

Elementary Music  
Evergreen School District

Performing, creating, and responding to music are fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Further, to participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music.

In the Evergreen School district, music is an essential part of every elementary student's core educational experience. Instruction is designed to align with National and State Standards.

National Standards:

1. Singing, alone and with others, a varied repertoire of music.
2. Playing instruments, alone and with others a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in history and culture.

State Standards:

EALR 1 — Music: The student understands and applies arts knowledge and skills.

- Component 1.1: Understands music concepts and vocabulary.
- Component 1.2: Develops arts (music) skills and techniques.

Component: 1.3- Understands and applies arts (dance, music, theatre, and visual arts) styles from various artists, cultures, and times.)

- Component: 1.4 Apply audience skills in a variety of arts settings and performances for music.

EALR 2 — Music: The student demonstrates thinking skills using artistic processes (of creating, performing/presenting and responding).

- Component 2.1: Applies a creating process in music.
- Component 2.2: Applies a performing process in music.
- Component 2.3: Applies a responding process in music.

EALR 3 — Music: The student communicates through the arts (dance, music, theatre and visual arts).

- Component: 3.1 Uses the arts to express and present ideas and feelings.
- Component: 3.2 Uses the arts to communicate for a specific purpose.
- Component: 3.3 Develops personal aesthetic criteria to communicate artistic choices.

EALR 4 — Music: The student makes connections within and across the arts (dance, music, theatre and visual arts), to other disciplines, life, cultures and work.

- Component: 4.1 Demonstrates and analyzes the connection among the arts disciplines – dance, music, theatre and visual arts.
- Component: 4.2 Demonstrates and analyzes the connection among the arts and other content areas.
- Component: 4.3 Understands how the arts impact and reflect lifelong choices.
- Component: 4.4 Understands how the arts influence and reflect cultures/civilizations, place and time.
- Component: 4.5 Understands how arts knowledge and skills are used in the world of work, including careers in the arts.

The following tables list important concepts within each of the music elements. Grade level expectations are written in student-friendly language. Priority standards are highlighted. *Italicized words* indicate previously introduced skills that are now reinforced.

Beat/Rhythm

K	1	2	3	4	5
I can keep a steady beat	<i>I can keep a steady beat.</i>	<i>I can keep a steady beat.</i>	<i>I can keep a steady beat.</i>	<i>I can keep a steady beat.</i>	<i>I can keep a steady beat.</i>
I can point to pictures that move left to right with a steady beat.	I can tell the difference between beat and rhythm.	<i>I can tell the difference between beat and rhythm.</i>	<i>I can tell the difference between beat and rhythm.</i>	<i>I can tell the difference between beat and rhythm.</i>	<i>I can tell the difference between beat and rhythm.</i>
I can tell the difference between long and short sounds.	I can read and perform quarter notes, 2 eighth notes (paired) and quarter rest.	I can read, write, and perform quarter notes, 2 eighth notes (paired) and quarter rest.	<i>I can read, write, and perform quarter notes, 2 eighth notes (paired) and quarter rest.</i>	<i>I can read, write, and perform quarter notes, 2 eighth notes (paired) and quarter rest.</i>	<i>I can read, write, and perform quarter notes, 2 eighth notes (paired) and quarter rest.</i>
		I understand that a tie can be used to create longer note values and I can read and perform tied quarter notes.	<i>I understand that a tie can be used to create longer note values and I can read and perform tied quarter notes.</i>	<i>I understand that a tie can be used to create longer note values and I can read and perform tied quarter notes.</i>	<i>I understand that a tie can be used to create longer note values and I can read and perform tied quarter notes.</i>
		I can read and perform half notes and half rests.	<i>I can read and perform half notes and half rests, whole notes, whole rests, and dotted half notes.</i>	<i>I can read and perform half notes and half rests, whole notes, whole rests, and dotted half notes.</i>	<i>I can read and perform half notes and half rests, whole notes, whole rests, and dotted half notes.</i>
		I know that a ti-ti can be written as two separate (eighth) notes.	I have experienced simple syncopation by sight and sound.	I can read and perform simple syncopated rhythms.	<i>I can read and perform simple syncopated rhythms.</i>
			I can read and perform sixteenth notes.	<i>I can read and perform sixteenth notes.</i>	<i>I can read and perform sixteenth notes and have experienced combinations of single eighth notes beamed with two sixteenth notes.</i>

Meter

I can move in different ways to match the beat of the music. (Meter Preparation)	<i>I can move in different ways to the beat of the music. (Meter Preparation)</i>	I am beginning to understand that the beat can be grouped into duple and triple meter.	I understand that music can have meter and I try to identify the meter of the music I am listening to.	<i>I understand that music can have meter and I try to identify the meter of the music I am listening to.</i>	<i>I understand that music can have meter, and I try to identify the meter of the music I am listening to.</i>
		I can point to the meter signature in written music.	I can identify and use meter signature and bar lines.	<i>I can identify and use meter signature and bar lines.</i>	<i>I can identify and use meter signature and bar lines.</i>

Pitch/Melody

K	1	2	3	4	5
I can hear the difference between sounds that are high and sounds that are low.	I understand that a staff can be used to show pitch and melody.	<i>I understand that a staff can be used to show pitch and melody.</i>	<i>I understand that a staff can be used to show pitch and melody.</i>	<i>I understand that a staff can be used to show pitch and melody.</i>	<i>I understand that a staff can be used to show pitch and melody.</i>
I tell when sounds are moving upward or downward.	I can see, hear, and perform combinations of the pitches: So/Mi.	I understand that pitches can move by step, skip, leap, and repeat and can identify this on a staff.	<i>I understand that pitches can move by step, skip, leap, and repeat and can identify this on a staff.</i>	<i>I understand that pitches can move by step, skip, leap, and repeat and can identify this on a staff.</i>	<i>I understand that pitches can move by step, skip, leap, and repeat and can identify this on a staff.</i>
I can point to pictures that show the way sounds move in a song.		I can see, hear, and sing and play combinations of the pitches: So/Mi. La/So/Mi La/So/Mi/Do	<i>I can see, hear, sing and play combinations of the pitches: So/Mi. La/So/Mi La/So/Mi/Do La/So/Mi/Re/Do</i>	<i>I can see, hear, sing and play combinations of the pitches: So/Mi. La/So/Mi La/So/Mi/Do La/So/Mi/Re/Do</i>	<i>I can see, hear, and sing and play combinations of the pitches: So/Mi. La/So/Mi La/So/Mi/Do La/So/Mi/Re/Do</i>
			I can improvise using the pentatonic scale.	<i>I can improvise using the pentatonic scale</i>	<i>I can improvise using the pentatonic scale</i>
			I am aware of absolute pitch names for notes on the treble clef staff.	I can name the notes on the treble clef staff.	<i>I can name the notes on the treble clef staff.</i>
				I can read, and play the notes BAG from the treble clef staff on recorder.	I can read and perform simple melodies from notation.
				I can improvise on a recorder.	

Timbre/Tone color

K	1	2	3	4	5
I can tell the difference between a speaking voice and a singing voice.	<i>I can tell the difference between a speaking voice and a singing voice</i>	<i>I can tell the difference between a speaking voice and a singing voice</i>	<i>I can tell the difference between a speaking voice and a singing voice.</i>	<i>I can tell the difference between a speaking voice and a singing voice.</i>	<i>I can tell the difference between a speaking voice and a singing voice.</i>
I can use my speaking and singing voice	<i>I can use my speaking and singing voice</i>	<i>I can use my speaking and singing voice</i>	<i>I can use my speaking and singing voice</i>	<i>I can use my speaking and singing voice</i>	<i>I can use my speaking and singing voice</i>
I understand that different sources make different sounds.	I can name a variety of classroom instruments.	<i>I can name a variety of classroom instruments.</i>	<i>I can name a variety of classroom instruments.</i>	<i>I can name a variety of classroom instruments.</i>	<i>I can name a variety of classroom instruments.</i>
	I can identify a variety of classroom instruments by sound.	<i>I can identify a variety of classroom instruments by sound.</i>	<i>I can identify a variety of classroom instruments by sound.</i>	<i>I can identify a variety of classroom instruments by sound.</i>	<i>I can identify a variety of classroom instruments by sound.</i>
		I can classify classroom instruments into timbre/tone color groups.	I can classify instruments of the orchestra into family groups by sight.	<i>I can classify instruments of the orchestra into family groups by sight.</i>	<i>I can classify instruments of the orchestra into family groups by sight.</i>
			I can tell what family an orchestra instrument belongs to by sound.	<i>I can tell what family an orchestra instrument belongs to by sound.</i>	<i>I can tell what family an orchestra instrument belongs to by sound.</i>
				I can play the recorder with proper tone.	I can name individual instruments of the orchestra by sound.

Texture/Harmony

K	1	2	3	4	5
I can tell when I am hearing only one sound or more than one sound at a time.	<i>I can tell when I am hearing only one sound or more than one sound at a time.</i>	<i>I can tell when I am hearing only one sound or more than one sound at a time.</i>	<i>I can tell when I am hearing only one sound or more than one sound at a time.</i>	<i>I can tell when I am hearing only one sound or more than one sound at a time.</i>	<i>I can tell when I am hearing only one sound or more than one sound at a time.</i>
I can tell when there is accompaniment and no accompaniment.	<i>I can tell when there is accompaniment and no accompaniment.</i>	<i>I can tell when there is accompaniment and no accompaniment.</i>	<i>I can tell when there is accompaniment and no accompaniment.</i>	<i>I can tell when there is accompaniment and no accompaniment.</i>	<i>I can tell when there is accompaniment and no accompaniment.</i>
	I can perform part music. (Ostinato) (Simple Bordun)	I can perform part music. (Ostinato) (Simple Bordun) (Broken Bordun)	I can perform part music. (Ostinato) (Simple Bordun) (Broken Bordun) (Cross-over bordun)	I can perform part music. (Ostinato) Simple Bordun) (Broken Bordun) (Cross-over Bordun) (Level moving Bordun)	I can perform part music. (Ostinato) (Simple Bordun) (Broken Bordun) (Cross-over Bordun) (Level Moving Bordun)
			I can sing and play 2 part rounds	I can sing and play 2 and 3 part rounds	<i>I can sing and play 2 and 3 part rounds</i>
			I can sing partner songs.	<i>I can sing partner songs.</i>	<i>I can sing partner songs.</i>

## Form

K	1	2	3	4	5
I can echo phrases.	<i>I can echo phrases</i>	<i>I can echo phrases.</i>	<i>I can echo phrases</i>	<i>I can echo phrases.</i>	<i>I can echo phrases.</i>
I can hear, sing, play, and/or move to different sections within a piece of music.	<i>I can sing, play, and move to different sections within a piece of music.</i>	<i>I can sing, play, and move to different sections within a piece of music.</i>	<i>I can sing, play, and move to different sections within a piece of music.</i>	<i>I can sing, play, and move to different sections within a piece of music.</i>	<i>I can sing, play, and move to different sections within a piece of music.</i>
	I understand and can hear the difference between verse and refrain (chorus).	<i>I understand and can hear the difference between verse and refrain (chorus).</i>	<i>I understand and can hear the difference between verse and refrain (chorus).</i>	<i>I understand and can hear the difference between verse and refrain (chorus).</i>	<i>I understand and can hear the difference between verse and refrain (chorus).</i>
	I can hear, sing, play, and/or move to music that has AB and ABA form.	<i>I can hear, sing, play, and/or move to music that has AB and ABA form.</i>	<i>I can hear, sing, play, and/or move to music that has AB, ABA, and rondo form.</i>	<i>I can hear, sing, play, and/or move to music that has AB, ABA, and rondo form.</i>	<i>I can hear, sing, play, and/or move to music that has AB, ABA, and rondo form.</i>
		I can perform rhythmic Questions and Answers.	<i>I can perform rhythmic Questions and Answers.</i>	<i>I can perform rhythmic and melodic Question and Answers.</i>	<i>I can perform rhythmic and melodic Question and Answers.</i>

## Understanding musical terms and symbols that relate to form.

K	1	2	3	4	5
		I understand that musical terms and symbols tell me how to navigate within a piece of music. (ie Repeat signs).	<i>I understand that musical terms and symbols tell me how to navigate within a piece of music. (ie. Repeat signs, introduction, interlude, Coda, 1<sup>st</sup> and 2<sup>nd</sup> endings).</i>	<i>I understand that musical symbols tell me how to navigate within a piece of music. (ie. Repeat signs, introduction, interlude, Coda, 1<sup>st</sup> and 2<sup>nd</sup> endings).</i>	<i>I understand that musical symbols tell me how to navigate within a piece of music. (ie. Repeat signs, introduction, interlude, Coda, 1<sup>st</sup> and 2<sup>nd</sup> endings).</i>

Expression  
Dynamics

K	1	2	3	4	5
I can tell the difference between loud and soft sounds.	<i>I can tell the difference between loud and soft sounds.</i>	I understand and use the words piano and forte when hearing and performing loud and soft sounds.	<i>I understand and use the words piano and forte when hearing and performing loud and soft sounds.</i>	<i>I understand and use the words piano and forte when hearing and performing loud and soft sounds.</i>	<i>I understand and use the words piano and forte when hearing and performing loud and soft sounds.</i>
I can play instruments and/or sing loudly and softly when asked.	I can play instruments and/or sing loudly and softly when asked.		I understand and use the words and symbols for crescendo/decesendo.	<i>I understand and use the words and symbols for crescendo/decesendo.</i>	<i>I understand and use the words and symbols for crescendo/decesendo.</i>
				I am familiar with the terms pp, mp, mf, ff	<i>I am familiar with the terms pp, mp, mf, ff</i>

Tempo

K	1	2	3	4	5
		I understand that tempo is the speed of the beat.	<i>I understand that tempo is the speed of the beat</i>	<i>I understand that tempo is the speed of the beat.</i>	<i>I understand that tempo is the speed of the beat</i>
I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.	<i>I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.</i>	<i>I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.</i>	<i>I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.</i>	<i>I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.</i>	<i>I can hear, sing, play, and move to music that is fast or slow and to music that changes tempo.</i>

Style

K	1	2	3	4	5
I have experienced different styles of music.	<i>I have experienced and can recognize different styles of music.</i>	<i>I have experienced and can recognize different styles of music.</i>	<i>I have experienced and can recognize different styles of music.</i>	<i>I have experienced and can recognize different styles of music.</i>	<i>I have experienced and can recognize different styles of music.</i>
I can listen to music to discover how music elements are used within different styles of music.	<i>I can listen to music to discover how music elements are used within different styles of music.</i>	<i>I can listen to music to discover how music elements are used within different styles of music.</i>	<i>I can listen to music to discover how music elements are used within different styles of music.</i>	<i>I can listen to music to discover how music elements are used within different styles of music.</i>	<i>I can listen to music to discover how music elements are used within different styles of music.</i>

Understands how the arts influence and reflect cultures/civilizations, place and time. (Written to align with Washington State Social Study EARLs.)

K	1	2	3	4	5
I can talk about how music is used at my school.	<i>I can talk about how music is used at my school.</i>	<i>I can talk about how music is used at my school.</i>	<i>I can talk about how music is used at my school.</i>	<i>I can talk about how music is used at my school.</i>	<i>I can talk about how music is used at my school.</i>
	I can talk about how my family and other families use music.	<i>I can talk about how my family and other families use music.</i>	<i>I can talk about how my family and other families use music.</i>	<i>I can talk about how my family and other families use music.</i>	<i>I can talk about how my family and other families use music.</i>
		I can talk about how music is used in my community and also about how music is used in communities that are far away.	<i>I can talk about how music is used in my community and also about how music is used in communities that are far away.</i>	<i>I can talk about how music is used in my community and also about how music is used in communities that are far away.</i>	<i>I can talk about how music is used in my community and also about how music is used in communities that are far away.</i>
			I can talk about the music from many cultures in our world and the various things that influence it.	<i>I can talk about the music from many cultures in our world and the various things that influence it.</i>	<i>I can talk about the music from many cultures in our world and the various things that influence it.</i>
				I can talk about music that reflects Washington state.	<i>I can talk about music that reflects Washington state.</i>
					I can talk about the music that reflects the United States.