

Foundation 1: Perceive and analyze artistic work.

Standard Kindergarten	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
K.GM.R1.A With guidance, list personal interests and experiences explaining musical preference.	What they like and why	Cross-curricular Describe why they like something.	I can use music words to talk about the music I like.  I can describe music that I like.

Elementary Music: Respond

Standard First Grade	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
<p>1.GM.R1.A With limited guidance, identify and explain how personal interests and experience influence musical selection.</p>	<p>Why they like what they like</p>	<p>Explain why</p> <p>Relate what their hearing to their experiences.</p>	<p>I can explain why I like the music I choose to listen to.</p>
<p>1.GM.R1.B With limited guidance, demonstrate music concepts (such as steady beat or singing voice) in various styles of music.</p>	<p>Steady beat Rhythm (ta, ti-ti, rest) Melody (so, mi, la) Singing</p>	<p>Demonstrate</p> <p>Performing different genres of music</p> <p>Show that they can do the same skills in the elements of music with various genres.</p>	<p>I can show when I hear the steady beat.(various elements of music)</p>

Elementary Music: Respond

Standard Second Grade	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
<p>2.GM.R1.A Identify and explain how personal interests and experience influence musical selection; list and explain personal musical interests.</p> <p>2.GM.R1.B Describe how specific music concepts are used to support a specific purpose in music; demonstrate and identify how specific musical concepts are used in various styles of music (such as meter and timbre).</p>	<p>Personal musical experience</p> <p>Loud, soft Fast, slow High, low</p> <p>Meter Rhythm Melody Orchestral Instruments Tempo</p>	<p>Identify and explain how Experience List and explain</p> <p>Describe Demonstrate and identify</p>	<p>I can explain why I like the music I hear (or listen to).</p> <p>I can list the types of music I like. I can explain why I like them.</p> <p>I can describe and explain the elements of music in different songs. I can describe (tempo, dynamics, melody) in a song(s).</p> <p>I.e. I can describe how the tempo and dynamics are used in a lullaby.</p>

Elementary Music: Respond

Standard Third Grade	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
<p>3.GM.R1.A Demonstrate and describe how selected music connects to, and is influenced by, specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).</p> <p>3.GM.R1.B Using movement, manipulatives, and/or pictorial representation, demonstrate and describe how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).</p>	<p>Selected music</p> <p>Meter Rhythm Melody Orchestra Instruments Tempo Form Genre</p>	<p>Demonstrate Describe Connect</p> <p>Use movement Use manipulatives Use pictorial representation Demonstrate and describe</p>	<p>I can explain how the song connects to my interests/experience.</p> <p>I can explain how the music is influenced by culture/history/events.</p> <p>I can move to the meter.</p> <p>I can move to show the form of music.</p> <p>I can show the melody with body signs.</p> <p>I can show the shape of the melody with manipulatives.</p> <p>I can build a rhythm with manipulatives.</p> <p>I can describe why instrument families were used in different sections???. Someone fix this.</p>

## Elementary Music: Respond

<p>3.GM.R1.C Describe a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).</p>	<p>Elements of Music.... (as previously listed....)</p> <p>Music vocabulary</p>	<p>Describe a listening example Use characteristics from T Describe characteristics of style from different regions, nations, globe</p>	<p>I can use music vocabulary to describe music.</p> <p>I can describe how music from different regions are different.</p>
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Elementary Music: Respond

Standard Fourth Grade	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
<p>4.GM.R1.A Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).</p>	<p>Specific interests/experience Purpose of selected music</p>	<p>Demonstrate and explain (not just music, but different experiences)</p>	<p>I can describe something interesting about the song?</p> <p>I can choose music for different occasions (i.e. would you use Jingle Bells to select music for your birthday party in July?)</p>
<p>4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).</p>	<p>Meter Rhythm Melody Orchestra Instruments Tempo Form Genre</p>	<p>Demonstrate Explain</p>	<p>I can show the form of the music with different movements/motions.</p> <p>I can explain how the timbre is used to represent something (character, mood, place, etc). (i.e. Peter and the Wolf type things)</p>

## Elementary Music: Respond

<p>4.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>	<p>Elements of Music.... (as previously listed....)</p> <p>Music vocabulary</p>	<p>Describe a listening example Use characteristics from T Describe characteristics of style from different regions, nations, globe</p>	<p>I can use music vocabulary to describe music.</p> <p>I can describe how music from different regions are different.</p>
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Elementary Music: Respond

Standard Fifth Grade	What Students Need to Know (Concept)	What students are able to do (Skills)	Student Friendly Language
<p>5.GM.R1.A Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>5.GM.R1.B Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).</p>			



## Elementary Music: Respond

<p>5.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p>			
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