

Kindergarten 53.00100 Course Description: Introduces creating, performing, and responding to music while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGMK.CR.1 Improvise melodies, variations, and accompaniments.

- a. Improvise simple body percussion patterns.
- b. Improvise soundscapes (e.g. weather, animals, other sound effects).
- c. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

ESGMK.CR.2 Compose and arrange music within specified guidelines.

- a. Create sound effects to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
- c. Vary the text for familiar melodies, chants, and poems.

ESGMK.CR.3 Share creative work.

- a. With guidance, share a final version of personal musical work with peers.

Performing

ESGMK.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing simple accompanied and unaccompanied melodies in a limited range, using head voice.
- b. Echo simple singing and speech patterns.
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGMK.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

ESGMK.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
- b. Read simple melodic contour representations (e.g. roller coaster).

Responding

ESGMK.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, loud/soft, fast/slow, long/short).
- c. Identify basic classroom instruments by sight and sound.
- d. Aurally distinguish between different voices (e.g. whisper, shout, talk, sing).

ESGMK.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGMK.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

Connecting

ESGMK.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

ESGMK.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

First Grade 53.00200 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGM1.CR.1 Improvise melodies, variations, and accompaniments.

- a. Improvise simple body percussion patterns.
- b. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

ESGM1.CR.2 Compose and arrange music within specified guidelines.

- a. Create sound effects to accompany songs, poems, and stories.
- b. Create simple rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes).
- c. Vary the text for familiar melodies, chants, and poems.

ESGM1.CR.3 Share creative work.

- a. With limited guidance, share a final version of personal musical work.

Performing

ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies in a limited range, using head voice.
- b. Echo simple singing and speech patterns and perform call and response songs.
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

ESGM1.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
- b. Read contour representations and simple melodic patterns within a reduced staff.

Responding

ESGM1.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- b. Describe music using appropriate vocabulary (e.g. high/low, upward/downward, loud/soft, fast/slow, long/short, same/different).
- c. Identify classroom and folk instruments by sight and sound.
- d. Aurally distinguish between different voices (e.g. men, women, children).

ESGM1.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.

Connecting

ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

ESGM1.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

Second Grade 53.00300 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGM2.CR.1 Improvise melodies, variations, and accompaniments.

- a. Improvise simple rhythmic patterns using a variety of sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).
- b. Improvise simple pentatonic melodies and accompaniments.

ESGM2.CR.2 Compose and arrange music within specified guidelines.

- a. Create sound effects to accompany songs, poems, and stories.
- b. Compose rhythmic patterns (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests).
- c. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing

ESGM2.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied pentatonic melodies using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM2.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform steady beat and simple rhythmic patterns using body percussion and a variety of instruments with appropriate technique.
- b. Perform simple body percussion and instrumental parts including ostinato while other students play or sing contrasting parts.
- c. Perform simple melodic patterns using instruments with appropriate technique.

ESGM2.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, barred eighth notes, half notes, and half rests using iconic or standard notation.
- b. Read simple melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line).

Responding

ESGM2.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA).
- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano, presto/largo, long/short), appropriate mood (e.g. happy/sad), and timbre adjectives (e.g. dark/bright, heavy/light).
- c. Identify classroom, folk, and orchestral instruments by sight and sound.
- d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

ESGM2.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances by themselves and others with given criteria.
- b. Refine music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM2.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances.

Connecting

ESGM2.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

ESGM2.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

Third Grade 53.00400 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGM3.CR.1 Improvise melodies, variations, and accompaniments.

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.
- b. Improvise pentatonic melodies and accompaniments.

ESGM3.CR.2 Compose and arrange music within specified guidelines.

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, half notes, half rests, barred eighth notes, barred sixteenth notes).
- c. Compose melodic patterns.
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing

ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice.
- b. Sing with others (e.g. rounds, game songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- c. Perform melodic patterns, including pentatonic patterns, with instruments using appropriate technique.

ESGM3.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.
- b. Read melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo).

Responding

ESGM3.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and simple formal structures (e.g. AB, ABA, rondo).
- b. Describe music using appropriate vocabulary (e.g. upward/downward, forte/piano/mezzo, presto/largo/moderato, smooth/separated), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. thick/thin).

- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound.
- d. Aurally distinguish between solo/ensemble and accompanied/unaccompanied singing.

ESGM3.RE.2 Evaluate music and music performances.

- a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM3.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

Connecting

ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.
- b. Describe connections between music and disciplines outside the fine arts.

ESGM3.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Describe how sounds and music are used in daily lives.
- c. Demonstrate performance etiquette and appropriate audience behavior.

Fourth Grade 53.00500 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGM4.CR.1 Improvise melodies, variations, and accompaniments.

- a. Improvise rhythmic question and answer phrases using a variety of sound sources.
- b. Improvise pentatonic melodies and accompaniments.

ESGM4.CR.2 Compose and arrange music within specified guidelines.

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests).
- c. Compose melodic patterns.
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing

ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.

ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- c. Perform simple major/minor melodic patterns with appropriate technique.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- e. Perform instrumental parts expressively, following the cues of a conductor.

ESGM4.PR.3 Read and Notate music.

- a. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests).
- b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, 1st and 2nd endings, coda, time signatures, accent mark, crescendo/decrescendo).

Responding

ESGM4.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda).

- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound.
- d. Aurally distinguish between various ensembles.
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- f. Aurally identify tonal center.

ESGM4.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM4.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

Connecting

ESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.

ESGM4.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.

Fifth Grade 53.00600 Course Description: Enhances previous course through more in-depth exploration of creating, performing, and responding to music, while connecting the world of music to other areas of learning and personal endeavors.

Creating

ESGM5.CR.1 Improvise melodies, variations, and accompaniments. Improvise rhythmic phrases.

- a. Improvise melodies and accompaniments.

ESGM5.CR.2 Compose and arrange music within specified guidelines.

- a. Create rhythmic and melodic motives to enhance literature.
- b. Compose music (with or without text) within an octave scale in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

Performing

ESGM5.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.

ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform simple major/minor melodic patterns with appropriate technique.
- c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- e. Perform instrumental parts expressively, following the cues of a conductor.

ESGM5.PR.3 Read and Notate music.

- a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo, 1st and 2nd endings, coda, accent mark, accelerando/ritardando, sharp/flat).

Responding

ESGM5.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations).

- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk and world instruments by sight and sound.
- d. Aurally distinguish between various ensembles.
- e. Aurally distinguish between soprano, alto, tenor, and bass instruments and voices.
- f. Aurally identify tonal center.

ESGM5.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM5.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.
- c. Perform line and circle dances, including traditional folk dances.

Connecting

ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.
- c. Describe various career paths in music.

ESGM5.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- b. Discuss how sounds and music are used in daily lives.
- c. Describe and demonstrate performance etiquette and appropriate audience behavior.