

Kindergarten – 3rd grade Music Standards Alignment

The following articulates the alignment between Oregon Standards and National Standards. It further defines the learning targets for each grade level as aligned with the standards.

Create, Present, Perform

Oregon Standards	<ul style="list-style-type: none"> • Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art. • Explore aspects of the creative process used and the choices on one’s work. • Create, present and/or perform a work of art that demonstrates an idea, mood or feeling. • Describe how one’s own work using reveals knowledge of the arts, orally and in writing. 			
National Standards	<ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music 2. Performing on instruments, alone and with others, a varied repertoire of music 3. Composing and arranging music with specified guidelines 4. Reading and notating music 			
GPSD Learning Targets	Kindergarten	1st Grade	2nd Grade	3rd Grade
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify opposites (i.e. loud/soft, fast/slow) <input type="checkbox"/> Recognize steady beat <input type="checkbox"/> Identify voices <input type="checkbox"/> Identify and play a variety of rhythm instruments <input type="checkbox"/> Recognize same/different 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and practice opposites (i.e. loud/soft, fast/slow) <input type="checkbox"/> Identify and move to steady beat <input type="checkbox"/> Identify men’s, women’s, and children’s voices <input type="checkbox"/> Identify and play a variety of rhythm instruments <input type="checkbox"/> Identify mi,so, and la <input type="checkbox"/> Recognize melodic direction (i.e. upward, downward, stays the same) 	<ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge opposites in music <input type="checkbox"/> Sing alone and with others <input type="checkbox"/> Introduce Kodaly hand signs <input type="checkbox"/> Demonstrate an awareness of beat through movement and instruments <input type="checkbox"/> Echo patterns and recognize notes <input type="checkbox"/> Create music using elements such as: dynamics, simple rhythms and simple forms <input type="checkbox"/> Identify short and long beats, same and different rhythm patterns <input type="checkbox"/> Introduce the four orchestral families 	<ul style="list-style-type: none"> <input type="checkbox"/> Sing solo and in groups <input type="checkbox"/> Rounds, ostinatos, partner songs <input type="checkbox"/> Introduce note reading and the recorder <input type="checkbox"/> Perform rhythmic and melodic patterns on xylophones, drums and various classroom instruments <input type="checkbox"/> Introduce the treble clef staff and notes <input type="checkbox"/> Study the four orchestral families

Aesthetics and Criticism

<p>Oregon Standards</p>	<ul style="list-style-type: none"> • Recognize essential elements, organizational principles and aesthetic effects in works of art. • Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts. • Identify the disciplines used in an integrated work of art. 			
<p>National Standards</p>	<ol style="list-style-type: none"> 1. Listening to, analyzing, and describing music 2. Evaluating music and music performances 3. Understanding relationships between music and art, and disciplines outside of the arts. 			
<p>GPSD Learning Targets</p>	<p style="text-align: center;">Kindergarten</p>	<p style="text-align: center;">1st Grade</p>	<p style="text-align: center;">2nd Grade</p>	<p style="text-align: center;">3rd Grade</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Echo short rhythm patterns <input type="checkbox"/> Recognize types of music <input type="checkbox"/> Explore the connection between songs and holidays <input type="checkbox"/> Sing in groups <input type="checkbox"/> Demonstrate audience behavior <input type="checkbox"/> Participate in singing about respect of community, country and world <input type="checkbox"/> Recognize sounds of orchestral instruments <input type="checkbox"/> Participate in action songs <input type="checkbox"/> Perform using natural and created sounds 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize quarter note, eight note, and quarter rest <input type="checkbox"/> Recognize beats in sets of two or sets of three <input type="checkbox"/> Recognize melodic direction <input type="checkbox"/> Identify phrases <input type="checkbox"/> Identify AB, and ABA forms <input type="checkbox"/> Recognize artistic elements in music <input type="checkbox"/> Sing, play and listen to American and multi-cultural music <input type="checkbox"/> Recognize the sound of orchestral instruments <input type="checkbox"/> Imitate or echo short melody patterns <input type="checkbox"/> Compose simple rhythmic and melodic phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to and discuss music from various origins and cultures. <input type="checkbox"/> Attend musical performances and demonstrate appropriate audience behavior <input type="checkbox"/> Make cross-curricular connections in the music room (i.e. history, science, math, social studies) 	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to and discuss history of songs and instrumental music. <input type="checkbox"/> Participate in singing songs about community, country, and world.

Historical and Cultural Perspectives

<p>Oregon Standards: Create, Present, Perform:</p>	<ul style="list-style-type: none"> • Identify an event or condition that influenced a work of art. • Identify social, historical, and cultural characteristics in a work of art. • Describe how works of art from a student’s community reflects the artist’s environment and culture. • Describe how the arts serve a variety of purposes in the student’s life, community, and culture • Recognize how the arts can influence an individual’s life. 			
<p>National Standards Alignment</p>	<ol style="list-style-type: none"> 1. Listening to, analyzing, and describing music 2. Understanding relationships between music and art, and disciplines outside of the arts. 3. Understand music in relation to history and culture 			
<p>GPSD Learning Targets</p>	<p>Kindergarten</p>	<p>1st Grade</p>	<p>2nd Grade</p>	<p>3rd Grade</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Listen to and perform a variety of music <input type="checkbox"/> Respond appropriately to a variety of music <input type="checkbox"/> Experiment with a variety of sound sources <input type="checkbox"/> Hear, move to, and sing in a variety of meters <input type="checkbox"/> Sing and play simple melodies <input type="checkbox"/> Explore melody alone and melody with accompaniment 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe music including the elements of tempo and dynamics <input type="checkbox"/> Hear accents in a variety of musical selections <input type="checkbox"/> Respond to several genres of music used for performance, movement, or listening <input type="checkbox"/> Echo sing short melody patterns <input type="checkbox"/> Play a variety of pitched and non-pitched percussion instruments <input type="checkbox"/> Follow one step oral instruction 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize patriotic songs and songs from other cultures <input type="checkbox"/> Students will acquire discipline skills that will be transferable to other disciplines <input type="checkbox"/> Recognize expressive qualities of music and how it weaves a thread in all of life (i.e. movie music, nature sounds, major/minor sound) 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss origins and history of songs and instrumental music <input type="checkbox"/> Perform a brief program of songs or dances from a selected culture or tradition for an audience <input type="checkbox"/> Introduce form AB, ABA children’s chants, and limericks and origin of each