

**Vertical Alignment
Creative Expression**

Kinder	1st	2nd	3rd	4th	5th
<p>Creative Expression: The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to</p>					
(1) (A) sing or play classroom instruments independently or in groups	(1) (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(1) (A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns independently or in groups.	(1) (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups	(1) (A) sing and play classroom instruments with accurate intonation and rhythm, independently or in groups	(1) (A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm
(1) (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(1) (B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(1) (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.	(1) (B) sing or play a varied repertoire of music such as American folk songs and folk song representative of local cultures independently or in groups.	(1) (B) sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.	(1) (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.
(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor skills and integrated movement such as hands and feet moving together (D) perform various folk dances and play parties	(1) (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor skills and integrated movement such as hands and feet moving together (D) perform various folk dances and play parties

**Vertical Alignment
Creative Expression**

Kinder	1st	2nd	3rd	4th	5th
(1) (D) perform simple part-work, including beat versus rhythm	(1) (D) perform simple part work, including beat versus rhythm, rhythmic ostinati, and vocal exploration	(1) (D) perform simple part work, including rhythmic ostinati, and vocal exploration such as singing, speaking and chanting	(1) (D) perform simple part work, including rhythmic and melodic ostinati derived from known repertoire	(1) (E) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	(1) (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies
(1) (E) perform music using louder/softer and faster/slower	(1) perform music using tempo, including allegro/largo and dynamics, including forte/piano	(1) (E) perform music using tempo, including presto, moderato, and andante, and dynamics including fortissimo and pianissimo	(1) (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(1) (F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(1) (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound
Creative Expression: the student creates and explores new musical ideas. The student is expected to					
	(2) (A) create short rhythmic patterns using known rhythms	(2) (A) Create rhythmic phrases using known rhythms	(2) (A) create rhythmic phrases through improvisation or composition	(2) (A) create rhythmic phrases through improvisation or composition	(2) (A) create rhythmic phrases through improvisation or composition
	(2) (B) create short melodic patterns using known pitches	(2) (B) create melodic phrases using known pitches	(2) (B) create melodic phrases through improvisation or composition	(2) (B) create melodic phrases through improvisation or composition	(2) (B) create melodic phrases through improvisation or composition
	(2) (C) explore new musical ideas using singing voice and classroom instruments	(2) (C) explore new musical ideas in phrases using singing voice and classroom instruments	(2) (C) create simple accompaniments through improvisation or composition	(2) (C) create simple accompaniments through improvisation or composition	(2) (C) create simple accompaniments through improvisation or composition