

3rd – 5th Grade Music Vertical Alignment

3 rd Grade		4 th Grade		5 th Grade	
<p>3.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(A) Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures.</p> <ul style="list-style-type: none"> • Distinguish and categorize voices in children's performing groups and adult performing groups. • Distinguish and categorize instruments in band, orchestra and folk ensembles. • Distinguish and categorize acoustic and digital keyboards. 	<p>4.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(A) Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard and electronic instruments; and instruments from various cultures.</p> <ul style="list-style-type: none"> • Distinguish and categorize voices in children's performing groups and adult performing groups, including small ensembles (duet, trio, quartet, quintet). • Distinguish and categorize instruments in band, orchestra and folk ensembles including small ensembles (duet, trio, quartet, quintet). • Distinguish and categorize acoustic and digital keyboards. 	<p>5.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(A) Distinguish among a variety of musical timbres.</p> <ul style="list-style-type: none"> • Recognize and distinguish characteristic vocal and instrumental timbres from various cultures in assorted types of performances.
<p>3.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(B) Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances.</p> <ul style="list-style-type: none"> • Use a system for writing/reading music notes • Use district-approved rhythm syllables • Recognize and label the music staff including meter, tempo markings (adagio and moderato) and dynamics (pp, ff, and <>). 	<p>4.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(B) Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.</p> <ul style="list-style-type: none"> • Use a system for writing/reading the extended pentatonic scale: low so-low la-do-re-mi-so-la-high do. • Use rhythm syllables (using district approved Kodaly system). • Recognize and label the treble clef and the parts of the music staff including meter (3/4), tempo markings (largo), dynamics (mp, mf), and 	<p>5.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.</p>	<p>(B) Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances.</p> <ul style="list-style-type: none"> • Use a system for writing/reading the diatonic scale: low so-low la-do-re-mi-fa-so-la-ti-high do. • Use rhythm syllables (using district approved Kodaly system). • Recognize and label the treble clef and the parts of the music staff including the meter (6/8), tempo markings (ritardando, accelerando), dynamics,

			vocal/instrumental groupings.		composers, styles, and vocal/instrumental groupings.
3.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.	(C) Identify music forms presented aurally such as AB, ABA, and rondo. <ul style="list-style-type: none"> Label known forms (AB and ABA). Identify contrasting section to "A" or "B" as "C". 	4.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.	(C) Identify music forms presented aurally such as AB, ABA, and rondo. <ul style="list-style-type: none"> Identify known musical forms (AB, ABA, ABC). Label alternating form Rondo. 	5.1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry.	(C) Identify a variety of music forms such as AB, ABA, rondo, and theme and variations. <ul style="list-style-type: none"> Identify known musical forms (AB, ABA, Rondo). Identify theme in Theme and Variations. Distinguish variations using comparatives (faster/slower, etc...).
3.2.1 Creative performance/ expression. The student performs a varied repertoire of music.	(A) Sing or play a classroom instrument independently or in groups. <ul style="list-style-type: none"> Sing/play songs independently and/or in a group within an octave range. 	4.2.1 Creative performance/ expression. The student performs a varied repertoire of music.	(A) Sing or play a classroom instrument independently or in groups. <ul style="list-style-type: none"> Sing/play songs independently and/or in a group in various keys and ranges. 	5.2.1 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.	(A) Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques. <ul style="list-style-type: none"> Demonstrate proper breathing, posture and appropriate articulation while performing independently or in a group.
3.2.1 Creative performance/ expression. The student performs a varied repertoire of music.	(B) Sing songs from diverse cultures and styles or play such songs on a musical instrument. <ul style="list-style-type: none"> Write patterns using sixteenth-notes, whole notes, and whole rests, in addition to previously learned rhythms. Write simple pentatonic melodies using so-mi-la-do-re. 	4.2.1 Creative performance/ expression. The student performs a varied repertoire of music.	(B) Sing songs from diverse cultures and styles or play such songs on a musical instrument. <ul style="list-style-type: none"> Sing songs from diverse cultures. Play music from diverse cultures with instruments (pitched and un-pitched). 	5.2.1 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.	(B) Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures. <ul style="list-style-type: none"> Read and sing various styles of music from diverse cultures. Read and perform music from diverse cultures on available instruments.
				5.2.1 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.	(C) Demonstrate appropriate small- and large- ensemble performance techniques during formal and informal concerts. <ul style="list-style-type: none"> Demonstrate balance, blend and intonation within section and between sections. Respond to conductor's gestures. Demonstrate proper stage etiquette.

<p>3.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(A) Sing or play a classroom instrument independently or in groups.</p> <ul style="list-style-type: none"> • Read pentatonic melodies using so-mi-la-do-re. 	<p>4.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(A) Read and write music notation, using a system (letters, numbers, syllables).</p> <ul style="list-style-type: none"> • Read and notate extended pentatonic melodies adding low so-low la-high do. • Identify absolute pitches on the treble staff. 	<p>5.2.2 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>(A) Read standard notation.</p> <ul style="list-style-type: none"> • Read pentatonic and diatonic melodies, including fa and ti, in 2/4, 3/4, and 4/4, using previously learned note values. • Identify absolute pitch names on the treble staff. • Identify and recognize the Grand Staff.
<p>3.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(B) Sing or play a classroom instrument independently or in groups.</p> <ul style="list-style-type: none"> • Write patterns using sixteenth notes, whole notes, and whole rests, in addition to previously learned rhythms. • Write simple pentatonic melodies using so-mi-la-do-re. 	<p>4.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(B) Incorporate basic rhythmic patterns in simple meters in musical compositions.</p> <ul style="list-style-type: none"> • Read and write simple music in 2/4, 3/4, and 4/4 meters, using sixteenth and eighth note combinations, syncopation (eighth-quarter-eighth), dotted quarter-eighth. 	<p>5.2.2 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>(B) Use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated).</p> <ul style="list-style-type: none"> • Write simple rhythmic and melodic patterns using known rhythms and pitches.
<p>3.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(C) Read and write music that incorporates basic rhythmic patterns in simple meters.</p> <ul style="list-style-type: none"> • Read and notate rhythm patterns in 2/4 and 4/4 meters using sixteenth notes, whole notes, and whole rests, in addition to previously learned rhythms. 	<p>4.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(C) Identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.</p> <ul style="list-style-type: none"> • Identify and interpret the following music symbols and terms: dynamics (p, mp, mf, f), tempo (allegro, andante and largo). 	<p>5.2.2 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>(C) Read and write music that incorporates rhythmic patterns in various meters.</p> <ul style="list-style-type: none"> • Read and notate music in 2/4, 3/4 and 4/4 meters.

<p>3.2.2 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(D) Identify music symbols and terms referring to dynamics and tempo.</p> <ul style="list-style-type: none"> Identify and interpret the following music symbols and terms: dynamics (p and f), tempo. 			<p>5.2.2 Creative performance/ expression. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.</p>	<p>(D) Identify music symbols and terms referring to dynamics, tempo, and articulation.</p> <ul style="list-style-type: none"> Identify and interpret the following music symbols: dynamics (crescendo, decrescendo, pp through ff), tempo (allegro, andante, largo, ritardando, and accelerando), and articulation (staccato and legato).
<p>3.2.3 Creative performance/ expression. The student creates and arranges music within specified guidelines.</p>	<p>(A) Create rhythmic phrases.</p> <ul style="list-style-type: none"> Create rhythmic phrases using sixteenth notes, whole notes, and whole rests, in addition to other known rhythms. 	<p>4.2.3 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(A) Create rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> Create rhythmic/melodic phrases by using known rhythms and tones of the extended pentatonic scales. 	<p>5.2.3 Creative performance/ expression. The student creates and arranges music within specified guidelines.</p>	<p>(A) Create rhythmic and melodic phrases.</p> <ul style="list-style-type: none"> Create rhythmic/melodic phrases by using known tones and rhythms with diatonic scales.
<p>3.2.3 Creative performance/ expression. The student creates and arranges music within specified guidelines.</p>	<p>(B) Create melodic phrases. Create simple melodic patterns using so-mi-la-do-re;</p> <ul style="list-style-type: none"> Perform the patterns created by singing or playing pitched instruments. Echo-sing 8-beat melodic patterns. Improvise 8-beat melodic patterns in question/answer format. 	<p>4.2.3 Creative performance/ expression. The student reads and writes music notation.</p>	<p>(B) Create simple accompaniments.</p> <ul style="list-style-type: none"> Compose or arrange non-pitched percussion or body percussion accompaniments. Compose or arrange music accompaniments for available instruments. 	<p>5.2.3 Creative performance/ expression. The student creates and arranges music within specified guidelines.</p>	<p>(B) Create/arrange simple accompaniments.</p> <ul style="list-style-type: none"> Compose or arrange non-pitched percussion or body percussion accompaniments. Compose or arrange music specifically for Orff instrument accompaniments.
<p>3.3.1 Historical/ cultural. The student relates music to history, to society, and to culture.</p>	<p>(A) Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p> <ul style="list-style-type: none"> Identify aurally presented excerpts of music representing two or more of the following: art, popular, and folk music. 	<p>4.3.1 Historical/ cultural. The student relates music to history, to society, and to culture.</p>	<p>(A) Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p> <ul style="list-style-type: none"> Identify aurally presented excerpts of music representing three or more of the following: art, popular, and folk music. 	<p>5.3.1 Historical/ cultural. The student relates music to history, to society, and to culture.</p>	<p>(A) Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures.</p> <ul style="list-style-type: none"> Identify aurally presented excerpts of music representing three or more of the following: art, popular, and folk music.

<p>3.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(B) Perform music and movement from diverse cultures.</p> <ul style="list-style-type: none"> Perform songs and musical games from a variety of cultures including North and South America, Native American, African American, Asian American and Mexican American. 	<p>4.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(B) Perform music and movement from diverse cultures.</p> <ul style="list-style-type: none"> Sing, play and move to music from a variety of cultures including North and South America, Native American, African American, Asian American and Mexican American. 	<p>5.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(B) Describe various music vocations and avocations.</p> <ul style="list-style-type: none"> Describe the purpose and roles of music vocations/avocations such as singer, instrumentalist, composer, conductor, and other music professions.
<p>3.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(C) Describe relationships between music and other subjects.</p> <ul style="list-style-type: none"> Identify the relationship between music, visual arts, dance, theatre, and core subjects. 	<p>4.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(C) Perform music representative of American and Texas heritage.</p> <ul style="list-style-type: none"> Perform "Texas Our Texas", "The Star Spangled Banner", and other American and Texas songs. 	<p>5.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(C) Perform music and movement from diverse cultures.</p> <ul style="list-style-type: none"> Perform songs and movement from diverse cultures.
		<p>4.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(D) Identify connections between music and the other fine arts.</p> <ul style="list-style-type: none"> Identify the relationship between music, visual arts, dance and theatre. 	<p>5.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(D) Perform music representative of American and Texas heritage.</p> <ul style="list-style-type: none"> Perform "Texas Our Texas", "The Star Spangled Banner", and other American and Texas songs.
				<p>5.3.1 Historical/cultural. The student relates music to history, to society, and to culture.</p>	<p>(E) Perform music and movement from diverse cultures.</p> <ul style="list-style-type: none"> Identify relationship from visual arts, dance and theatre to concepts taught in music.
<p>3.4.1 Response/evaluation The student responds to and evaluates music and musical performance.</p>	<p>(A) Define basic criteria for evaluating musical performances.</p> <ul style="list-style-type: none"> Define basic criteria for evaluating the accuracy or effectiveness of steady beat, rhythmic proficiency, intonation, appropriate tempo and dynamics in musical performances. 	<p>4.4.1 Response/evaluation The student responds to and evaluates music and musical performance.</p>	<p>(A) Apply basic criteria in evaluating musical performances and compositions.</p> <p>Use basic criteria for evaluating the accuracy or effectiveness of rhythm, melody, tempo and dynamics in oral and/or written performance evaluations.</p> <p>Use specific criteria for evaluating the use of rhythm, melody, form, tempo and dynamics in musical compositions in oral and/or written compositional evaluations.</p>	<p>5.4.1 Response/evaluation The student responds to and evaluates music and musical performance.</p>	<p>(A) apply criteria in evaluating musical performances and compositions.</p> <ul style="list-style-type: none"> Use specific criteria for evaluating the accuracy or effectiveness of rhythm, melody, stylistic interpretation, expressive qualities, ensemble skills and performance demeanor in oral and/or written performance evaluations. Use specific criteria for evaluating the use of rhythm,

					melody, harmony, timbre, tempo and dynamics in musical compositions in oral and/or written evaluations.
3.4.1 Response/evaluation The student responds to and evaluates music and musical performance.	(B) Exhibit audience etiquette during live performances. <ul style="list-style-type: none"> Sit still and quiet during live performances of moderate length. Respond to live performances of moderate length at the appropriate time with applause. 	4.4.1 Response/evaluation The student responds to and evaluates music and musical performance.	(B) Justify, using music terminology, personal preferences for specific music works and styles. <ul style="list-style-type: none"> Justify personal preferences for specific music works and styles using known music terminology related to rhythm, melody, timbre, form, style and expressive qualities in oral and/or written statements. 	5.4.1 Response/evaluation The student responds to and evaluates music and musical performance.	(B) Evaluate, using music terminology, personal preferences. <ul style="list-style-type: none"> Discuss personal musical preferences using known musical terminology related to rhythm, melody, harmony, timbre, form, style, expressive qualities, ensemble skill and performance demeanor in oral and/or written form.
		4.4.1 Response/evaluation The student responds to and evaluates music and musical performance.	(C) Practice concert etiquette as an actively involved listener during live performances. <ul style="list-style-type: none"> Sit quietly and focus on the performer during varied live performances. Respond to varied live performances at the appropriate time with applause. 		