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| State |  | Expression | State |  | Creation | State |  | Theory | State |  | Aesthetics | PSD |  | Movement |
| 1.1.1a |  | Use head voice to produce a light, clear sound | 1.2.1a |  | Create instrumental and vocal sounds to accompany poems, rhymes, and stories | 1.3.1a1.3.1b |  | Use and demonstrate louder/softer and faster/slower using movement, voice, and instruments | 1.4.1a |  | Participate in music activities that involve sharing, taking turns, and listening respectfully to the ideas of others | D.j |  | Demonstrate control, coordination, balance, and elevation in the basic actions of travel, gesture, bend, turn, jump, stillness, and transference of weight |
| 1.1.1b |  | Maintain steady beat | 1.2.1b |  | Improvise short phrases using sol-mi-la or do-re-mi | 1.3.2a |  | Aurally identify introduction | 1.4.1b |  | Reflect on the performance of others | D.k |  |  Perform movement sequences (leading/following, copying/mirroring, unison/canon, and meeting/parting); and use traveling patterns in space and time |
| 1.1.1c |  | Respond to cues of a conductor for stopping and starting | 1.2.1c |  | Use movement to demonstrate grade level concepts such as dynamic changes, AB form, etc | 1.3.2b |  | Aurally identify phrase | 1.4.1c |  | Demonstrate audience behavior appropriate for the context and style of music performed | D.l |  | Demonstrate good posture and basic joint actions |
| 1.1.2a |  |  Perform 4 beat patterns sol-mi-la or do-re-mi and ta, ti-ti, and ta rest | 1.2.2a |  | Create patterns using known rhythms and pitches | 1.3.2c |  | Aurally and visually identify AB form | 1.4.2a |  | Create movements to music that reflect focused listening | D.m |  | Demonstrate focus and concentration while moving |
| 1.1.2b |  | Play simple patterns | 1.2.2b |  | Use iconic notation in treble staff | 1.3.2d |  | Visually identify staff and repeat signs | 1.4.2b |  | Describe how ideas or moods are communicated through music | D.n |  | Develop one-part movement phrase with a beginning, middle and an end |
|  |  |   |  |  |  | 1.3.3a |  |  Identify pitched and non-pitched instruments using sight and sound | 1.4.3a |  | Identify, discuss, and respond to music written for specific purposes (march, lullaby, holiday) | D.o |  | Demonstrate a basic sense of rhythm in performance |
|  |  |   |  |  |  | 1.3.3b |  | Identify and demonstrate singing, speaking, whispering, and shouting voices | 1.4.3b |  | Use personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying specific labels and cultural and geographical associations | D.p |  |  Differentiate and demonstrate soft/hard, strong/light, smooth/percussive |
|  |  |  |  |  |  | 1.3.4a |  | Demonstrate steady beat, strong/weak beats, difference between beat and rhythm | 1.4.3c |  |  Use appropriate movements in responding to music from various genres, period, and styles (rhythm, melody, form) | D.q |  |  Equate qualities of movements with feelings and moods |
|  |  |  |  |  |  | 1.3.4b |  | Aurally recognize and demonstrate going up/down and sol-mi-la or do-re-mi |  |  |  | D.r |  |  Perform short movement phrases using elements of dance (space, time, energy) |
|  |  |  |  |  |  | 1.3.4c |  | Identify and notate using ta, ti-ti, and ta rest |  |  |  | D.s |  | Experiment with tempo and timing changes (walk and move to beat in different ways) |
|  |  |  |  |  |  | 1.3.4d |  | Discriminate between same/different rhythmic and melodic patterns |  |  |  | D.t |  | Recognize dance is found in all countries in the world |