beat rhythmic patterns and 4 beat melodic patterns dictated by teacher |  |  |  |  |  |   |
|  |  |  |  |  |  | 5.3.4c |  | Aurally and visually identify I-IV-V in C, F, G |  |  |  |  |  |  |
|  |  |  |  |  |  | 5.3.4d |  | Identify the position of whole and half steps in a major scale |  |  |  |  |  |  |
|  |  |  |  |  |  | 5.3.5e |  | Identify and demonstrate the use of accidentals (sharp, flat, natural) |  |  |  |  |  |  |
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