



I Can...

Kindergarten

- perform a steady beat.
- write music to play later.
- perform a personal composition for my classmates.
- recognize big differences in Music.
- reflect on performance areas I can improve.
- express the emotions of the music.
- demonstrate audience and performer etiquette.
- use a steady beat within Music.
- recognize how Tempo and Dynamics affect Music.
- make connections between music and other subjects.

1st Grade

- create music with long and short sounds.
- write music and perform it later.
- perform a personal composition for my classmates.
- verbalize understanding of contrasts in music.
- read, speak, clap, and play rhythm patterns.
- reflect on performance areas I can improve.
- express emotions of Music as I perform for an audience.
- demonstrate audience and performer etiquette.
- demonstrate steady beat and melodic shape in Music.
- recognize how Tempo and Dynamics affect Music.
- make connections between music and other subjects.

2nd Grade

- create music with grade level notes and rhythms.
- write music and perform it later.
- perform a personal composition for my classmates.
- use music vocabulary to describe music.
- read, speak/sing, clap, and play rhythm and melody patterns.
- reflect on performance areas I can improve.
- vocally demonstrate the emotions of a Music selection.
- demonstrate audience and performer etiquette.
- demonstrate steady beat, melody, and rhythms in Music.
- recognize how tempo and dynamics affect Music.
- Make connections between Music and other subjects.



3rd Grade

- create music for a specific situation.
- write Music on a Staff to perform later.
- perform a personal composition in class, and explain the piece.
- use vocabulary to describe Music form/pattern.
- read, speak, clap, sing, and play rhythm/melody patterns
- use teacher guidelines to write/reflect on performance areas I can improve.
- vocally demonstrate the emotions of a Music selection.
- demonstrate audience and performer etiquette.
- describe Music's structure, and how it conveys emotion.
- recognize how Tempo and Dynamics affect Music.
- make connections between music and other subjects.

4th Grade

- create music for a specific situation.
- write melody with harmony on a staff to perform later.
- perform a personal composition in class/explain the piece.
- use music vocabulary to describe aspects of a melody in Music.
- read, speak, clap, sing, and play rhythm/melody patterns.
- use teacher guidelines to write/reflect on performance areas I can improve.
- explain how musical concepts can determine emotions of a piece to be performed.
- demonstrate audience and performer etiquette.
- describe Music's structure, and how it conveys emotion.
- recognize how Tempo, Dynamics, and Timbre affect Music.
- make connections between music and other subjects.

5th Grade

- create music for a specific situation.
- write a melody and chords on a staff to perform later.
- perform a personal composition in class, and explain the piece.
- use music vocabulary to describe aspects of the melody and harmony in Music.
- read, speak, sing, clap, and play music written in traditional octavos or instrumental repertoire.
- use teacher guidelines to write/reflect on performance areas I can improve.
- demonstrate audience and performer etiquette.
- describe Music's structure, and how it conveys emotion.
- recognize how Tempo, Dynamics, Timbre, and Articulation affect Music.
- make connections between music and other subjects.