

Bonduel School District

Elementary Music Learning Targets

Kindergarten Learning Targets

Singing

1. I/D/M - TLW demonstrate different types of voices including singing, talking, shouting, whispering, and humming.
2. I/D - TLW demonstrate pitch matching through echoing short phrases.

Instrumental

1. I/D/M - TLW demonstrate steady beat using classroom instruments and body movement.
2. I/D/M - TLW play classroom instruments while following rhythm band charts.

Read and Notate

1. I/D - TLW demonstrate reading left to right and top to bottom following a musical score.
2. I - TLW read, notate, and identify notes of the treble clef.
3. I - TLW identify the music terminology and symbols: staff and treble clef.
4. I - TLW identify how notes move by steps, skips and repeats.

Composition

1. I - TLW supplement new words to a familiar song.

Analysis

1. I - TLW demonstrate loud/soft, fast/slow, high/low, and long/short.
2. I/D - TLW respond through purposeful physical movement to selected music characteristics.

History and Culture

1. I/D - TLW demonstrate appropriate audience behavior.
2. I/D/M - TLW explore the life and music of a composer.*

TLW = the learner will

I = introduce; D = develop; M = master

*Each year students will learn about a different composer of the teacher's choosing. Students will learn about 6 different composers by the time they have finished elementary school.

1st Grade Curriculum

Singing

1. D/M - TLW demonstrate pitch matching through echoing short phrases.
2. I - TLW demonstrate pitch matching when singing within in a group and/or with instrumental accompaniment.
3. I/D - TLW sing the correct solfege and intervals of mi, so and la.

Instrumental

1. I - TLW play classroom instruments while following rhythmic notation.

Read and Notate

1. D/M - TLW demonstrate reading left to right and top to bottom following a musical score.
2. D – TLW read, notate, and identify notes of the treble clef.
3. I – TLW read, notate, and identify notes of the bass clef.
4. I - TLW read, notate, and identify the proper name and value of a quarter note (ta), quarter rest and paired eighth notes (ti-ti) with correct stem direction.
5. I/D - TLW read, notate, and identify mi, so and la on the staff.
6. D - TLW identify the music terminology and symbols: staff, treble clef, bass clef, grand staff, piano, and forte.
7. D - TLW identify how notes move by steps, skips and repeats.

Composition

1. D - TLW supplement new words to a familiar song.
2. I/D/M - TLW compose short rhythm patterns using 1st grade rhythms.

Improvisation

1. I/D - TLW improvise vocal melodic responses (answers) to melodic questions.

Analysis

1. D/M - TLW demonstrate loud/soft, fast/slow, high/low, and long/short.
2. D/M - TLW respond through purposeful physical movement to selected music characteristics.
3. I - TLW identify classroom instruments through sight and sound.
4. I/D - TLW identify echo singing and call/response (solo/chorus).

History and Culture

1. D/M - TLW demonstrate appropriate audience behavior.
2. I/D/M - TLW explore the life and music of a composer.

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2nd Grade Curriculum

Singing

1. M - TLW demonstrate different types of voices including singing, talking, shouting, whispering, and humming.
2. M - TLW demonstrate pitch matching through echoing short phrases.
3. D/M - TLW demonstrate pitch matching when singing within in a group and/or with instrumental accompaniment.
4. D/M - TLW sing the correct solfege and intervals of mi, so and la.
5. I/D - TLW sing the correct solfege and intervals of low do and re.
6. I - TLW demonstrate vocal harmony through call and response singing.

Instrumental

1. M - TLW demonstrate steady beat using classroom instruments and body movement.
2. M - TLW play classroom instruments while following rhythm band charts.
3. D/M - TLW play classroom instruments while following rhythmic notation.
4. I/D - TLW play classroom instruments while following melodic notation.
5. I - TLW play rhythmic and melodic ostinatos.

Read and Notate

1. M - TLW demonstrate reading left to right and top to bottom following a musical score.
2. M - TLW read, notate, and identify notes of the treble clef.
3. D - TLW read, notate, and identify notes of the bass clef.
4. D/M - TLW read, notate, and identify the proper name and value of a quarter note (ta), quarter rest and paired eighth notes (ti-ti) with correct stem direction.
5. I/D - TLW read, notate, and identify the proper name and value of a half note (ta-a), half rest, whole note (ta-a-a-a), and whole rest with correct stem direction.
6. D/M - TLW read, notate, and identify mi, so and la on the staff.
7. I/D - TLW read, notate, and identify low do and re on the staff.
8. M - TLW identify the music terminology and symbols: staff, treble clef, bass clef, grand staff, piano, and forte.
9. I - TLW identify the music terminology and symbols: ostinato, meter, time signature, mezzo, and repeat sign.
10. I/D - TLW identify melodic patterns that move up, down or stay the same.
11. M - TLW identify how notes move by steps, skips and repeats.

Composition

1. M - TLW supplement new words to a familiar song.
2. I/D/M - TLW compose short rhythm patterns using 2nd grade rhythms.

Improvisation

1. D/M - TLW improvise vocal melodic responses (answers) to melodic questions.

Analysis

1. M - TLW demonstrate loud/soft, fast/slow, high/low, and long/short.
2. M - TLW respond through purposeful physical movement to selected music characteristics.
3. D - TLW identify classroom instruments through sight and sound.

4. D/M - TLW identify echo singing and call/response (solo/chorus).
5. I/D - TLW identify verse/refrain, AB and ABA form.
6. I/D - TLW identify and compare phrases and sections of music that are the same, similar and/or different.

History and Culture

1. M - TLW demonstrate appropriate audience behavior.
2. I/D/M - TLW explore the life and music of a composer.

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3rd Grade Curriculum

Singing

1. M - TLW demonstrate pitch matching when singing within in a group and/or with instrumental accompaniment.
2. M - TLW sing the correct solfege and intervals of mi, so and la.
3. D/M - TLW sing the correct solfege and intervals of low do and re.
4. I/D - TLW sing the correct solfege and intervals of ti and high do.
5. D - TLW demonstrate vocal harmony through call and response singing.
6. I - TLW demonstrate vocal harmony through partner songs and rounds.

Instrumental

1. M - TLW play classroom instruments while following rhythmic notation.
2. D - TLW play classroom instruments while following melodic notation.
3. D - TLW play rhythmic and melodic ostinatos.
4. I/D - TLW play rhythmic and melodic instruments while reading both rhythmic and melodic notation.
5. I - TLW play short passages on a melodic instrument while reading bass clef.

Read and Notate

1. D/M – TLW read, notate, and identify notes of the bass clef.
2. M - TLW read, notate, and identify the proper name and value of a quarter note (ta), quarter rest and paired eighth notes (ti-ti) with correct stem direction.
3. D/M - TLW read, notate, and identify the proper name and value of a half note (ta-a), half rest, whole note (ta-a-a-a), and whole rest with correct stem direction.
4. I/D - TLW read, notate, and identify the proper name and value of a dotted half note (ta-a-a), dotted half rest, and 4 sixteenth notes (tiri-tiri) with correct stem direction.
5. M - TLW read, notate, and identify mi, so and la on the staff.
6. D/M - TLW read, notate, and identify low do and re on the staff.
7. I/D - TLW read, notate, and identify ti and high do on the staff.
8. D - TLW identify the music terminology and symbols: ostinato, meter, time signature, mezzo, and repeat sign.
9. I - TLW identify the music terminology and symbols: pentatonic scale, sharp, flat, natural, and double barline.
10. I - TLW read, notate, and perform music in 2 and 3 meter.
11. D/M - TLW identify melodic patterns that move up, down or stay the same.
12. I - TLW read vocal music for a verse and refrain song.

Improvisation

1. I - TLW improvise simple melodic ostinatos with pentatonic tones.

Composition

1. I - TLW create a short rap within specified guidelines.

Analysis

1. M - TLW identify classroom instruments through sight and sound.
2. M - TLW identify echo singing and call/response (solo/chorus).

3. D/M - TLW identify verse/refrain, AB and ABA form.
4. D/M - TLW identify and compare phrases and sections of music that are the same, similar and/or different.
5. I - TLW distinguish the difference between families of instruments.
6. I - TLW use appropriate terminology to explain music, instruments, voices, and music performances.

Evaluate

1. I - TLW evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

History and Culture

1. I - TLW learn, recognize and understand the Star-Spangled Banner and patriotic songs.
2. I/D/M - TLW explore the life and music of a composer.

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4th Grade Curriculum

Singing

1. M - TLW sing the correct solfege and intervals of low do and re.
2. D/M - TLW sing the correct solfege and intervals of ti and high do.
3. I/D - TLW sing the correct solfege and intervals of low so, low la, and fa (major scale).
4. M - TLW demonstrate vocal harmony through call and response singing.
5. D - TLW demonstrate vocal harmony through partner songs and rounds.

Instrumental

1. M - TLW play classroom instruments while following melodic notation.
2. M - TLW play rhythmic and melodic ostinatos.
3. D - TLW play rhythmic and melodic instruments while reading both rhythmic and melodic notation.
4. I - TLW play in unison and simple 2-part (duet) on a melodic instrument.
5. D - TLW play short passages on a melodic instrument while reading bass clef.

Read and Notate

1. M - TLW read, notate, and identify notes of the bass clef.
2. M - TLW read, notate, and identify the proper name and value of a half note (ta-a), half rest, whole note (ta-a-a-a), and whole rest with correct stem direction.
3. D/M - TLW read, notate, and identify the proper name and value of a dotted half note (ta-a-a), dotted half rest, and 4 sixteenth notes (tiri-tiri) with correct stem direction.
4. I/D - TLW read, notate, and identify the proper name and value of 1 eighth note followed by 2 sixteenth notes (ti-tiri), 2 sixteenth notes followed by 1 eighth note (tiri-ti), eighth note alone (ti), eighth rest alone, and syncopated pattern (eighth, quarter, eighth (ti-ta-ti or syn-co-pa)), and a dotted quarter note/eighth note pattern (tom-ti) with correct stem direction.
5. I/D - TLW count the rhythms in a measure using numbers.
6. M - TLW read, notate, and identify low do and re on the staff.
7. D/M - TLW read, notate, and identify ti and high do on the staff.
8. I/D - TLW read, notate, and identify low so, low la, and fa on the staff.
9. D/M - TLW identify the music terminology and symbols: ostinato, meter, time signature, mezzo, and repeat sign.
10. D - TLW identify the music terminology and symbols: pentatonic scale, sharp, flat, natural, and double barline.
11. I - TLW identify the music terminology and symbols: timbre, major scale, crescendo, decrescendo, DS al coda, fermata, tie, and 1st and 2nd ending.
12. D - TLW read, notate, and perform music in 2 and 3 meter.
13. I/D - TLW read, notate, and perform music in 4 meter.
14. M - TLW identify melodic patterns that move up, down or stay the same.
15. D - TLW read vocal music for a verse and refrain song.

Improvisation

1. D - TLW improvise simple melodic ostinatos with pentatonic tones.

Composition

1. D - TLW create a short rap within specified guidelines.

2. I/D/M - TLW compose short rhythm patterns using 4th grade rhythms.
3. I/D - TLW compose short melodic patterns for a melodic instrument using proper notation.

Analysis

1. M - TLW identify and compare phrases and sections of music that are the same, similar and/or different.
2. M - TLW identify verse/refrain, AB and ABA form.
3. D - TLW distinguish the difference between families of instruments.
4. D - TLW use appropriate terminology to explain music, instruments, voices, and music performances.
5. I/D - TLW identify rondo form.
6. I - TLW identify the timbres of orchestral instrument families.
7. I/D - TLW recognize instruments in the brass, woodwind, percussion, and string families by sight and sound.
8. I - TLW use appropriate music terminology to explain personal preferences for specific musical works and styles.

Evaluate

1. D - TLW evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

History and Culture

1. D - TLW learn, recognize and understand the Star-Spangled Banner and patriotic songs.
2. I/D/M - TLW explore the life and music of a composer.

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5th Grade Curriculum

Singing

1. M - TLW sing the correct solfege and intervals of ti and high do.
2. D/M - TLW sing the correct solfege and intervals of low so, low la, and fa (major scale).
3. I - TLW sing the correct solfege and intervals of all the notes in a minor scale.
4. M - TLW demonstrate vocal harmony through partner songs and rounds.
5. I - TLW demonstrate vocal harmony through descants and counter melodies.

Instrumental

1. D - TLW play rhythmic and melodic instruments while reading both rhythmic and melodic notation.
2. D - TLW play in unison and simple 2-part (duet) on a melodic instrument.
3. I - TLW play in 3-parts on a melodic instrument.
4. D - TLW play short passages on a melodic instrument while reading bass clef.

Read and Notate

1. M - TLW read, notate, and identify the proper name and value of a dotted half note (ta-a-a), dotted half rest, and 4 sixteenth notes (tiri-tiri) with correct stem direction.
2. D/M - TLW read, notate, and identify the proper name and value of 1 eighth note followed by 2 sixteenth notes (ti-tiri), 2 sixteenth notes followed by 1 eighth note (tiri-ti), eighth note alone (ti), eighth rest alone, and syncopated pattern (eighth, quarter, eighth (ti-ta-ti or syn-co-pa)), and a dotted quarter note/eighth note pattern (tom-ti) with correct stem direction.
3. D/M - TLW count the rhythms in a measure using numbers.
4. M - TLW read, notate, and identify ti and high do on the staff.
5. D/M - TLW read, notate, and identify low so, low la, and fa on the staff.
6. I - TLW read and write major and minor scales.
7. M - TLW identify the music terminology and symbols: ostinato, meter, time signature, mezzo, and repeat sign.
8. M - TLW identify the music terminology and symbols: pentatonic scale, sharp, flat, natural, and double barline.
9. D - TLW identify the music terminology and symbols: timbre, major scale, crescendo, decrescendo, DS al coda, DC al coda, fermata, tie, and 1st and 2nd ending.
10. M - TLW read, notate, and perform music in 2 and 3 meter.
11. D/M - TLW read, notate, and perform music in 4 meter.
12. M - TLW read vocal music for a verse and refrain song.
13. I/D - TLW read and follow vocal music written in two parts.

Improvisation

1. D/M - TLW improvise simple melodic ostinatos with pentatonic tones.
2. I - TLW improvise simple phrases on a melodic instruments.

Composition

1. M - TLW create a short rap within specified guidelines.
2. D - TLW compose short melodic patterns for a melodic instrument using proper notation.
3. I/D/M - TLW compose short rhythm patterns and phrases using 5th grade rhythms.

Analysis

1. D/M - TLW identify rondo form.
2. M - TLW distinguish the difference between families of instruments.
3. D - TLW identify the timbres of orchestral instrument families.
4. D/M - TLW recognize instruments in the brass, woodwind, percussion, and string families by sight and sound.
5. I - TLW distinguish the difference between and orchestra and concert band.
6. D - TLW use appropriate terminology to explain music, instruments, voices, and music performances.
7. I - TLW identify vocal timbre of male, female and children's voices, as well as solo v. group voices.
8. D - TLW use appropriate music terminology to explain personal preferences for specific musical works and styles.

Evaluate

1. D - TLW evaluate the quality of their own and others' performances and offer constructive suggestions for improvement.

History and Culture

1. M - TLW learn, recognize and understand the Star-Spangled Banner and patriotic songs.
2. I/D/M - TLW explore the life and music of a composer.

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