

**Vertical Alignment
Critical Evaluation and Response**

Kinder	1st	2nd	3rd	4th	5th
Critical Evaluation and Response: The student listens to, responds to, and evaluates music and musical performances. The student is expected to					
(1) (A) identify and demonstrate appropriate audience behavior during live or recorded performances	(1) (A) identify and demonstrate appropriate audience behavior during live or recorded performances	(1) (A) begin to practice appropriate audience behavior during live or recorded performances	(1) (A) exhibit audience etiquette during live and recorded performances	(1) (A) exhibit audience etiquette during live and recorded performances	(1) (A) exhibit audience etiquette during live and recorded performances
(1) (B) identify steady beat in musical performances	(1) (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(1) (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(1) (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	(1) (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	(1) (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
(1) (C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(1) (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(1) (C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(1) (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary	(1) (C) describe specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary	(1) (C) describe specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary
	(1) (D) respond verbally or through movement to short musical examples	(1) (D) respond verbally or through movement to short musical examples	(1) (D) respond verbally and through movement to short musical examples	(1) (D) respond verbally and through movement to short musical examples	(1) (D) respond verbally and through movement to short musical examples
			(1) (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary	(1) (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary	(1) (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria
				(1) (F) justify personal preferences for specific music works and styles using music vocabulary	(1) (F) justify personal preferences for specific music works and styles using music vocabulary