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| State |  | Expression | State |  | Creation | State |  | Theory | State |  | Aesthetics | PSD |  | Movement |
| 3.1.1a |  | Use correct vocal and instrumental techniques when singing and playing instruments | 3.2.1a |  | Improvise 4 measures within a musical selection | 3.3.1a3.3.1b |  | Apply and demonstrate: pianissimo/fortissimo, largo/allegro, and legato/staccato when describing musical examples | 3.4.1a |  | Use simple terms to describe preferences | D.ff |  | Perform dance in AB, canon, ABA, theme and variation |
| 3.1.1b |  | Recognize and follow conductor’s beat patterns and gestures | 3.2.1b |  | Create short rhythmic and melodic ostinato in question and answer form | 3.3.1c |  | Explain the functions of top number of a time signature in 2, 3, and 4 beats | 3.4.1b |  | Demonstrate how music communicates meaning of text, feelings, personal preferences, etc. | D.gg |  | Dance in time with the music |
| 3.1.1c |  | Perform expressively for peers in a large or small group setting | 3.2.2a |  | Create phrases using learned rhythms and pitches on treble clef | 3.3.2a |  | Visually identify line and space notes and notate pitches on treble clef | 3.4.1c |  | Demonstrate respect for the music preferences and opinions of others | D.hh |  | Identify names of major bones and muscles in movement: spine, pelvis, knees, feet, and abdominals |
| 3.1.1d |  | Play and sing simple notate melodies | 3.2.2b |  | Apply teacher defined criteria to determine accuracy of notation | 3.3.2b |  | Aurally identify questions and answer phrases | 3.4.2a |  | Select and use criteria in making judgments about quality of a musical performance | D.ii |  | Articulate importance of posture and facial expression when communicating and idea in performance |
| 3.1.2a |  | Perform patterns: low sol, low la, do, re, mi, sol, la, high do and tika-tika and dotted half note |  |  |   | 3.3.2c |  | Aurally identify rondo form | 3.4.2b |  | Create appropriate movements to express pitch, tempo, form, and dynamics | D.jj |  |  Demonstrate coordinated movements incorporating head, shoulders, arms, and legs |
| 3.1.2b |  | Perform rhythmic and melodic ostinato in small groups |  |  |  | 3.3.2d |  | Accurately interpret 1st and 2nd endings | 3.4.2c |  | Describe how specific musical elements communicate particular ideas or moods in music | D.kk |  | Identify how body positions such as upright, off-center, and curved can communicate feelings and ideas |
| 3.1.2c |  | Perform a steady beat while contrasting rhythms are being played |  |  |  | 3.3.3a |  | Identify families of instruments visually and aurally | 3.4.2d |  | Explain function of a music synthesizer and some of its capabilities | D.ll |  | Improvise phrases that express feeling, moods, and ideas inspired by stimuli: animals, nature sounds, action words, rhythms, objects, and silence |
| 3.1.2d |  | Perform I-V accompaniments in C, F, and G |  |  |  | 3.3.3b |  | Differentiate male and female voices in choral settings | 3.4.3a |  | Explain how music speaks to every person in unique ways | D.mm |  | Use repetition and variation with space, time, and energy |
|  |  |  |  |  |  | 3.3.4a |  | Identify and demonstrate: low sol, low la, do, re, mi, sol, la, high do | 3.4.3b |  | Develop and articulate an understanding of the aesthetic qualities of music performed or heard | D.nn |  |  Perform dances from other cultures and compare them with space, time, and energy |
|  |  |  |  |  |  | 3.3.4b |  |  Identify and notate tika-tika and dotted half note | 3.4.3c |  | Identify differences and commonalities in music from various cultures |  |  |  |
|  |  |   |  |  |  | 3.3.4c |  | Aurally and visually recognize I-V  | 3.4.3d |  | Discuss reasons that different kinds of music are important to people |  |  |  |
|  |  |  |  |  |  |  |  |  | 3.4.3e |  | Explain purpose of amplifier, microphone, speakers, and how they work with music performance |  |  |  |