

**Vertical Alignment**  
**Foundations: Music Literacy**

Kinder	1st	2nd	3rd	4th	5th
<b>(1) Foundations: music literacy.</b> The student describes and analyzes musical sound. The student is expected to:					
(1) (A) identify the difference between singing, speaking inner voice, whispering, and calling voices, (B) the timbre of adult and child singing voices and (C) the timbre of instrument families	(1) (A) identify the known five voices and adult/children singing (B) identify visually and aurally the instrument families	(1) (A) identify choral voices, including unison versus ensemble (B) identify instruments visually and aurally	(1) (A) Categorize and explain a variety of musical sounds, including those of children and adults (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures	(1) (A) categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	(1) (A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto tenor and bass adult voices (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
	(1) [C] use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(1) (C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(1) (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano, and mezzo forte, to identify musical sounds presented aurally	(1) (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally	(1) (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain music sounds presented aurally
	(1) (D) Identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns	(1) (D) identify and label simple small forms such as aaba and abac	(1) (D) identify and label small and large musical forms such as abac, ab, and aba presented aurally in simple songs and larger works	(1) (D) Identify and label small and large musical forms such as abac, ab, aba, and Rondo presented aurally in simple songs and larger works	(1) (D) identify and label small and large musical forms such as abac, ab, aba, Rondo, and Theme and Variations presented aurally in simple songs and larger works.

**Vertical Alignment**  
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<p><b>Foundations: music literacy</b> The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write and reproduce musical examples. The student is expected to</p>					
<p>(1) (D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances</p>	<p>(2) (A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rest</p>	<p>(2) (A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest</p>	<p>(2) (A) read, write and reproduce music notation using standard notation including four sixteenth notes, whole notes, whole rest, and previously learned note values in 2/4 and 4/4 meters as appropriate</p>	<p>(2) (A) read, write and reproduce rhythmic patterns using standard notation including separated eighth notes, eight - and sixteenth note combinations, dotted half notes, and previously learned note values in 2/4, 4/4, 3/4 meters as appropriate</p>	<p>(2) (A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>
<p>(1) ( C) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation</p>	<p>(2) (B) read, write and reproduce melodic patterns, including three tones from the pentatonic scale</p>	<p>(2) (B) read, write and reproduce pentatonic melodic patterns using standard notation</p>	<p>(2) (B) read, write and reproduce extended pentatonic melodic patterns using standard staff notation</p>	<p>(2) (B) read, write and reproduce extended pentatonic melodic patterns using standard staff notation</p>	<p>(2) (B) read, write and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>
		<p>(2) ( C) read, write and reproduce basic music terminology, including allegro/largo and forte/piano</p>	<p>(2) ( C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(2) ( C) identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato</p>	<p>(2) ( C) identify and interpret new and previously learned music symbols and terms referring to tempo including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>